

**ARROGANCE LEADERSHIP, TEACHERS' JOB SATISFACTION AND  
ORGANISATIONAL COMMITMENT IN LAGOS STATE TERTIARY  
INSTITUTIONS, NIGERIA**

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**Abstract**

*This study examined the relationship between arrogance leadership, teachers' job satisfaction and organisational commitment in Lagos State tertiary institutions. Two hypotheses (tested at 0.05 level of significance) guided the study. Correlational research design was adopted for the study, while the population comprised of all lecturers in Lagos State owned tertiary institutions. The sample size was 180 lecturers after stratifying the population into University, College of Education and Polytechnic and thereafter selected through purposive sampling technique. Analysis was carried out using inferential statistics of Pearson's Product Moment Correlation Coefficient Analysis, using the Statistical Package for Social Science (SPSS) version 24.0. Findings indicated that a negative and non-significant relationship existed between arrogance leadership and teachers' job satisfaction in Lagos State tertiary institutions ( $r = 0.986, p > 0.05$ ) and a positive and non-significant relationship existed between arrogance leadership and organisational commitment in Lagos State tertiary institutions ( $r =$*

0.713,  $p > 0.05$ ). It was concluded that arrogance leadership is present in Lagos State tertiary institutions, as evidenced in the study. The study therefore recommended that the leaders (HODs, Deans and Vice-Chancellors) of tertiary institutions should be exposed to professional development, training and opportunities particularly in leadership before placement for leadership positions.

**Keywords:** Arrogance Leadership, Job satisfaction, Organisational commitment

### **Introduction**

Any successful organisation including school must place a high priority on its workers' personal investment and this personal investment revolves around particularly to get job satisfaction and organisational commitment. People must be willing to put in at least a day's labour for a day's compensation, and to modify their demands to the needs of the organisation at times. In schools, what appears to be true of organisations in general is especially essential. The relevance of teachers' job satisfaction and commitment, not just to education in general but to the specific mission of their own school, has been highlighted in research on school performance. Teacher's motivation is influenced by their commitment to their schools and their job satisfaction. Not only will educators suffer if they are unsatisfied with their job life, but so will their students. It is worth noting that it is impossible to believe that teacher satisfaction does not have a significant impact on the teaching/learning process. Indeed, in the past, educator "enthusiasm" was employed as a measure of instructional success.

Commitment to work, like teacher job satisfaction, is an important component in the successful running of a school. Job satisfaction and commitment are not inextricably related; commitment aspects indicate a teacher's personal involvement and readiness to work for the benefit of the organisation, in this case the school. A lot of research has looked into the factors that influence teacher commitment to schools. The key role of school leadership in overall teacher job satisfaction and commitment is critical.

The degrees of positive attitudes displayed by followers and subordinates (team members) are said to be strongly dependent on

and determined by the leader's disposition to the followers. "An environment lacking humility and integrity amongst its team members can cause negative and unhealthy work culture" (Oyer, 2015: 2). In the educational context, educational leaders are expected to shape the future generation, must be vigilant about how they use their power and notably when dealing with colleagues and students (Haan, Britt and Weinstein, 2007: 3).

Arrogant attitudes and behaviours are not unusual in the workplace, even in the school organisations, including self-superiority, self-importance, or disrespectful or condescending treatment of others (Johnson *et al.*, 2010). Although, these attitudes or behaviours may be a result of the organisations for which people work, arrogance is nevertheless detrimental to collegial relationships, collaboration, partnerships and, ultimately, organisation (Padua and Lerin, 2010).

While arrogant attitudes or behaviours have been correlated with a number of personal characteristics, pride and vanity are a specific focus, evidenced by 'exorbitant claims of rank, dignity, estimation or power that exalt the value or significance of the individual to an undue degree' (Padua and Lerin, 2010, 77). While there is every justification for a person to be proud of their accomplishments (Tracy and Prehn, 2012), arrogance is also linked to self-aggrandizement that is not inherently reality-based (Johnson *et al.*, 2010).

Arrogant leaders also do not encourage loyalty, just as fear does (Kerfoot, 2005). In addition, unlike a humble leader, who is more likely to gain help when an arrogant individual loses control, they are unlikely to evoke sympathy (Haan, Britt, & Weinstein, 2007: 84). Arrogant leaders often build expectations that they dominate, whereas generous and humble leaders are perceived more favourably (Kerfoot, 2010). Tracy and Prehn (2012) claim that followers are both valued and feared by leaders who are arrogant yet hard working. This shows the fine line that many leaders who err on the side of arrogance are walking on, and also for organisations that rely on such leaders to achieve change and deliver desired results.

Arrogance management is certainly believed to have an effect on people in the organisation and the organisation as a whole when exercised (without early detection and control). In this present study, an arrogant leader is someone who demonstrates or practices

arrogance leadership in an organisation, especially in an educational organisation, often possess disrespecting subordinates and their thoughts, purporting to be better versed than others, avoiding blame or shifting it on others, feedback discounting, self-importance inflated, and ever willing to take personal credit for the good work of others.

School solutions are believed to emanate from group engagements on issues at hand, but an arrogant leader will stop these relationships from going forward. Compromise and modesty are seen by arrogant leaders as weakness to be manipulated and sometimes willing to harm relationships to get their way. Arrogant school leaders are reluctant to seek sincere input from their followers, and this absence of contact shelters leaders from the school system's realities.

Hazriyanto and Ibrahim (2019) noted that not only can work performance be enhanced by improving job satisfaction among lecturers, but also be able to build and cultivate job engagement. The behaviour or leadership style displayed by the leader is considered to have a direct effect on the job satisfaction of the workers and consequently on their engagement (van den Berg and Wilderom, 2004).

Hazriyanto and Ibrahim (2019) outlined that job satisfaction can be both negative and positive viewpoints of a person linked to the job to better understand the correlation or relationship between these variables: success is the work outcome and the leadership process is the leader's style of leadership. Satisfaction is therefore one aspect that contributes to improving the achievement of job results, which then leads to involvement.

### **Statement of the Problem**

When employees experience low job satisfaction and organisational commitment, it can be very costly. This may be a result of leadership style of the leader. When teachers of tertiary institutions are dissatisfied, because of the disposition of their superiors this may create grievances, which can lead to a lower level of organisational commitment. Organisation cannot grow without committed employees who are performing well in the organisation. Unfortunately, most organisational including higher education of learning, fail to provide the component that engages the hearts of their subordinates or encourages them to work at their potential. Therefore, the current study was conducted with the aim to answer the question whether

there is a significant relationship between arrogance leadership, teachers' job satisfaction and organisational commitment in Lagos State tertiary institutions.

### **The Concept of Arrogance Leadership**

Arrogance has been defined as a state or trait in which a person perceives that he or she is superior to others in some ways and therefore has no need to display courtesy or consideration or listen to others' advice or input (Hareli and Weiner, 2000). Highness, dominance and self-importance have also been associated with arrogance (Stafford, 2002), with such attributes displayed by facial expressions or body language, acts or words (Johnson, Silverman, Shyamsunder, Swee, Rodopman, Cho and Bauer, 2010).

Arrogant leaders are leaders who behave without the approval of team members, causing their members to resist and revolt (Haan, Britt and Weinstein, 2007; Toscano, Price and Scheepers, 2018). In short, it is also inaccessible and typically unapproachable to a person with a high sense of superiority, he is seen as arrogant (Toscano et al., 2018; Trumpeter, Watson and O'Leary, 2006). Therefore, when someone in the organisation has a sense of superiority and excessive self-importance, a person who has subordinates or a reporting line and has the characteristics of arrogance is called an arrogant leader and arrogance leadership is shown (Toscano et al., 2018).

Arrogance may not be a style of leadership, but it is a trait or characteristic that affects the leader's leadership style. The incidence of this phenomenon among leaders across different fields and its effects on individuals such as employees or followers have been reported by many scholars (Johnson *et al.*, 2010; Silverman, Johnson, McConnell and Carr, 2012; Toscano et al., 2018).

### **Arrogance Leadership, Teachers' Job Satisfaction and Organisational Commitment**

Humans with feelings are sentient beings and are easily influenced by others. An arrogant leader, both positively and negatively, is capable of driving followers (Dykes and Winn, 2019). This can lead to either valuable or toxic results, as it can lead people to surpass their ability. In cases where an immediate change is needed, this is helpful (Dykes and Winn, 2019).

Both individuals within the organisation, regardless of their positions as leaders or subordinates, may display arrogance. It is like a vicious circle that happens from the leader to the subordinates, subordinate to the leader, or even subordinate to peers who like to assert seniority. When a report on the level of arrogance of students was performed in educational institutions, male students were found to be more arrogant than female students (Haan, Britt and Weinstein, 2007). A research study, on the other hand, showed that socio-economic and academic achievement is linearly linked to the narcissism of individuals and organisations (Hamedoğlu, 2019).

It can be expected that leaders of educational organisations will appear to have characteristics of arrogance when they advance academically and in their career due to high academic criteria to be employed as lecturers.

It is, therefore, no wonder that arrogant leaders would have an influence on people and their supporters. It is no surprise that lecturers are expected to take on more roles (other than learning and teaching) in the educational context (especially in the competitive environment of higher education), such as administrative and management duties, that these so-called leaders would appear to behave on the basis of traits of arrogance. Van den Berg and Wilderom (2004) concluded that constructive leadership behaviour has a substantial effect on improving the satisfaction and commitment of employees.

Positive leadership practices, such as employee empowerment through leadership positions and autonomy, can increase the morale of workers and foster a healthier working atmosphere in organisations. And without the presence of arrogance in organisations can this be done.

In order to increase the trust and motivation of employees, leaders in organisations should therefore have improved leadership behaviour, which will then increase satisfaction and commitment (van den Berg and Wilderom, 2004).

### **Effect of Arrogance Leadership on Employees in organisations**

Organisations are created by a group of people. It relies heavily on teamwork and good leadership for its performance. The guiding force for the direction of all organisations is a strong leadership style exhibited by leaders. Toscano et al., (2018) believed that the levels of

positive attitudes demonstrated by followers and subordinates; members of the team are highly dependent and determined by the leader's levels of humility. Liborius (2017) is further supported by stating that in determining good leadership, influencing characters such as integrity, humility and forgiveness are very crucial. Negative and toxic work culture can be induced by an atmosphere lacking modesty and dignity in its team members (Oyer, 2015).

It has been noted that these traits have seldom been studied in leadership research and empirical studies are still missing (Liborius, 2017; Toscano et al., 2018).

Leaders will, without doubt, control the team's flow and direction in any organisation. Therefore, redirecting arrogant conduct displayed by its leaders is critical for any organisation (Silverman et al., 2012).

Educational organisations are run by people, not excluded, and while educators fear that students see them as arrogant, it has been found that students do not think of educators as arrogant (Haan et al., 2007).

Educators are reminded, however, to be cautious and understand the difference between arrogance and capability in terms of confidence (Haan et al., 2007). Therefore, educational organisations typically obtain input from students at the end of each semester for the self-reflection of the lecturers and continuous quality enhancement of their learning and teaching activities. Lecturers are vital classroom leaders and their style of leadership can and will impact the learning outcomes and graduate characteristics of students. In order to avoid arrogance from cultivation, it is very important to prevent early detection from affecting individuals in organisations.

Silverman et al., (2012) proposed that it is achievable by reinforcing continuous leadership growth focused on adequate effectiveness of job-related skills, healthy levels of employee modesty, and inculcating a learning-oriented climate. Each person is capable and can be regarded as a leader in today's day and age. Thus, this technique enables educational organisations to recognize and groom individuals within organisations as positive and impactful leaders. Since a high level of commitment shown by employees can improve productivity, it has been found that there is a positive relationship in the workplace

between growth, training and job satisfaction (Hazriyanto and Ibrahim, 2019).

In connection with this, it was also found that university lecturers have a substantial relationship between work satisfaction and organisational commitment to leadership style (Hazriyanto and Ibrahim, 2019; Tatlah, Akhtar and Hashmi, 2019).

It also appears that teachers or employees tend to have higher satisfaction and level of commitment when given autonomy (Mendoza, 2019; Saba, 2011; Tatlah et al., 2019).

### **Teachers' Job Satisfaction**

Satisfaction is the state of feeling achieved and valued, which is why work satisfaction has been treated as an indicator that affects different organisational outcomes such as efficiency, acknowledgement and, in particular, job engagement (Ozdem and Sezer, 2019; Uysal, 2019). It is not exactly satisfaction by merely completing an assignment, but job satisfaction has been continuously studied at the individual and organisational level. The factors that affect people's satisfaction are socio-cultural environment, intelligence, personality, occupational status and employment, level of education, marital status, gender and age, according to Uysal (2019). Furthermore, it was found that at the organisational level, the styles of supervision and management portrayed by leaders could influence job satisfaction (Ozdem and Sezer, 2019; Uysal, 2019). Uysal (2019) endorsed this argument by claiming that workers will start searching for new job opportunities when the level of satisfaction is poor, which can negatively affect commitment. In addition to the willingness and encouragement of workers to be and stay satisfied with their work, the duties of managers or leaders of organisations to improve job satisfaction through management techniques and leadership styles are also very much the responsibility of managers or leaders of organisations (Uysal, 2019). Dissatisfaction among followers can be induced by leaders who are arrogant and unapproachable (Torlak and Kuzey, 2019). Furthermore, in a study conducted by Saba (2011), it has been shown that relationships with superiors and colleagues decide the satisfaction factor for teachers. This has clearly demonstrated that modesty and cooperation are very important for leaders to practice while ensuring that supporters are happy at work. This leaves no place for the greed of leaders. Saba

(2011) also investigated that as long as there is a sense of achievement and fulfillment appreciated by their supervisors, most teachers feel happy (reported highly satisfied) with the nature of the job and its related workload. The heavy workload is not the deciding factor of stress and frustration, but rather the sort of style of leadership represented by their leaders as narcissistic and not understanding and appreciating the hard work of individuals. In the long run, work satisfaction will continue to decline until it diminishes under the guidance of divisive leadership (Uysal, 2019). Undoubtedly, frustration caused by leadership arrogance would lead to the burnout of workers, leaving detrimental effects in organisations (Borden, 2017).

### **Organisational Commitment**

Commitment can simply be characterized as the behaviour of each person at work or in the workplace, which can be measured and observed by a sense of belonging to the organisation and a degree of participation (Meyer et al., 1989; Tatlal et al., 2019). It has been inferred, according to Meyer *et al.*, (1989), that other work-related activities (other than turnover) contribute significantly to job involvement. Employees do not leave the job because of variables such as salaries and benefits, but the companies do not contribute wholeheartedly. Loyalty and commitment are entirely different influences. An individual may, in other words, be loyal but not committed.

Other job-related behaviours such as leadership arrogance can cause employees to be unwilling and resistant to full-capacity job (Allen and Meyer, 1993). Mendoza (2019) claimed that workers must be able to connect with the organisations with which they work and must be actively engaged or feel active in the daily operations in order to be dedicated or have a higher degree of job commitment. In other words, it is assumed that engagement is a desirable quality to inculcate among employees for an enterprise to thrive and sustain economies of scale.

As staff advanced in their career processes professionally and socially, their degree of commitment may also increase and decrease from different variables (Allen and Meyer, 1990a; Allen and Meyer, 1990b). This can result from being distracted for too long at one job or influenced by the leader's leadership style. The importance of loyalty to the organisation can, without a doubt, be calculated by the essence of

that engagement (Meyer et al., 1989). Commitment can be categorized into three groups, namely normative engagement, affective engagement, and commitment to consistency, with each component being separately established to have different effects on work-related behaviour (Allen and Meyer, 1993; Allen and Meyer, 1990a; Allen and Meyer, 1990b).

### **Research Hypotheses**

The following null hypotheses were tested in this study:

**Ho1:** There is no significant relationship between arrogance leadership and teacher job satisfaction in Lagos State tertiary institutions.

**Ho2:** There is no significant relationship between arrogance leadership and organizational commitment in Lagos State tertiary institutions.

### **Methodology**

This study was carried out in order to find out the correlational relationship between the arrogance leadership, teacher job satisfaction and organisational commitment in tertiary institutions in Lagos State. It was assumed that by making assumptions about the way things are and provoking behaviour, it is possible to provide concrete and reliable explanations of an identified problem or circumstance (De Vaus, 2001; Fraenkel, Wallen and Hyun, 2011). Therefore, this research was able to establish the relationship between arrogance leadership, job satisfaction and organisational commitment of teachers in tertiary institutions of Lagos State. The study adopted correlational research design, this was because the study examined the nature of relationship between arrogance leadership, teachers' job satisfaction and organisational commitment in Lagos State tertiary institutions.

The study's population included lecturers in all four tertiary institutions owned by the Lagos State Government. The institutions included Lagos State University, Ojo, Lagos State Polytechnic, Ikorodu, Adeniran Ogunsanya College of Education, Oto-Ijankin and Michael Otedola College of Primary Education, Noforija-Epe.

The study sample consisted of three institutions chosen from a population of tertiary institutions owned by the Lagos State Government. That is, one University, one Polytechnic, and one College of Education. From each of the institutions, 60 academic staff were

selected who had served in the institutions for a minimum of 3-5 years and never held position of HOD, and on stratified random basis used the criteria of faculties/schools. The selection was done on an almost equal basis for the different categories or strata. The total sample size was one hundred and eighty academic staff. A self-designed tool entitled "Arrogance Leadership, Teachers Job Satisfaction and Organisational Commitment Questionnaire for Lecturers" ALJSAJCQL. The questionnaire comprised of two parts: A and B. Section A included items on the personal data of respondents who are academic workers. Section B consisted of 18 comments on arrogance leadership, teacher job satisfaction and organisational commitment in Lagos State tertiary institutions. This questionnaire requested for information from respondents on arrogance leadership, teacher job satisfaction and organisational commitment at their different institutions. The Four-point Likert-scale was used. As a rating scale for the answers, the following corresponding ratings were adopted: Very True (VT)-4; True (T)-3; Untrue (U)-2 and Very Untrue (VU)-1.

The questionnaire was constructed by the researcher with the assistance of experts in the field of Measurement and Evaluation and others in the Department of Educational Management in Lagos State University. Items on the instruments were made to cover the research hypotheses. The responses in the form of suggestions and amendments from these experts led to the modification of some statements and elimination of some items. Hence, this ensured both content and face validity of the instrument.

Using Cronbach's Alpha Coefficient, the questionnaire was pilot tested to establish reliability. The questionnaires were administered on 24 academic staff who were part of the population of the study but not part of the final sample. Cronbach's Alpha Coefficient Analysis was used to determine the reliability of Arrogance Leadership, Teachers' Job Satisfaction and Organisational Commitment Questionnaire for Lecturers (ALJSAJCQL). The coefficient obtained was 0.749. Thus, the questionnaire was found substantially reliable. The researcher visited each sampled tertiary institutions with two research assistants who were specially trained in instrument administration and data collection to administer the questionnaire to the academic staff of each selected tertiary institution for the study.

To test the two hypotheses, Pearson's Product-Moment Correlation Coefficient was used, as it was intended to calculate the relationship between the dependent variable and independent variables. With the aid of the Statistical Package for Social Sciences (SPSS) 20.0, the formulated hypotheses were tested at a level of significance of 0.05.

### Data Analysis

The Statistical Package for Social Science (SPSS) (version 24.0) programme interpreted all data obtained quantitatively. The direction and strength of the relationship between the independent and dependent variables were determined by correlation analysis. A bivariate analysis, the correlation coefficient ( $r$ ), calculates the intensity of the relation between two variables (Green and Salkind, 2016). Pearson's correlation coefficient was used for this analysis. There was one independent variable in each hypothesis and one dependent variable.

### Results

**Table 1: Correlation showing relationship between arrogance leadership and teachers' job satisfaction in Lagos public tertiary institutions**

		Teacher job satisfaction	Arrogance leadership
Teacher job satisfaction	Pearson Correlation	1	-.002
	Sig. (2-tailed)		0.986
	N	146	146
Arrogance leadership	Pearson Correlation	-.002	1
	Sig. (2-tailed)	0.986	
	N	146	146

Table one shows that that there was a positive and non-significant relationship between arrogance leadership and teachers' job satisfaction in Lagos State tertiary institutions ( $r = 0.986$ ,  $p > 0.05$ ). This implied that arrogance leadership behaviour does not significantly influenced teacher job satisfaction in Lagos State tertiary institutions. Therefore, the hypothesis which states that there is no significant relationship between arrogance leadership and teachers' job satisfaction in Lagos state tertiary institutions is hereby not rejected.

**Table 2: Correlation showing relationship between arrogance leadership and organisational commitment in Lagos public tertiary institutions**

		Organisational commitment	Arrogance leadership
Organisational commitment	Pearson Correlation	1	0.031
	Sig. (2-tailed)		0.713
	N	146	146
Arrogance leadership	Pearson Correlation	0.031	1
	Sig. (2-tailed)	0.713	
	N	146	146

The result of the test performed indicated that there was a negative and non-significant relationship between arrogance leadership and organisational commitment in Lagos State tertiary institutions ( $r = 0.713$ ,  $p > 0.05$ ). The implication of this was that there was a negative influence of arrogance leadership on organisational commitment. This means that higher the arrogance leadership behaviour of school leaders in tertiary institutions, the lower the organisational commitment of teachers. Hence, the null hypothesis which stated that there is no significant relationship between arrogance leadership and organisational commitment in Lagos State tertiary institutions is not rejected.

#### **Discussion of Findings**

Satisfaction is the state of feeling achieved and appreciated, which is why job satisfaction was considered to be capable of affecting different organisational outputs such as performance, recognition and commitment to work (Ozdem and Sezer, 2019; Uysal, 2019). Satisfaction and commitment had some correlation to arrogance leadership. Apart from the fact that it was subordinates desire and motivation to remain satisfied with their jobs, it was also very much the responsibility of organisations' managers or leaders to increase job satisfaction through management strategies and style of leadership (Uysal, 2019). Leaders in higher education organisations should also have improved leadership behaviour to increase the level of trust and

enthusiasm of the lecturers, which would then increase job satisfaction and commitment (van den Berg and Wilderom, 2004). In contrast, it was also assumed that lecturers would have higher levels of satisfaction and commitment when given autonomy (Mendoza, 2019; Saba, 2011; Tatlah et al., 2019). Furthermore, in a study conducted by Saba (2011), it was shown that relationships with managers and subordinates were a deciding factor in teacher satisfaction. Therefore, the findings of this study were consistent with past studies, noting that arrogance leadership was a good indicator of prediction of job satisfaction. This clearly showed that modesty and teamwork were very important for leaders to practice while ensuring that supporters were content in the workplace, leaving no room for intolerable leaders. Leadership quality is also assumed to improve employee satisfaction, which will then contribute to educational organisations (Parker, 2015).

This study was also consistent with what Borden (2017) posited, arrogance leadership may cause burnout, but because of fear of not receiving the same rewards in other organisations, staff will remain "committed" to organisations. Arrogant leaders can drive followers, both positively and negatively, and can make subordinates unwilling and prone to full capacity work (Allen and Meyer, 1993; Dykes and Winn, 2019). Leaders or managers in higher education institutions must undoubtedly be able to exude confidence and empathy in directing their subordinates to stay committed for the right reasons. An organisation lacking modesty, empathy, and honesty among its team members may cause a harmful and unhealthy work culture, according to Oyer (2015), which would then lead to a low level of commitment. The school leaders were the primary driving force behind the degree of organisational commitment. It was, however, important to continuously remind leaders of higher education institutions to be vigilant and to consider the difference between being arrogant and confident (Haan et al., 2007).

### **Conclusion**

In practice, this study allows higher education organisations and their management to assess the degree of arrogance, teacher job satisfaction and organisational commitment within their organisation. Since arrogance is a form of adverse beliefs driven by changeable actions (Johnson et al., 2010). This study also enabled the higher

education organisation and its management to influence increase job commitment and level of satisfaction through leadership style. Tertiary institutions as organisations should be able to recognise and limit arrogance at an early time before getting out of proportion and achieving successful leadership and positive social interaction among employees (Silverman et al., 2012).

In conclusion, the results of this study showed that while the degree of arrogance leadership may be at the germinating stage, it is necessary to remember that it occurs in higher education organisations that will have a direct effect on lecturers' job satisfaction and organisational commitment. This was supported when the results showed that there was a low overall level of work commitment. Finally, the results showed that there were important connections between leadership arrogance with teachers' job satisfaction and organisational commitment among the lecturers.

### **Recommendations**

1. The tertiary institution leaders (HODs, Dean and Vice-Chancellors) should be exposed to professional development training and opportunities particularly in leadership before placement for leadership positions.
2. Appointment or selection of lecturers into school leadership positions (HODs, Dean and Vice-Chancellors) should be based on past records of the lecturers devoid of arrogance trace.

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