

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

A Synopsis of the PhD thesis

Submitted by

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Chapter Outline

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Chapter – I: Context of the Study

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

Simon Sinek

Introduction

Leadership is indeed such a substance without which growth, expansion and operation of any organization is impossible, even the Higher Education Institutions. 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 Institutions (HEIs) 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 ambience 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 a common phenomenon 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 setting in West Bengal. In spite of having all these historical notabilities, many of the HEIs of West Bengal are running based on the 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 challenge, 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 in West Bengal 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 leadership can build up the institutions more conducive, lively and joyful.

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 for cultivate a supportive leadership practice benevolent for all. However, as such there is not much research conducted till now within the field of HEIs in West Bengal focusing particularly on the practice of well-being 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.

Well-being leadership in HEIs is presently highly acclaimed and recognized as well across the world but there is a paucity of study exploring the intersectional wellness concepts within the HEIs in West Bengal. The present research thus quests to fill up this gap by enquiring into the issue how leadership practice influences the wellness of staff members, faculties and students at large in the academic settings in West Bengal. By way of identifying the best leadership practice that exalts well-being, this study wants to present conducive strategies to the policy makers for creating a healthy, vibrant and resilient academic environment. The findings of this research are also supposed to exhibit some significant aspects delving into the dynamics of well-being leadership practice in the higher education institutions in West Bengal. This study by focusing effective leadership practice and marking out the development area, can show light to the institutional leaders for adopting policies and programs which may inculcate overall wellness amongst the individuals. More importantly, this research may stimulate for a greater investigation of well-being leadership dynamics across the different academic context and thus this endeavor may be a cornerstone for future research in the area of HEIs in West Bengal.

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.

Chapter – II: Problem of the Study

Review of Literature

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 behaviors (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 indicated that persons with higher levels of intellectual humility were more likely to engage in exploratory behaviors in response to COVID-19 disinformation. This was true for both planned and actual behavior.

Basak & Ghosh., (2014) studied one hundred sixty school teachers in Kolkata, to investigate the correlation between personality traits and professional development. The researchers used the NEO five-component questionnaire (Costa & McCrae, 1992) and the Career Stage Scale (McCormick & Barnett, 2008). The results showed a positive and significant relationship between openness to change, agreeableness, and conscientiousness and all career stages, a negative and significant relationship between neuroticism and the stocktaking and disengagement stages, and a positive and significant relationship between extraversion and the stabilization and disengagement stages. Using a multi-step regression model, they found that several personality characteristics were strong predictors across the whole working life cycle. Educators at all levels of their careers were found to be more positively defined by openness to change, agreeableness, and conscientiousness, and less negatively characterized by neuroticism, than the general population.

Washburn, Richard V (1964) has tried to investigate the relationship between the attitude of the employees and their job performance. 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, it is found that there is a significant positive relation between job satisfaction and employees' performance and organization 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.

Hung Jee Fenn & Akram Abdulraqeb Sultan Al-Khaled (2020) of Berjaya University College, Malaysia: have examined the impact of leadership style on the employees' work performance in organizational structure. According to them, this is a sort of behavioral 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 behavior with active participation of all is highly desirable.

Statement of the Problem

After preliminary discussion on the research topic and reviewing over 50 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 in West Bengal. 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, the landscape of higher education has undergone significant changes, bringing with it new

responsibilities, pressures, and expectations for both institutions and employees. Leadership practices within Higher Educational Institutions (HEIs) play a crucial role in shaping the professional environment, influencing how employees perceive their roles, and ultimately determining their overall sense of 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 researcher's 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. 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.

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”**.

Delimitations of the study

Current study was delimited to followings: -

- 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.

Objectives of the study

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.

Hypotheses of the study

H₀1: Leadership Style does not significantly differ with employees' Gender.

H₀2: Organizational well-being does not significantly differ with employees' Gender.

H₀3: Leadership style does not significantly differ among employees based on their rural, semi-urban, and urban habitation.

H₀₄: Organizational well-being does not significantly differ among employees based on their rural, semi-urban, and urban habitation.

H₀₅: Leadership style does not significantly differ among employees based on their Family structure.

H₀₆: Organizational well-being does not significantly differ among employees based on their Family structure.

H₀₇: Leadership style does not significantly differ among employees based on their marital status.

H₀₈: Organizational well-being does not significantly differ among employees based on their marital status.

H₀₉: Leadership style does not significantly differ among employees based on their Highest Educational Qualifications.

H₀₁₀: Organizational well-being does not significantly differ among employees based on their Highest Educational Qualifications.

H₀₁₁: Leadership style does not significantly differ among employees based on their Designation.

H₀₁₂: Organizational well-being does not significantly differ among employees based on their Designation.

H₀₁₃: Organizational well-being does not significantly differ among employees based on their Salary Justification.

H₀₁₄: Organizational well-being does not significantly differ among employees based on their Happiness with work.

H₀₁₅: Organizational well-being does not significantly differ among employees based on their Happiness with their immediate Supervisor.

H₀₁₆: Age does not significantly correlate with Leadership style among employees.

H₀17: Age does not significantly correlate with organizational well-being among employees.

H₀18: Work Experience does not significantly correlate with Leadership style of employees.

H₀19: Work Experience does not significantly correlate with organizational well-being of employees.

H₀20: Number of Promotion does not significantly correlate with Leadership style of employees.

H₀21: Number of Promotion does not significantly correlate with organizational well-being of employees.

H₀22: Remaining Service years does not significantly correlate with Leadership style among employees.

H₀23: Remaining Service years does not significantly correlate with organizational well-being among employees.

H₀24: Salary Justification does not significantly correlate with organizational well-being of employees.

H₀25: Leadership style does not significantly predict Employee's Organizational Wellbeing.

H₀26: Workplace factors do not significantly predict Employee's Organizational Wellbeing.

Chapter – III: Method & Procedures

Research methods refer to the systematic procedures used to collect, analyses, 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. the objectives of the study, a structured survey was conducted among employees working in higher educational institutions in West Bengal. To accurately represent the research method, a quantitative survey approach was followed in this study.

In this study, the researcher employed a cross-sectional survey research design to collect quantitative data through a questionnaire. The target population consisted of all non-teaching employees working in higher educational institutions (HEIs) of West Bengal. A sample of 329 non-teaching employees working in higher educational institutions across west Bengal. A multistage sampling method was used to choose the HEIs, while a simple random sampling technique was applied to select the teachers who participated.

Description of Variables

In this study following independent and dependent variables were taken –

Independent Variables

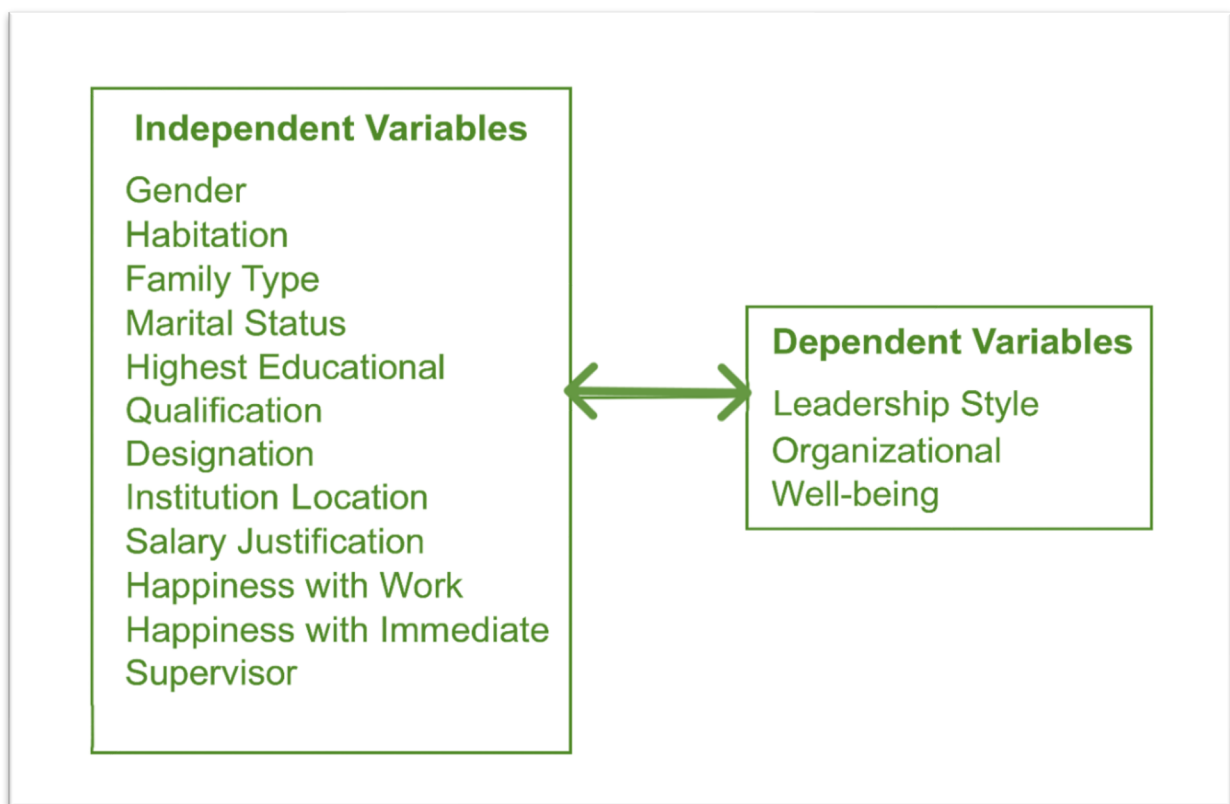
- i. **Gender:** Classified into two categories—Male and Female.
- ii. **Habitation:** Divided into three categories—Rural, Urban, and Semi-Urban.
- iii. **Family type:** Categorized as – Joint and Nuclear.
- iv. **Marital status:** Classified into three categories— Married, Unmarried, and Single.
- v. **Highest Educational Qualification:** Divided into six levels—Upto Secondary, Higher Secondary, Diploma, Bachelor’s degree, Master’s degree, and Research Degree.

- vi. Designation:** For the purpose of this study, employees in higher education institutions of West Bengal were categorized based on their official designations into three groups: **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:** Classified into three categories- Metropolitan, Semi-urban, and Urban.
- viii. Salary Justification:** Classified into two groups - '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:** In this study, employees were categorized into two groups based on their level of happiness with work. 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:** Divided into two groups- '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.

Dependent Variable

Dependent variables are those that are measured or observed to determine the effects or outcomes of the independent variables. In the present study, **Leadership Style** and **Organizational Well-being** were identified and treated as the dependent variables, as the research aimed to examine how these outcomes are influenced by the selected independent factors.

Interaction Between Variables



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 Employees 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 analyzing 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 adapted 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 to create subscale totals. Higher scores indicate higher perceived leadership style in the respective domain.

Table 3.3 Showing dimensions and number of items.

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

Sample size	Cronbach's alpha (α)
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 to create subscale totals. Higher scores indicate higher perceived well-being in the respective domain.

Table: 3.5 Showing description of tool

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

Reliability and Validity

In the present study, 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

Dimensions	Cronbach's alpha (α)
Life Well-Being:	0.86
Workplace Well-Being:	0.84
Psychological Well-Being:	0.88
Overall reliability of the scale:	$\alpha = 0.93-0.94$

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 **349 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, **20 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.

Chapter – IV: Result & Interpretation of Data

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

Presenting mean score distribution of employee’s leadership style based on gender.

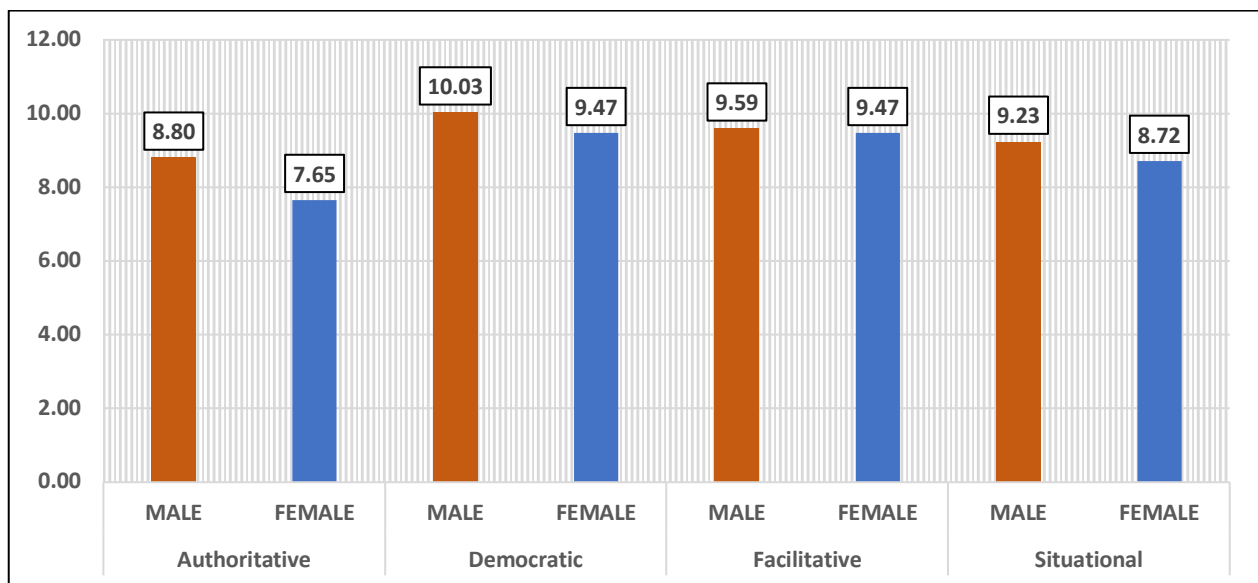


Figure 4.1 shows the mean score distribution of leadership styles based on gender. In the case of Authoritative leadership, male employees scored a mean of 8.80 with a standard deviation of 2.382, while female employees scored a mean of 7.65 with a standard deviation of 2.486. Thus, male employees showed 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.

Mean score distribution of employee’s organizational wellbeing on gender.

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

Presenting mean score distribution of organizational wellbeing based on Gender.

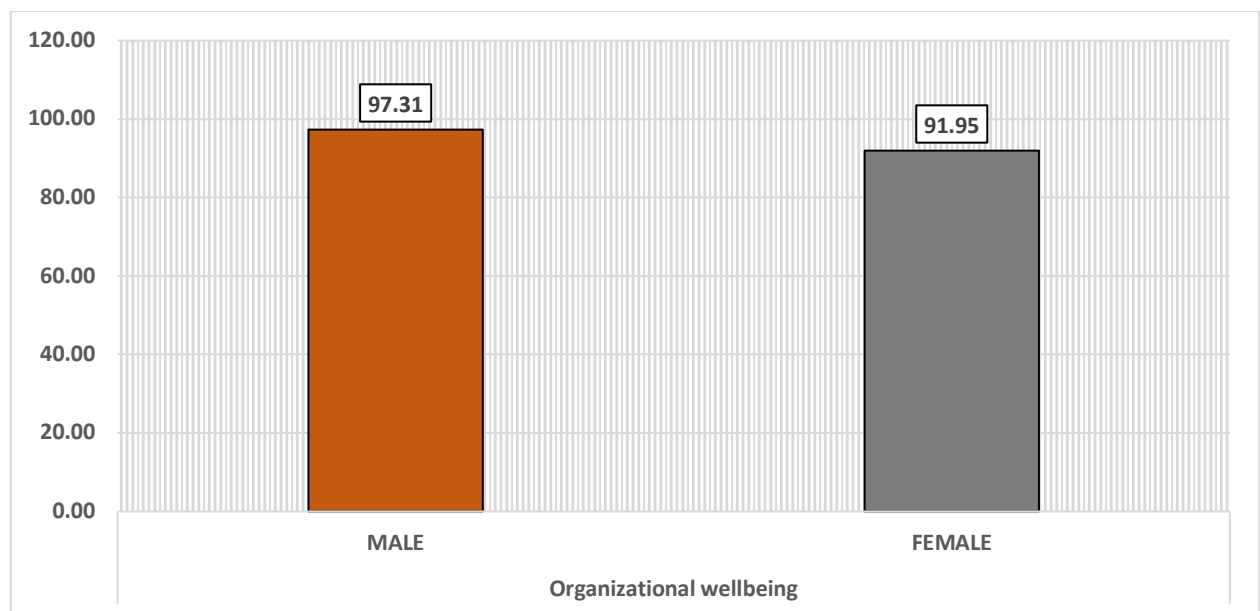


Figure 4.7 shows mean score distribution of employees’ organizational wellbeing based on gender. Male and female employees scored 97.31 and 91.95 with standard deviations

of 20.930 and 18.702 respectively. So, male employees showed greater organizational wellbeing than female employees.

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.

Showing hypotheses testing matrix.

No.	Hypotheses description	Remarks
H ₀₁	Leadership style does not significantly differ with employees' gender.	Rejected
H ₀₂	Organizational well-being does not significantly differ with employees' gender.	Rejected
H ₀₃	Leadership style does not significantly differ among employees based on their rural, semi-urban, and urban habitation.	Failed to reject
H ₀₄	Organizational well-being does not significantly differ among employees based on their rural, semi-urban, and urban habitation.	Rejected
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.	Failed to reject
H ₀₇	Leadership style does not significantly differ among employees based on their marital status.	Failed to reject
H ₀₈	Organizational well-being does not significantly differ among employees based on their marital status.	Rejected
H ₀₉	Leadership style does not significantly differ among employees based on their highest educational qualifications.	Rejected
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.	Failed to reject
H ₀₁₂	Organizational well-being does not significantly differ among employees based on their designation.	Rejected
H ₀₁₃	Organizational well-being does not significantly differ among employees based on their salary justification.	Rejected

H ₀ 14	Organizational well-being does not significantly differ among employees based on their happiness with work.	Rejected
H ₀ 15	Organizational well-being does not significantly differ among employees based on their happiness with their immediate supervisor.	Rejected
H ₀ 16	Age does not significantly correlate with leadership style among employees.	Failed to reject
H ₀ 17	Age does not significantly correlate with organizational well-being among employees.	Rejected
H ₀ 18	Work experience does not significantly correlate with leadership style of employees.	Failed to reject
H ₀ 19	Work experience does not significantly correlate with organizational well-being of employees.	Rejected
H ₀ 20	Number of promotion does not significantly correlate with leadership style of employees.	Failed to reject
H ₀ 21	Number of promotion does not significantly correlate with organizational well-being of employees.	Failed to reject
H ₀ 22	Remaining service years does not significantly correlate with leadership style among employees.	Failed to reject
H ₀ 23	Remaining service years does not significantly correlate with organizational well-being among employees.	Rejected
H ₀ 24	Salary justification does not significantly correlate with organizational well-being of employees.	Rejected
H ₀ 25	Leadership style does not significantly predict employees organizational wellbeing.	Rejected
H ₀ 26	Workplace factors does not significantly predict employees organizational wellbeing.	Rejected

Chapter – V: Discussion & Conclusion

This chapter sums up the significant outcomes found after the study on leadership style and organizational wellness 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.

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 also 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 are 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 having A Category positions have validated better organizational well-being compared to those in Categories B and C aligns 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 aligns 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 appears 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.

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 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.

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 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.

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.

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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