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Effect of Supervisors' Behavior on Job Performance of Faculty Members of Educational Institutions of Nepal

Amrit Kumar Sharma Gaire

Ph.D. Scholar, Mewar University, Rajasthan, India

Dr. Fatta Bahadur K. C.

Professor, Tribhuvan University, Kathmandu, Nepal

Abstract:

This paper attempts to analyze the effect of supervisor's behavior on job performance, satisfaction and commitment of faculty members towards their job. It also examines the relationship of supervisor's behavior with turnover intention and absenteeism of the faculty members. The major objective of this research is to identify the effect on satisfaction, performance, commitment, turnover intention and absenteeism of faculty members of higher educational institutions of Nepal due to their supervisor's behavior. The supervisors' behavior has been examined using its two facets i.e. participative supervisor's behavior and autocratic supervisor's behavior and their impact on attitudinal behavior and work related behavior of faculty members. Pair t- test was used to examine the current and expectation supervisor behavior of faculty members in the working place. The result of one way analysis of variance (ANOVA) shows that there is positive significance difference between the participative supervisor's behavior and attitudinal behavior (job satisfaction, performance and commitment) and negative significance with work related behavior (turnover intention). The relationship between the participative supervisor's behaviors was found insignificant with absenteeism. Similarly there is negative significance difference between the autocratic supervisor's behavior and attitudinal behavior (job satisfaction, performance and commitment) and positive significance difference with work related behavior (turnover intention and absenteeism). In this study, 400 faculty members' responses were collected. The conclusion of this research is that the quality of faculties of higher education can be improved by bringing a positive change in the behavior of supervisor.

Keywords: Absenteeism, job commitment, job performance, and job satisfaction, turnover intention and supervisor's behavior

1. Introduction

Supervisor's behavior is predominant determinants that affect the employee motivation in any organization. Supervisors are the first level of management powered on major duties and responsibilities to form and lead the organizations to achieve the goals (Ali, Elm, & Mohamad, 2013). They play an important role between management team and faculty members. As an experienced leader, problem solver and role model at the group level, supervisors' often work together with their subordinate (faculties) to shape the work environment and to make positive influence on faculty member's attitudes (Ali, Elm, & Mohamad, 2013). The role of the supervisor's is vital in organization because they are directly related to informal feedback concerning, job performance and the determination of the amount of performance pay because they act as agents of the organization in directing and evaluating subordinates (Thisera, 2013). Practitioners and researchers suggested to create positive impact on individuals, teams, and organizations through the changing leadership paradigms such as directive versus participative leadership, consideration versus initiating structure, autocratic versus democratic leadership, and task versus relations-oriented leadership should be broadened.

1.1. Review of Literature

Participative supervisors' behavior is necessary for generating dedicated and committed faculty members to cope with competitive environment. It enables the faculties to get them involved in decision-making and to minimize conflicts in the team because conflicts arise when an autocratic leader assigns overlapping and ambiguous responsibilities to their subordinates (Munir, Malik, Chahal, Nasir, & Iftikhar, 2012).

Research conducted on testing the relationship between supervisor's role and job performance in the workplace training program found that supervisor's role has been a partial predicting variable of job performance in the studied organization (Azman, Sieng, Ajis, Dollah, & Boerhannoeddin, 2009, p. 246). Another studied on relationship between principals' leadership styles and secondary school teachers' job satisfaction in Kenya and found out that participative leadership style has a significant positive correlation with teachers' job satisfaction (Kiboss & Jemiryott, 2014, p. 505).

The findings (Kiboss & Jemiryott, 2014) on the relationship between principals' leadership styles and secondary school teachers' job satisfaction in Nandi south district, Kenya reveals that there is statistically significant correlation between autocratic leadership style

and teachers job satisfaction ($r=-0.37, p<0.05$). It shows that the more autocratic behavior is shown the more dissatisfaction is found within the working staff.

Absence of adequate employee motivation and clear goals leads the organizational inefficiency which in turn, increases turnover intention (Unovckova & Klupakova, 2013). It is influenced by several factors that predicts turnover intentions; includes personal characteristics, external factors, work environment, job characteristics etc. Among the determinants they noted job characteristics are more efficient predictor of turnover intentions. Addressing the employee perceived quality regarding their job, organization, and managerial practices by the management, can reduce the turnover intention (Slatten, Svensson, & Svaeri, 2011).

Absenteeism is individual behavior that organizations can never eliminate, but it can be managed. Organizations may recognize a certain level of absence is indeed functional based on their policy. The critical role that leaders can play in shaping the work environment and influence employees work related behavior is widely acknowledged. Evidence support 78% of the respondents are agree that turnover depends on supervisor's emotional support, allows for participation in decision-making and listens to employees' inputs (Thirulogasundaram & Sahu, 2014). The quality of exchange relationship in the work place between supervisor and subordinate has an important influence on subordinate well beings and to reduce short term absenteeism (Dierendonck, Blanc, & Breukelen, 2002).

1.2. Statements of Problem

The supervisor's behavior directly affects the roles and responsibilities borne by his/her subordinate in any organization which ultimately changes the existing status of the organization being result oriented. The qualitative and quantitative performance of any employee of the organization is determined by the internal, external or both factors of the organization among which supervisor's behavior is one which has not been studied deeply yet in Nepalese context.

The supervisor's role is very important to create working environment and leading employees to achieve organization's goals and objectives through performing the assigned job well. The supervisor supervises his/her subordinates in different ways in each organization in which the sound relationship increases motivation, satisfaction, relaxation on sub-originates and betters the result on the other hand the conflicting relationship increases demotivation, disgusting, dissatisfaction and poor performance. The researches in the relationship between supervisors' behavior and subordinates' performance in higher education institutions of Nepal, is rarely found to relate with. As a result, the research is intrigued to study the relationship between supervisor's behavior and subordinate's performance in the higher educational institutions of Nepal. So, this study attempts to obtain the following objectives.

1. To examine the relationship of participative supervisor's behavior with attitudinal behavior (job satisfaction, job performance and job commitment) and work related behavior (turnover intention and absenteeism) of faculty members of higher educational institution of Nepal.
2. To examine the relationship of autocratic supervisor's behavior with attitudinal behavior (job satisfaction, job performance and job commitment) and work related behavior (turnover intention and absenteeism) of faculty members of higher educational institution of Nepal.

For the achievement of the above mentioned objectives, the following hypothesis were formulated:

- H_{01} : There is no significant difference between participative supervisor's behavior and attitudinal behavior (job satisfaction, performance and commitment) and work related behavior (turnover intension and absenteeism) from their job.
- H_{02} : There is no significant difference between autocratic supervisor's behavior and attitudinal behavior (job satisfaction, performance and commitment) and work related behavior (turnover intension and absenteeism) from their job.

1.3. Theoretical and Conceptual Framework

This study attempts to examine the relationship between the supervisor and subordinate in higher educational institutions of Nepal. Thus, this study is based on path goal theory (House, 1996) of supervisor. This theory is concerned with the relationship between formally appointed supervisor and subordinate in their day to day functioning and concern with how supervisor affect the motivation and satisfaction of subordinates. The independent variable of this study are participative and autocratic supervisor behavior. The dependent variable of this study are job satisfaction, job performance and job commitment, turnover intention and absenteeism of faculty members of educational institutions of Nepal.

2. Method

This study was based the primary data and secondary as well. The study has applied quantitative research method, however, qualitative methods also was applied in course of data analysis. The study is embedded on post positivist philosophy. The population of this study were from constituent, community and private higher educational institutions under Tribuvan University located at Mid-western Development Region. Using purposive sampling method, ten educational institutions (Campuses) were selected for the study. The researcher visited the campuses personally, distributed questionnaires amongst faculty members and collected them back at some pre-determined later date. In this study, 400 faculty members' responses were collected back on survey questionnaire from these campuses. Likert scale with five point 1 as very low and 5 very high was used. The current perceptions and expected perception level of the supervisor's behavior was measured using mean and pair t- test. In this test, all 15 questions were included. The exploratory factor analysis was used to reduce the data. One way analysis of variance (ANOVA) was used to measure the relationship of supervisor's behavior with faculty member's attitudinal outcomes and work related behavior. Cronbach's Alpha was used to measure

the internal consistency reliability of instrument (Cronbach, 1951). The value calculated of Cronbach Alpha was .822 in this study. The normal acceptable value of coefficient alpha is .70 (Tavakol & Dennick, 2011). So, it indicates there is a strong correlation of internal consistency in the instruments.

3. Result and Discussion

3.1. Demographic Profile of Respondents

The respondent of this study were the faculty members of ten (Constituent, community and private) campus of Tribhuvan University of Mid-western development region of Nepal. of the 400 respondents 375 were males (93.8%) and 25 were females (6.3%). The age range of respondent was 25 to 61 years with mean age of 37.57 years. The position holds by the respondent were campus chief 3 (0.8%), Assistant campus chief 15 (3.8%), head of the department 24(6%) and teaching faculties 358 (89.5%). The education status of the respondent were PhD 18 (4.5%), MPhil 4 (1%) and post graduate 378 (95.5%). The current job status of respondents were full time 246 (61.5%) and part time were 154 (38.5%). The campuses status of respondent were constituent campus 260 (65%), community campus 94 (23.5) and private campus 46 (11.5%). The working experience of respondents was 1 year to 35 years with mean experience of 7.98 years.

3.2. Supervisor's Behavior

The supervisor's behavior was measured using 15 structured questionnaires in five point Likert scale. The responses were measured current supervisor's behavior perceived by the faculty members and their expectation from supervisor's behavior of higher educational institutions of Nepal. The pair t- test was used to measure the relationship between current and expected supervisor's behavior perceived by the faculties in higher educational institutions of Nepal. The proposition of this analysis was there is no significant difference of mean between the current and expected supervisor's behavior perceived by the faculties of higher educational institutions of Nepal. The observed mean between the current and expected supervisor's behavior was found -16.86 in the Table 2, shows the average observed mean is very low compared with expected observed mean.

Variables	Total Paired Difference					t	df	Sig.(2- taild)
	Mean	Std. dev.	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
CSB - ESB	-16.86	8.40	0.42	-17.68	-16.03	-40.13	399	0.000

Table 1: Combined pair t- test of current and expected supervisor's behavior

*CSB (Current supervisor behavior) and ESB (Expected supervisor behavior), Source survey data 2015

The result of combined pair t- test presented in Table 1, the significant value of p is <.05. Hence null hypothesis is rejected at 5% level of significance of two tail test. The result support that there is significant different between the current and expected mean of supervisor's behavior.

The supervisor's behavior is very important to motivate the employee. The positive perceived of supervisor's behavior by the faculties help to enhance the task performance, to promote employee motivation to work, and likely to increase the quality of decision making in the campuses. Thus, the supervisor's behavior should be aligned to motivate the employee for the overall betterment of faculties and organization. Similarly, the pair t-test shows significance between the current and expected supervisor behavior. It means the quality of supervisor's behavior affects significantly in task performance, job satisfaction and job commitment.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.759
Bartlett's Test of Sphericity	Approx. Chi-Square	1469.284
	df	105
	Sig.	.000
Cronbach's Alpha		Number of items
		.822
		15

Table 2: Cronbach, KMO and Bartlett's test of current supervisor's behavior

Source: survey data 2015

The result presented in Table 2, KMO (.759) of current supervisor behavior measures as well as Bartlett's test (p <. 000) showed that a factor analysis of current supervisor behavior was suitable for the data. The internal consistency of the instrument was .822 which was measured Cronbach's Alpha.

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.421	22.807	22.807	3.421	22.807	22.807	3.331	22.205	22.205
2	2.410	16.064	38.871	2.410	16.064	38.871	2.500	16.666	38.871
3	1.618	10.790	49.661						
4	1.044	6.961	56.622						
5	.966	6.437	63.059						
6	.860	5.733	68.791						
7	.719	4.795	73.586						
8	.643	4.289	77.875						
9	.594	3.963	81.838						
10	.586	3.904	85.741						
11	.534	3.559	89.300						
12	.504	3.361	92.661						
13	.436	2.905	95.566						
14	.372	2.477	98.043						
15	.294	1.957	100.000						

Table 3: Supervisor's behavior variance explained of exploratory factor analysis
Extraction Method: Principal Component Analysis
Source: Survey data 2015

The rotation sum of square loading extracted four component greater than 1 eigenvalue and the variance explained by the four component is 56.622%. The loading greater than 0.50 extracted only two factor with minimum requirement of factor analysis. Thus this study adopted two factor for further analysis named component (1) one and component (2) two. These two factor explains 38.871% of variance of supervisor's behavior.

Variables	Component		
	Component 1	Component 2	Eigen value
Inspire to participate in decision making	.616	-.140	0.399
Autonomy provided	.356	.042	0.129
Supervisor feedback on my performance	.575	-.006	0.331
Interference on the job	-.044	.670	0.450
Worried on subordinate staff welfare	.533	.013	0.284
Willingness to share knowledge	.616	.078	0.386
Development opportunity	.670	-.033	0.450
Encourage for new idea and better way	.569	.369	0.460
Encourage to improve the performance	.607	.040	0.370
Reject my ideas	-.255	.809	0.720
Respect and integrity	.284	.076	0.087
Inspire to work in a team	.633	.068	0.406
Always focus on my mistake	.008	.829	0.687
Leaving subordinate alone	.293	.411	0.255
Subordinate prefer little input	.232	.603	0.418
Eigen value	3.331	2.500	5.831
Variances	22.205%	16.666%	38.871%

Table 4: Rotated component and eigenvalue of two factor analysis of participative supervisor's behavior and autocratic supervisor's behavior
Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
Source: survey data 2015

The result presented in Table 4 shows the rotated component factor loaded value with overlapping and the critical factor loaded greater than 0.50 are bolded for easy reading on both component one and two and their respective eigenvalue are given in the same table. The variance explained by the both component is 38.871% in total.

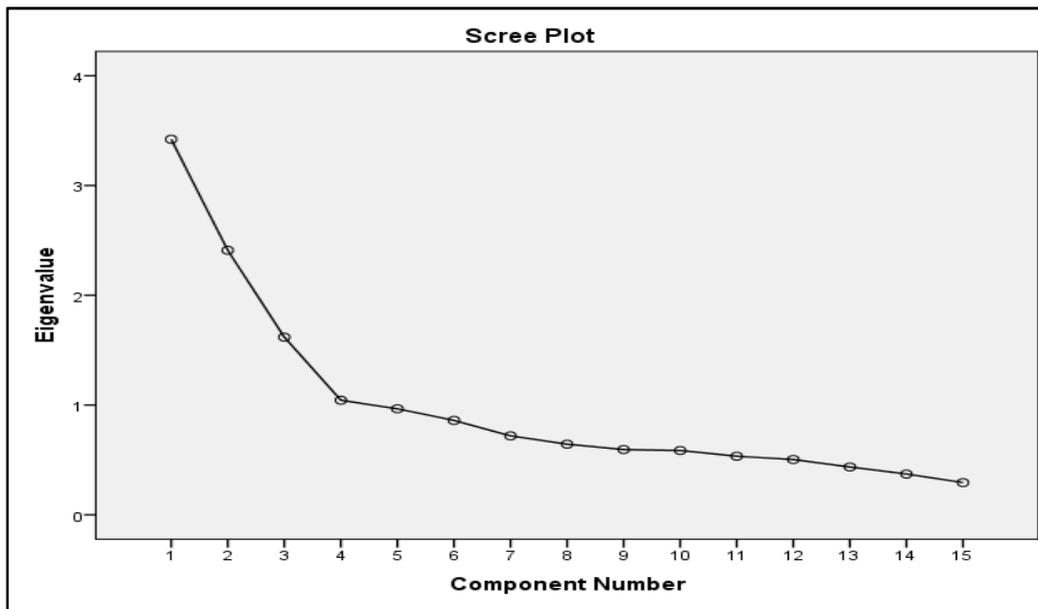


Figure 1 : Scree plot of current supervisor's behavior
 Source: Survey data 2015

The exploratory factor analysis extracted four factor having eigenvalue more than 1. The scree plot also presented in Figure 1, the elbow band is more clearly at the end of fourth factor. But the exploratory factor analysis does not met the minimum requirement of variable such as three variable in each factor (Ranjan, 2013, p. 89). Thus the 3rd and 4th factor fail to retain three variable in each component. Therefore for the further analysis two factor were extracted using confirmatory factor analysis.

Variables	Factor loadings	
	Participative supervisor behavior	Autocratic Supervisor behavior
Development opportunity (18)	.670	
Inspire to work in a team(23)	.633	
Inspire to participate in decision making (12)	.616	
Willingness to share knowledge (17)	.616	
Encourage to improve the performance (20)	.607	
Supervisor feedback on my performance (14)	.575	
Encourage for new idea and better way (19)	.569	
Worried on subordinate staff welfare (16)	.533	
Always focus on my mistake (24)		.829
Reject my ideas (21)		.809
Interference on the job (15)		.670
Subordinate prefer little input (26)		.603

Table 5: Rotated component matrix of current supervisor's behavior
 Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 Source: survey data 2015

The result presented in Table 5, shows the rotated component matrix loaded value greater than 0.50 here. The first component includes eight (8) questions and second component includes four (4) questions. The three questions were excluded due to the lower loaded value than 0.50 here. Loading greater than 0.50 has no overlap between the variables. The component one has given the name of participative supervisor behavior and second component has given the name of autocratic supervisor behavior subjectively. The further analysis of the study was made on the basis of these selected variables.

3.3. Participative Supervisor Behavior

The participative supervisor consults subordinates, obtains their ideas / opinions and integrates their suggestions into decision making (Malik, 2013). This style focuses more on people and there is greater interaction within the group. Participative supervisor behavior results in high employee productivity, satisfaction, cooperation, and commitment. It reduces the need for controls and formal rules and procedures which results in low employee absenteeism and turnover. It develops competent and committed employees who are willing to give their best, think for themselves, communicate openly, and seek responsibility (Doste & Asumeng, 2014). The proposition of participative supervisor behavior helps to increase the job satisfaction, job performance and job commitment and decrease the turnover intention and absenteeism. The one way analysis of variance (ANOVA) was used to test the hypothesis.

		Sum of Squares	df	Mean Square	F	Sig.
Job satisfaction	Between Groups	3215.180	27	119.081	4.964	.000
	Within Groups	8923.757	372	23.989		
	Total	12138.938	399			

Table 6 : Analysis of variance of participative supervisor's behavior and job satisfaction

Dependent Variable: Job satisfaction, Predictors: (Constant), Participative supervisor's behavior, Source: Survey data 2015

The result presented in Table 6 shows that "sig." is the P value ($P < .000$) of the F- test of participative supervisor's behavior which is less than 0.05 of job satisfaction. Therefore at 5% of level of significance, the null hypothesis is rejected and conclude that the participative supervisor's behavior has significant difference with job satisfaction. The result indicates that there is highly significant positive relationship found between participative supervisor behavior and job satisfaction.

The higher the employee's score are on participative supervisor's behavior, the more job satisfaction they will seek (Malik, 2013). It shows participative supervisor's behavior yield healthy degree of impact upon the employee's satisfaction and quality improvement as indicated by the trend line and further the hypothesis that participative supervisor behavior effect on satisfaction and quality proven to be true is consistent with (Bhatti, Maitto, Shaikh, Hashmi, & Shaikh, 2012).

		Sum of Squares	df	Mean Square	F	Sig.
Job performance	Between Groups	254.106	27	9.411	1.555	.040
	Within Groups	2251.644	372	6.053		
	Total	2505.750	399			

Table 7: Analysis of variance of participative supervisor's behavior and job performance

Dependent Variable: Job performance, Predictors: (Constant), Participative supervisor's behavior, Source: Survey data 2015

The result presented in Table 7 shows that "sig." is the P value of the F- test which is less than 0.05 of job performance. Therefore at 5% of level of significance, the null hypothesis is rejected and conclude that the participative supervisor's behavior has significant difference with job performance.

The result also supported by the study "exploring the relationship between supervisor's leadership and subordinate's performance" indicates there is significant positive relationship between supervisors' leadership style (participative) and employee performance (Thisera, 2013). Similar finding was noted on the study, to examine the effect of leadership behavior on employee performance in some selected telecommunication companies in Mogadishu-Somalia, the correlation shows 0.677 here. This indicates that there is a moderate positive relationship between leadership behavior and employee performance (Ali, Elm, & Mohamad, 2013) is consistent with this study.

		Sum of Squares	df	Mean Square	F	Sig.
Job commitment	Between Groups	1621.767	27	60.065	4.050	.000
	Within Groups	5517.671	372	14.832		
	Total	7139.438	399			

Table 8: Analysis of variance of participative supervisor's behavior and job commitment

Dependent Variable: Job commitment, Predictors: (Constant), Participative supervisor's behavior, Source: Survey data 2015

The result presented in Table 8 shows that "sig." is the P value of the F- test which is less than 0.05 of job commitment. Therefore at 5% of level of significance, the null hypothesis is rejected and conclude that the participative supervisor's behavior has significant difference with job commitment.

"Participative supervisor's behavior and job commitment with male employee among bank clerks" was found positive and significant relation between the variables (Bell & Mjoli, 2014) which is consistent with this study. Such behavior provide subordinates with an opportunity to be involved in and exert influence on the decision making process. Consequently active participation promotes involvement and commitments because subordinates develop a greater trust in and rise to a higher level of acceptance identified by them (Bell & Mjoli, 2014).

		Sum of Squares	df	Mean Square	F	Sig.
Turnover intention	Between Groups	43.322	27	1.605	2.287	.000
	Within Groups	260.317	371	.702		
	Total	303.639	398			

Table 9: Analysis of variance of participative supervisor's behavior and turnover intention

Dependent Variable: Turnover intention Predictors: (Constant), Participative supervisor's behavior, Source: Survey data 2015

The result presented in Table 9 of ANOVA analysis shows F- statistics ($F = 2.287$) and "Sig" P value ($P = .000$) of turnover intention which is lower than 0.05. Therefore at 5% of level of significance, the null hypothesis is rejected and alternative hypothesis is accepted. The participative supervisor's behavior and turnover intention of faculty members is significant.

		Sum of Squares	df	Mean Square	F	Sig.
Absenteeism days	Between Groups	2100.655	27	77.802	1.317	.137
	Within Groups	21981.735	372	59.091		
	Total	24082.390	399			

Table 10: Analysis of variance (ANOVA) of participative supervisor's behavior and absenteeism
Dependent Variable: Absenteeism, Predictors: (Constant), Participative supervisor's behavior, Source: Survey data 2015

The result presented in Table 10 of ANOVA analysis shows F- statistics (F= 1.317) and "Sig" P value (P=.137) of absenteeism which is higher than 0.05. Therefore at 5% of level of significance, the null hypothesis is accepted. And the conclusion is made the participative supervisor's behavior and absenteeism of faculty members is insignificant.

The findings made by (Biron & Bamberger, 2012) participatory supervisor style and the number of days absent was positively related. Supportive supervisor may serve as a buffering mechanism, alleviating the strain and other negative outcomes associated with aversive work environments that could inspire absence behavior. Similarly employees may feel uncomfortable using absence as a means to cope with perceived job hazards when working with a supportive supervisor.

3.4. Autocratic Supervisor's Behavior

Autocratic supervisor's behavior, also called coercive or dictatorship, involves the manager retaining as much power and decision-making authority as possible (Bhatti, Maitto, Shaikh, Hashmi, & Shaikh, 2012). In autocratic supervision style, the leader determines policy and assigns task to members without consulting them. The autocratic leaders believe mainly in the rules and regulations, rewards and punishment as motivation. The subordinates carry out the leader's directives without question(s) and there are no group inspired decisions. The leader centralizes authority in decisions making and supervises work in close detailed manner than in general form (Doste & Asumeng, 2014). The proposition of this variable is the autocratic supervisor's behavior will reduce the job satisfaction, job performance and job commitment and increase the turnover intention and absenteeism with the amount of increase in autocratic supervisor behavior. The hypothesis was tested using one way analysis of variance,

		Sum of Squares	df	Mean Square	F	Sig.
Job Satisfaction	Between Groups	1944.791	13	149.599	5.665	.000
	Within Groups	10194.146	386	26.410		
	Total	12138.938	399			

Table 11: Analysis of variance of autocratic supervisor's behavior and job satisfaction
Dependent Variable: Job satisfaction Predictors: (Constant), Autocratic supervisor's behavior, Source: Survey data 2015

The result presented in Table 11 of ANOVA analysis shows F- statistics (F= 5.665) and "Sig" P value (P=.000) of job satisfaction which is lower than 0.05. Therefore at 5% of level of significance, the null hypothesis is rejected and alternative hypothesis is accepted. The autocratic supervisor's behavior and job satisfaction of faculty members is significant. Increase the amount of autocratic supervisor's behavior will lead to decrease the job satisfaction of faculty members in Nepalese campuses. The result is in line with the findings of (Kiboss & Jemiryott, 2014) on relationship between principals' leadership styles and secondary school teachers' job satisfaction in Nandi south district, Kenya reveals that there is a statistically significant correlation between autocratic leadership style and teachers job satisfaction ($r=-0.37$, $p<0.05$). It is an indication that as the principal uses autocratic leadership style, the teachers become dissatisfied and as the autocratic leadership style increases there is an equal decrease in the level of job satisfaction among teacher.

		Sum of Squares	df	Mean Square	F	Sig.
Job Performance	Between Groups	223.629	13	17.202	2.910	.000
	Within Groups	2282.121	386	5.912		
	Total	2505.750	399			

Table 12: Analysis of variance of autocratic supervisor's behavior and job performance
Dependent Variable: job performance Predictors: (Constant), Autocratic supervisor's behavior, Source: Survey data 2015

The result presented in Table 12 of ANOVA analysis shows F- statistics (F= 2.910) and "Sig" P value (P=.000) of job performance which is lower than 0.05. Therefore at 5% of level of significance, the null hypothesis is rejected and alternative hypothesis is accepted. The autocratic supervisor's behavior and job performance of faculty members is significant. The result is found inconsistent with the autocratic supervisor's behavior have positive effect on organizational performance with ($r = 0.016$, $P<.001$) of employees in Nigeria banking industry (Ojokuku, Odetayo, & Sajuyigbe, 2012).

		Sum of Squares	df	Mean Square	F	Sig.
Job commitment	Between Groups	1046.949	13	80.535	5.102	.000
	Within Groups	6092.489	386	15.784		
	Total	7139.438	399			

Table 13: Analysis of variance of autocratic supervisor's behavior and job commitment
Dependent Variable: job commitment, Predictors: (Constant), Autocratic supervisor's behavior, Source: Survey data 2015

The result presented in Table 13 of ANOVA analysis shows F- statistics ($F= 5.120$) and "Sig" P value ($P=.000$) of job commitment which are lower than 0.05. Therefore at 5% of level of significance, the null hypothesis is rejected and alternative hypothesis is accepted. The autocratic supervisor's behavior and job commitment of faculty members is significant. The result of this study is found inconsistent with the study made by (Akinbode & Fagbohunge, 2012) autocratic supervisor behavior yielded insignificant result ($Beta = .071$, $t = 1.006$, at $p>0.05$) with job commitment.

		Sum of Squares	df	Mean Square	F	Sig.
Turnover intention	Between Groups	64.262	13	4.943	7.950	.000
	Within Groups	239.377	385	.622		
	Total	303.639	398			

Table 14: Analysis of variance of autocratic supervisor's behavior and turnover intention

Dependent Variable: Turnover intention Predictors: (Constant), Autocratic supervisor's behavior, Source: Survey data 2015

The result presented in Table 14 of ANOVA analysis shows F- statistics ($F= 7.950$) and "Sig" P value ($P=.000$) of turnover intention which is lower than 0.05. Therefore at 5% of level of significance, the null hypothesis is rejected and alternative hypothesis is accepted. There is significant difference between the autocratic supervisor behavior and turnover intention of faculty members.

The findings of (Doste & Asumeng, 2014) employee's perception of autocratic leadership behavior is likely to lead to the feeling of insecurity of his/her job which will in turn lead to the intention to quit (turnover) and may eventually lead to the actual turnover. Having the intention to quit without even the actual turnover can be harmful to the organization in that the employee or the follower reacts to this perceived unfavorable climate by first reducing their commitment or engaging in counterproductive behaviors.

		Sum of Squares	df	Mean Square	F	Sig.
Absenteeism	Between Groups	3293.460	13	253.343	4.704	.000
	Within Groups	20788.930	386	53.857		
	Total	24082.390	399			

Table 15: Analysis of variance of autocratic supervisor's behavior and absenteeism

Dependent Variable: Absenteeism, Predictors: (Constant), Autocratic supervisor's behavior, Source: Survey data 2015

The result presented in Table 15 of ANOVA analysis shows F- statistics ($F= 74.704$) and "Sig" P value ($P=.000$) of absenteeism which is lower than 0.05. Therefore at 5% of level of significance, the null hypothesis is rejected and alternative hypothesis is accepted. There is significant difference between the autocratic supervisor behavior and absenteeism of faculty members.

4. Conclusion

The participative supervisors' behavior is very important in determining motivation of faculty members. The motivated faculty members have positive relationship with job satisfaction, job commitment and job performance and reduce turnover intention and absenteeism. Such faculty members create a good image in the campuses. In contrast, demotivated staff cannot show good performance and commitment. In conclusion, the participative supervisor behavior helps to create the good environment and it helps to push up the faculty performance and commitment.

The implication of this research can be drawn to improve the behavior shown by the immediate and higher level supervisors to the faculty members to improve the education quality in a sound and friendly environment where the faculty members feel homely environment while serving in the higher level educational institutions.

4.1. Limitation and Direction for Further Research

This study focuses only the participative and autocratic supervisor's behavior (style) of faculty members in higher educational institutions of Nepal. Further study could be broaden by adding the administrative staff, by adding other supervisor behavior, and lower level of educational institutions and other universities of Nepal.

Similarly, by broadening the study area not only throughout Nepal along with Mid-western Development Region but also other countries can be fruitful for further study. Likewise, the study was designed using cross sectional method and it could be broaden for further study using longitudinal study of the faculty members.

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