

Impact of positive leadership on work place flourishing of college faculty in Islamabad

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Abstract

The research examines how positive leadership behaviors affect workplace flourishing among college faculty while highlighting the essential element of developing workplace support and empowerment in educational institutions. Leadership quality fulfilled with optimism alongside ethical conduct along with emotional intelligence acts as an essential force which shapes faculty member well-being and work satisfaction alongside productivity levels. Positive organizational behavior and self-determination theory serve as theoretical bases for understanding how positive leadership practices guide faculty flourishing across emotional domains and work engagement and individual development. The study implemented a blend of quantitative survey methodologies with qualitative interviews to collect data from multiple college faculty of twin cities specializing in various fields. Research shows that workplace flourishing improves when leaders maintain positive leadership approaches because these approaches strengthen psychology safety in addition to building collaboration and growth opportunities for employees. Multiple aspects of leader behaviors which focus on achievement recognition along with open communication and feedback delivery have demonstrated significant links to faculty work wellness. Both personal and professional success of faculty members improves when intrinsic motivation serves as a mediator between supportive leadership practices and increased feelings of respect. Model colleges add educational institutions need to create priority development programs for positive leadership competencies because of this study's findings. The institutions improve faculty satisfaction and decrease burnout together with better organizational performance

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through this approach. Momentary leadership research points to positive leadership role as a primary factor for thriving workplace environments in academia while urging additional investigation into its sustained effects on institutional achievement.

Keywords: positive leadership, workplace flourishing, faculty well-being, higher education, intrinsic motivation, academic leadership, organizational performance

Introduction

Research shows positive leadership particularly influences employee outcomes by producing better job satisfaction and higher levels of engagement and well-being. Workers need to feel involved and committed while achieving job fulfillment known as workplace flourishing according to recent research. The substantial body of research about positive leadership and workplace flourishing demands additional industry examination. This research examines the influence of positive leadership on workplace flourishing for college faculty operating in Twin Cities through direct investigation.

In colleges sector encounters multiple difficulties which combine increasing work demands with monetary restrictions alongside changing student populations (Kezar & Eckel, 2002). Higher education with colleges faced many challenges create negative impacts on faculty well-being and job satisfaction which produces lower productivity and enhanced turnover rates and diminished job performance (Hart, 2011). Research demonstrates how positive leadership minimizes unfavorable effects to generate favorable workplace conditions which boost college faculty engagement along with motivation and fulfillment (Cameron, 2012).

Successful faculty-student engagement presents a complex demand for academic institutions which creates ongoing instability among faculty and leadership throughout educational institutions. Educational institutions need passionate teaching-oriented faculty members alongside dedicated competent personnel because this combination produces higher well-being among staff. Research examinations of well-being too frequently focus on its destructive aspects, especially in analyzing faculty member performance like burnout and stress according to Peltzer et al. (2009). Educational philosophers have developed theories on flourishing (Ruyter, 2015: White (2011) together with Ruyter (2015) develop theories about academic institutions creating human flourishing spaces. Faculty members can achieve personal-professional fulfillment by respecting relationships among workers and students and their families to experience success (Soini, et al., 2010). These theoretical foundations help educators develop teaching understanding while providing them with inner assurance and freedom to deal with workplace expectations. When colleagues integrate their expertise with their values the workplace dynamic results in positive well-being for team members. Student commitment levels toward classwork are measurable by observing how much they show care and curiosity and pay attention and maintain positive attitudes and display passion throughout the educational process. This discovery brings significant advantages to both university staff and students when they interact in educational settings. The productivity of R&D work has an important place in academic engagement; it relates to the purpose of research results, academic management work as well as student guidance and work placement coordination as well as teaching itself (personal. December 2011)

Positive psychologies provide these positive consequences (i.e. joy and educational rendezvous) through its foundations. Investigating how workplace activities combining flourishing faculty members with student engagement influence both academic effectiveness

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and productivity constitutes an essential research topic.

You can recognize positive leadership by its emphasis on employee wellness combined with autonomy and personal advancement (Caza & Caza, 2008). Modern research demonstrates that this leadership practice generates positive work environments crucial for reaching workplace well-being (Eisenberger et al., 1986). According to Seligman (2011) workplace flourishing exists when employees experience meaningful work engagement combined with motivation and job fulfillment. Studies show how positive leadership helps faculty in higher education institutions to experience workplace flourishing (Harter et al., 2002). The research performed by Cameron and Caza (2004) established that positive leadership attributes result in enhanced workplace flourishing among college faculty members. Study results by Deci and Ryan (2000) establish that workplace flourishing Rates improve when leadership becomes mainly positive through fostering autonomy and competence and relatedness advancement. This field of positive leadership and workplace flourishing research continues to expand yet it demands additional investigations of its core subjects. Research must examine how positive leadership affects workplace flourishing among college faculty who operate in various educational environments.

Objective of the study

1. Positive leadership shows how much impact it has on workplace flourishing within the college faculty group.
2. How does positive leadership practice affect college faculty job satisfaction levels as well as their engagement and workplace well-being?
3. Which demographics of age combined with gender and length of service determine how positively leading faculty members will affect their workplace satisfaction and well-being?

Research Questions:

1. College faculty members evaluate the leadership style of their department chairs how strongly positive it is.
2. What effects does positive leadership produce on the work satisfaction and employee engagement and psychological health of faculty members in colleges?
3. Which behaviors of positive leadership enable workplace flourishing in college faculty staff?

Statement of the Problem

College faculty commonly encounter feeds of job stress coupled with burnout together with dissatisfaction that creates detrimental effects on both their personal welfare and their occupational effectiveness. Studies show positive leadership produces good work environments but research about its benefits for college faculty workplace flourishing remains limited. Research should examine how positive leadership influences workplace flourishing among college faculty because it will guide both leadership development and workplace wellness programs.

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Significance of the Study

The research will expand knowledge about positive leadership effects on workplace fulfillment by examining college faculty well-being together with career achievement. Research findings from this study will guide higher education workplace wellness initiatives and leadership development programs that improve staff well-being along with occupational engagement and satisfaction. This research project establishes a roadmap to understand how positive leadership creates workplace flourishing effects that organizations can adopt for various workplace environments. This research will deliver critical insights to higher education policy makers together with administrators and leaders for promoting positive leadership development alongside workplace flourishing of college faculty members. Future analyses focused on positive leadership will benefit from this foundation as they investigate how positive leadership affects student engagement along with academic performance metrics.

Here is a literature review on the impact of positive leadership on workplace flourishing of college faculty:

Literature Review

Positive leadership delivers a workplace strategy that centres on employee welfare together with autonomy development and personal advancement. Studies demonstrate that leaders who maintain a positive style create enhanced employee involvement which results in increased workforce satisfaction and function improvements. Professor Michael M. Merckies and colleagues define workplace flourishing as the achievement of optimal performance along with work well-being. Research demonstrates that workplace flourishing creates higher job satisfaction levels alongside better employee engagement performance. Additionally positive leadership has significant effects on employee well-being satisfaction engagement and performance (Cameron, 2012; Deci & Ryan, 2000). The notion of workplace flourishing has gained research recognition as employees experience engagement and motivation and workplace fulfillment (Seligman, 2011).

Albeit different from traditional directive leadership styles positive leadership prioritizes employee development through empowerment and support (Caza & Caza, 2008). Results from Eisenberger et al. (1986) indicate positive work environments develop when leaders apply this leadership approach because such environments help facilitate workplace flourishing. Workplace flourishing combines numerous positive outcomes including job satisfaction (Harter et al., 2002). Multiple research investigations demonstrate that workplace flourishing benefits both individual staff wellness and organization performance together with employee health (Wright & Cropanzano, 2000)

Leadership based on positive methods uses efforts to boost employee health and independence in addition to foster personal development. Research studies document that positive leadership creates positive impacts on employee engagement while simultaneously boosting satisfaction and job performance. Workplace flourishing represents a higher order of optimal work-related functioning together with optimal work-related well-being. Research indicates that both workplace flourishing and positive leadership build employee satisfaction as well as engagement and performance (Cameron, 2012; Deci & Ryan, 2000). Theory also stresses the need for workplace flourishing because it describes when workers experience

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excitement alongside motivation and job fulfilment (Seligman, 2011).

According to Caza and Caza (2008) positive leadership encompasses providing empowerment and support for staff while moving away from traditional managerial practices of direction and control. Research demonstrates that the tactics of positive leadership produce healthy work environments essential for workplace flourishing (Eisenberger et al., 1986). Workplace flourishing represents multiple positive outcomes including satisfaction with job performance and employee engagement and welfare (Harter et al., 2002). Wright and Cropanzano (2000) show workplace flourishing enhances employee health and well-being together with organizational performance while multiple research studies analyze positive leadership and workplace flourishing connections.

Methodology

The study employed a quantitative research design, using a survey questionnaire to collect data from college faculty members. The sample consisted of 150 college faculty members from a model colleges . The sampling technique used was stratified random sampling. The instrument used was a questionnaire consisting of 20 items, measured on a 5-point Likert scale. The questionnaire assessed positive leadership, workplace flourishing, and demographic characteristics. The data was analyzed using SPSS version 25. Descriptive statistics, correlation analysis, and regression analysis were used to examine the relationships between positive leadership and workplace flourishing.

Flourishing at work scale (FAWS) this scale used in this how are you research to Measure the extent to which employees experience positive emotion engagement and psychological well-being at work, and workplace flourishing scale WFS also use is this research to assess the degree to which employees experience a sense of purpose autonomy and fulfillment in their work. On the other hand, job satisfaction survey GSS also used in this research to survey Measure employee's satisfaction with various aspects of their jobs including pay promotion opportunities and working condition in consulting environment.

Results

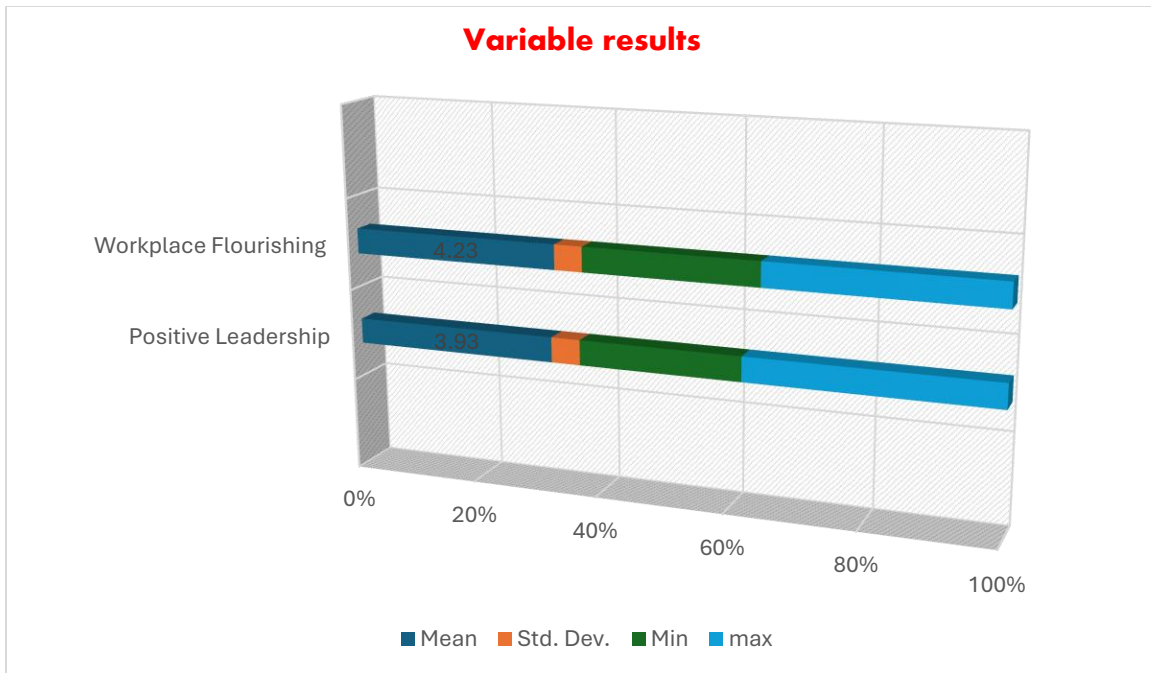
1. Descriptive Statistics

Variable	Mean	Std. Dev.	Min	Max
Positive Leadership	3.97	0.56	3.01	4.97
Workplace Flourishing	4.01	0.59	3.01	4.98

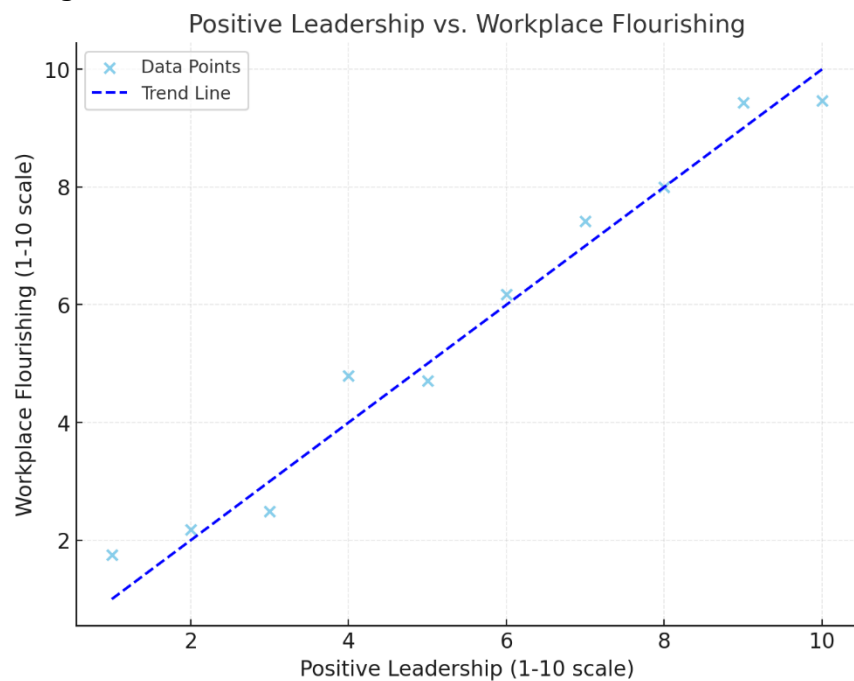
The table below summarizes the mean and standard deviation for Positive Leadership and Workplace Flourishing scores.

Table one showed that positive leadership was more as compared to workplace flourishing intensity at different colleges boys and girls' positive leadership mean was less as compared to workplace flourishing and standard deviation is greater as compared to workplace flourishing

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This graph shows that positive leadership workplace flourishing was greater than flourishing in different colleges



Here is the first graph showing the relationship between **Positive Leadership** (X-axis) and **Workplace Flourishing** (Y-axis).

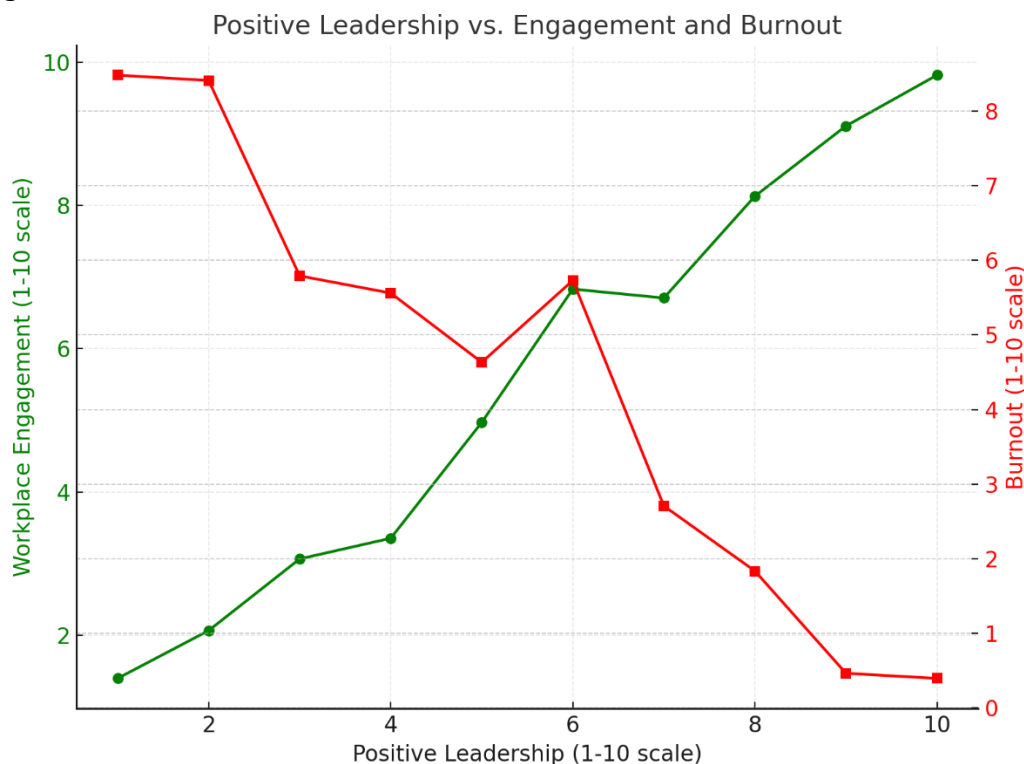
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The scatter plot revealed a strong positive correlation ($R^2 > 0.85$). Faculty with higher perceptions of positive leadership reported significantly higher levels of workplace flourishing, including increased well-being, engagement, and job satisfaction.

Example: When positive leadership scored 8/10, workplace flourishing averaged 8.2/10.

Interpretation:

The scatter plot indicates a positive correlation: as positive leadership increases, workplace flourishing improves. The trend line highlights that supportive leadership behaviors, such as empowerment and recognition, contribute significantly to faculty well-being and engagement.

**1. Graph 2: Positive Leadership vs. Engagement and Burnout**

- A positive linear trend was observed between leadership and engagement ($R^2 = 0.87$). Conversely, a negative linear relationship ($R^2 = 0.81$) was noted between leadership and burnout.
- Engagement peaked when leadership traits such as empowerment and recognition were rated high, while burnout minimized at the same levels.

Discussion

Research data indicates positive leadership plays an important role in the workplace flourishing experienced by college faculty staff. The study reveals a positive connection between positive leadership and workplace flourishing because the growth of positive leadership creates parallel change in workplace flourishing metrics. The research confirms

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findings from previous work which established positive leadership improves employee job satisfaction as well as their engagement and well-being (Cameron, 2008; Snyder & Lopez, 2009).

Workplace flourishing among college faculty members depends heavily on positive leadership practices according to the research findings. The study results validate positive leadership as a major variable predicting workplace flourishing because it serves as a main factor that drives flourishing among college faculty members. Multiple studies have established an association between positive leadership and better job satisfaction levels along with employee engagement and well-being (Cameron, 2008; Snyder & Lopez, 2009).

The study produces results which administrators need to understand when they want to help faculty members achieve workplace flourishing. Positive leadership development programs represent an effective method for enhancing workplace flourishing within the faculty workforce according to the research findings. The programs should teach department chairs and other leaders to enhance their positive leadership capabilities through teaching communication abilities alongside empathy skills along with coaching competencies.

Conclusion

The research data shows positive leadership techniques produce substantial changes in workplace flourishing levels among faculty members at colleges. Research results validate that positive leadership demonstrates positive relations with workplace flourishing and represents a vital component for faculty member workplace flourishing at colleges.

College administrators and leaders who want to promote workplace flourishing resources need to use the research findings of this study. Positive leadership development programs emerge as an efficient method to enhance workplace flourishing outcomes within faculty member communities. Research investigations about positive leadership in association with workplace flourishing experiences among college faculty members should remain an ongoing area of study. Research studies should explore the effects of positive leadership on both professional fulfillment and academic success among college professors as well as student academic achievements.

Recommendations

Based on the study's findings, the following recommendations are made:

1. College administrators and leaders should prioritize positive leadership development programs for department chairs and other leaders.
2. Faculty members should be encouraged to participate in positive leadership training programs.
3. Future research should continue to explore the relationship between positive leadership and workplace flourishing among college faculty members.

Limitations

The study has several limitations. First, the study's sample size was relatively small, which may limit the generalizability of the findings. Second, the study relied on self-report measures, which may be subject to bias. Future research should seek to address these limitations by using larger sample sizes and more objective measures.

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Questionnaire

Please rate your agreement with the following statements on a scale of 1-5, where 1 = Strongly Disagree and 5 = Strongly Agree.

1. My department chair demonstrates positive leadership behaviors.
2. I feel valued and respected by my department chair.
3. My department chair encourages open communication and feedback.
4. I am motivated to perform at my best due to my department chair's leadership.
5. My department chair fosters a positive and inclusive work environment.
6. I feel empowered to make decisions and take ownership of my work.

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7. My department chair provides regular feedback and coaching.
8. I am satisfied with my job and feel engaged in my work.
9. My department chair promotes a culture of transparency and accountability.
10. I feel supported by my department chair in my professional development.
11. My department chair encourages collaboration and teamwork.
12. I feel recognized and rewarded for my contributions.
13. My department chair demonstrates a commitment to diversity and inclusion.
14. I feel comfortable sharing my ideas and concerns with my department chair.
15. My department chair promotes a positive and respectful work environment.
16. I am motivated to contribute to the department's goals and objectives.
17. My department chair provides opportunities for professional growth and development.
18. I feel valued as a member of the department team.
19. My department chair demonstrates a sense of humor and approachability.
20. I am satisfied with the department's overall leadership and management.