

Relationship between Leadership Styles and Faculty Job Satisfaction (A Review-based Approach)

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Abstract: *The main objective of this paper is review and synthesis of studies regarding the relationship between leadership styles and faculty job satisfaction. The study is mainly based on review of related literatures. Few things are more important to human activity than leadership. During period of knowledge transformation and intertwining human relationships, strong leadership is widely recognized as the key to providing people with visions and responding to social demands. Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organisational success. A capable leader provides direction for the organisation and leads followers towards achieving desired goals. In similar vein, employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organisational interests. It is evident that the appropriate leadership style used by leaders may be the most effective in overcoming the low job satisfaction of staff in an organization. Transformational leadership style is more pronounced in faculty job satisfaction as compared to transactional or laissez-faire leadership styles. Further studies need to be conducted taking into account other variables that might affect employee job satisfaction in addition to the leadership behaviours and demographic factors.*

Keywords: faculty, job satisfaction, leadership styles

1. Introduction

Few things are more important to human activity than leadership. Effective leadership helps a nation through times of peril. It makes a business organization successful. It enables a not-for-profit organization to fulfil its mission. The effective leadership of parents enables children to grow strong and healthy and become productive adults [1]. Arguing on the significance of leadership, [2] proposed that we are now living in a period of knowledge transformation and intertwining human relationships, with society rapidly rearranging its worldview, basic values, social and political structures, and arts. During these challenging times, strong leadership is widely recognized as the key to providing people with visions and responding to social demands. Echoing similar ideas, [3] stated that as organizations continue to face global challenges, the need for leaders who can successfully craft and implement bold strategies that will transform or align the organization's strengths and weaknesses with emerging opportunities and threats is ever greater. In addition, [4] stated, "An enterprise without a manager's leadership is not able to transmute input resources into competitive advantage." [5] asserted that one of the most universal cravings of our time is a hunger for compelling and creative leadership. Therefore, it is clear that the leadership style of a manager has a close relation to the development of organization [6].

On the other hand, effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organisational success. A capable leader provides direction for the organisation and leads followers towards achieving desired goals. In similar vein, employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organisational interests. An organisation that fosters high employee job satisfaction is also more capable of retaining and attracting employees with the skills that it needs [7]. In addition, [8] showed that

researchers in organizational behaviour contend that a supervisor's leadership style has a powerful effect on employee attitudes and behaviour [9;10]. To this end, the relationship between leadership style and employees' job satisfaction has been studied extensively [11;12;13;14;15;16;17].

2. Objectives and Methodology

This study has a major objective of presenting a review and synthesis of the relationship between leadership styles and job satisfaction. Leadership styles of transformational, transactional, and laissez-faire were considered as the major independent variables and intrinsic and extrinsic job satisfaction were the dependent variables. The study was mainly based on review of related literatures. Thus, different journals, books, working papers, proceedings, thesis, and internet websites were the major sources of information. The literatures reviewed were then summarized and conclusions drawn.

3. Defining Leadership

Quite often, leadership is defined in terms of how a leader changes the way people think and act [18], and how well the leader's group performs its assigned functions [19]. According to [20], leadership involves social influence over the voluntary pursuit of a set of collective objectives. Thus, leadership is a relationship between those who aspire to lead and those who choose to follow [21].

Most definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted by one person over other people to guide, structure, and facilitate activities and relationships in a group or organization [22]. Moreover, leadership is an influence relationship among leaders and followers to perform in such a way to reach a defined goal or goals [23]. What is meant

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by influence is that the relationship among people is not passive but multidirectional instead; superiors influence subordinates and subordinates influence superiors.

Moreover, leadership theories and styles have long been defined and identified by different names and behaviours, starting from the great man theory going through the behavioural, contingency, and integrated leadership paradigm. Leadership styles were also identified by different names and at different times as transactional, transformational, servant, etc. Recently, it is the transformational, transactional and laissez-faire leadership style packages which are acquiring greater momentum of discussion.

4. Transformational Leadership

According to [24], transformational leaders possess the ability to develop a personal rapport with their subordinates by providing individual consideration in serving as a mentor or coach. And the establishment of relationships built on inspiration and personal attention foster an atmosphere of intellectual stimulation in which the leader is able to encourage followers to think creatively and recommend ideas [9]. In contrast, transactional leaders rely on a clearly defined system of contracts and rewards.

Bass' transformational leadership behaviour dimensions are briefly explained below:

Idealized influence (charisma): Transformational leaders with charisma possess the ability to develop great symbolic power that is then used to influence followers. Followers idealize such a leader and often develop a strong emotional attachment.

Inspirational motivation: Inspiration describes how the leader passionately communicates a future idealistic goal or situation that is a much better alternative to the status quo and can be shared. The transformational leader employs visionary explanations to depict what the workgroup can accomplish. Excited followers are then motivated to achieve organizational objectives.

Individual consideration: Is a factor that reveals the mentoring role often assumed by transformational leaders. The leader serves as a mentor to followers. He or she treats followers as individuals and uses a developmental orientation that responds to follower needs and concerns.

Intellectual stimulation: Describes the transformational leader's creative and out-of-the-box thinking style. He or she encourages followers to approach old and familiar problems in new ways. By stimulating novel employee thinking patterns, the leader inspires followers to question their own beliefs and learn to solve problems creatively by themselves.

5. Transactional Leadership

Transactional leadership is usually associated with *rewards and punishments*. [5] identified transactional leadership as motivating followers by exchanging rewards with them for services rendered. He further described transactional leaders

as approaching followers with an eye for exchanging one thing for another and having the ability to recognize an existing need for a potential follower. On the other hand, [9] defined transactional leaders as those who see what their followers want and try to get it for them if their performance merits it, exchange promises of rewards for certain levels of effort, and respond to the wants and needs of their subordinates as long as their efforts warranted that attention. Particularly, transactional leadership consists of two core components: contingent reward and management-by-exception (both active and passive) [25].

Contingent Reward: Contingent reward refers to the leader who states explicit expectations for the follower and promises rewards in exchange for completion [25]. Usually this component of transactional leadership is the most active form, and it means that the leader and follower agree on job expectations and the level of performance necessary to achieve those standards. And the follower is promised reward for completion of the task or assignment, while the leader monitors and advises the subordinate on an as-needed basis [26]. In addition, previous research demonstrates a direct correlation between contingent reward leadership and the commitment, satisfaction, and performance of followers [27].

Management-by-exception (Active-Passive):

Management-by-exception (MBE) is a term that refers to the leader who only takes action after monitoring closely for errors or mistakes from followers [25]. When the leader actively monitors the performance of the subordinate for deviations from the norm, this is known as active management-by-exception. More specifically, [28] defines active management-by-exception as "the extent to which leaders closely monitor followers' performance and keep track of mistakes." And this type of leadership is most effective in cases where deviation from the norm can cause disastrous results [29]. On the other hand, passive management-by-exception exists when no action is taken by the leader until mistakes, errors, or deviations occur. This particular behaviour may be viewed as non-leadership, with the exception that the status quo is respected and deviation from it brings about a response.

6. Laissez-Faire

The laissez-faire is a passive kind of leadership style where there is actually no relationship exchange between the leader and the followers. It represents a non-transactional kind of leadership style in which necessary decisions are not made, actions are delayed, leadership responsibilities ignored, and authority unused. Moreover, the laissez-faire style means the leader is insufficiently motivated or inadequately skilled to perform supervisory duties. This indicates that the laissez-faire leadership is an inappropriate and ineffective way to lead subordinates [30].

Similarly, [28] defined laissez-faire leadership as being a style of leadership where leaders refuse to make decisions, are not available when needed, and choose to take no responsibility for their lack of leadership ability. He insisted that laissez-faire leaders are non-existent and elude leadership duties and responsibilities at all costs. [27] also

label the laissez-faire leader as not clarifying goals and standards that the followers must achieve or basically having no expectations for the followers in the organization. Laissez-faire leadership may occur due to the avoidance of leadership behaviour altogether, which enables the followers to ignore assignments and expectations.

7. Job Satisfaction

Job satisfaction refers to the sincere feelings of an employee towards his job [31]. And it is the composition of intrinsic and extrinsic factors. A well-known theory of work motivation, Herzberg's two-factor, or motivator-hygiene theory, addresses both motivation and satisfaction. Hygiene needs are basically maintenance needs that frequently lead to job dissatisfaction. The dissatisfying elements are extrinsic job factors in the working environment, such as company policy, supervision, salary, interpersonal relations, and working conditions [32]. On the other hand, motivators are higher-order needs originating within an individual [33]. These motivators involve incidents intrinsic to the job, such as responsibility, independence of action, and recognition for accomplishing difficult tasks [33]. [34] stated that the elements that promote job satisfaction are called motivators. Motivators or intrinsic conditions include achievement, recognition, responsibility, and advancement [34]. Herzberg contended that these factors lead to increased job satisfaction. The absence of intrinsic motivators does not cause dissatisfaction but results in neutrality on the continuum of satisfaction. On the other hand, the elements that promote dissatisfaction are called hygiene and are extrinsic in nature. Extrinsic issues include company policies, administration, salary, technical supervision, and working conditions [35;36;37]. The absence of hygiene factors leads to decreased job satisfaction.

The two-factor theory emphasizes that jobs should be designed so that there would be a high degree of reward, provided by context factors to avoid dissatisfaction and content factors to ensure satisfaction [32]. Moreover, [34] insisted that a manager/leader must be sure to provide sufficient hygiene factors while at the same time building satisfiers or motivators into a job.

8. Leadership Styles and Job Satisfaction

The relationship between leadership styles and employees' job satisfaction has been studied extensively in business [12; 16], industry [17], and the healthcare system [37; 38; 39]. The researchers contended that a supervisor's leadership style has a powerful effect on employees' attitudes and behaviours.[40] stated that research on motivation of subordinates indicates that a superior represents a source of reward for workers and a reward has an impact on satisfaction. Therefore, as a result of this interaction, worker's satisfaction is related to leadership style.

On this regard, an extensive review of related literature has been made by the researcher and it is synthesized and presented as follows.

[41] provided a study on the impact of transformational leadership style on job satisfaction that reveals the existence

of a strong and significantly positive relationship between transformational leadership and job satisfaction as compared to transactional leadership. As per their finding, the transformational leadership style is preferred over transactional leadership style for the improvement of staff job satisfaction. In addition, a negative correlation was found between laissez faire leadership and job satisfaction. They argued that this may be due to the huge amount of freedom given to the staff without proper direction and supervision from their superior. Moreover, the results support the conclusion that a transformational leader may be expected to provide a clear vision of the organization's mission as well as inspiring his or her followers and gaining trust and respect through charisma [30]. Thus, the authors believe that followers under such leadership styles can be expected to be more satisfied with their leaders.

[42], in their study investigated the transformational and transactional leadership styles that might contribute to the job satisfaction. Their works indicated the existence of strong relationships between job satisfaction and transformational leadership comparable to transactional leadership. But they also argued that there is a different effect between transformational leadership and transactional leadership on job satisfaction. Thus, transformational leadership has higher ratio and beta that show higher influence on job satisfaction compared to transactional leadership. This result further supports the study from [43], where there are relationship between transformational leadership and transactional leadership on job satisfaction. However, transformational leadership is the dominant leadership style that can affect job satisfaction. In another previous study, both leadership styles had also been shown to have an effect on job satisfaction but according to the analysis done by these authors, the transformational leadership style was found to behave higher leadership outcome compared to transactional leadership (Limsila & Ogunlana, 2008) [44].

[45], analysed the correlation between perceived academic administrator leadership styles and satisfaction of faculty members in the State University System of Florida. The independent variables he considered were the transformational, transactional, and passive/avoidant leadership styles of academic administrators as evaluated by faculty members. And the dependent variable was job satisfaction of full-time faculty members. Justin used the Multifactor Leadership Questionnaire to identify the leadership style of an administrator as perceived by faculty members. And, to assess a faculty member's level of job satisfaction, he used Spector's Job Satisfaction Survey. One hundred four participants from a state university in Florida completed the online survey. Justin developed and employed a logistic regression model, and the statistically significant correlations indicated that (a) faculty members who identified transformational leadership as dominant had increased job satisfaction, (b) faculty members who identified transactional leadership as dominant had increased job satisfaction, and (c) faculty members who identified passive/avoidant leadership as dominant had decreased job satisfaction. Based on a 95% significance level, there was a significant relationship between the 3 leadership styles and job satisfaction. According to Justin, using this model

academic leaders can take further action by refining their leadership styles on the basis of their faculty members' indicated preferences. Moreover, Justin believes that the study results may contribute to social change by making academic administrators aware of effective leadership models that promote higher job satisfaction among faculty in universities. Furthermore, Justin has recommended that universities must retain satisfied employees to enhance productivity and reduce turnover.

[46], in his paper, had expanded the research of job satisfaction related to academic leadership whereby he examined the effects of three factors on teacher job satisfaction: principals' leadership style (transformational or transactional), principals' decision-making strategy (autocratic versus participative), and teachers' perception of their occupation. Data were collected from 745 Israeli elementary and high school teachers (80% return rate) of 98 schools, using the MLQ and Tarabeth's (1995) questionnaire to measure their principals' leadership styles and perception of job satisfaction, respectively. The results revealed that principals' transformational leadership affects teachers' satisfaction both directly ($fJ.31, P < .0001$) and indirectly ($f\beta = .17, p < .0001$) through teachers' occupation perception. Significantly, this study calls researchers' attention to the inner world of teachers such as occupation perception, and suggests that teachers prefer to work with a principal who exhibits transformational types of behaviours.

[47], in their study titled „The Consequences of the Hegemony of the Leadership Styles and Employee Job Satisfaction among University Teachers in China“ have tried to quantitatively test correlation between a leader's chosen management style and teachers' job satisfaction. The sampling technique employed was random sampling. Also a conceptual frame work to examine possible relationships between the perceived leadership practices of the Multifactor Leadership Questionnaire and the Mohrman, Cooke, Mohrman Job Satisfaction Scale in-order for finding perceived leadership characteristics among Chinese University Teachers was proposed. And the authors have come up with a conclusion that the ideal leadership style in a higher education institution should be a mix of transactional managerial abilities with a proper dose of transformational abilities, such as idealized influence, inspirational motivation, and intellectual stimulation, individualized consideration, and other ingredients such as creativity, team orientation, appreciation of others, coaching, and recognition. Transformational leadership behaviours were also perceived by university teachers as positive. Data collected in their research study also showed that the perceived transformational leadership behaviours of university teachers are, in general, exhibited less often than the established MLQ norms. The transactional leadership characteristics of CR (contingent reward) were positive indicators of university teachers' job satisfaction, but to a slightly lesser degree than transformational behaviours. Moreover, the rewarding system is reliable and trusted and truly intended to recognize important and meaningful employee performance. To achieve that, leaders need to better understand the kind of rewards and recognition employees expect, which do not necessarily have to be in a monetary form.

[48], in their study explored the possible relationship between presidential leadership style and faculty job satisfaction in technology institutes in Taiwan. The results of their study showed that a positive correlation between faculty job satisfaction and presidential behaviours, significant differences in faculty job satisfaction based on presidential leadership style, significant interaction between presidential leadership style and faculties' demographics on the faculty job satisfaction, and significant differences in faculty job satisfaction based on faculties' demographics. In addition, faculty job satisfaction tended to increase with the faculties' age, number of years of teaching at the institute, level of education, teaching title, and monthly salary. Furthermore, higher job satisfaction was found for male versus female faculties, married versus single faculties, and faculties participating in administrative duties versus faculties without participation in administrative duties.

[49], in his research paper, investigated the assumption that a combination of transformational and transactional leadership factors is more predictive of greater followers' job satisfaction, motivation toward extra effort, and perceived presidential effectiveness than either leadership style alone. The independent variables in the study included the transformational, transactional, and laissez-faire leadership behaviours of the college and university presidents and the dependent variables were job satisfaction, motivation toward extra effort, and perceived presidential effectiveness. His study points to specific behaviours that are predictive of job satisfaction, motivation toward extra effort, and perceived presidential effectiveness. By combining the behaviours identified as transformational, transactional, and laissez-faire leadership behaviours, his study determines specifically which behaviours are predictive of the three dependent variables. Thus, by combining the transformational leadership behaviours of Attributed Charisma and Individual Consideration with the transactional leadership behaviour of Contingent Reward, leaders may develop leadership styles that are more satisfying, motivating, and effective for followers than solely using the transformational model of leadership. As a result, followers indicate that they are more satisfied and motivated by leaders who possess great energy, high levels of self-confidence, strong beliefs and ideals, are assertive, have the ability to make followers feel more confident, who create greater personal confidence within their followers, and who use positive reward systems to affirm desired behaviour. Therefore, this information can be considered as an empirical data to support the concept that a combination of charisma, personal consideration, and a reward system may increase follower's job satisfaction, motivation toward extra effort, and perceptions of leaders' effectiveness better than transformational leadership behaviours alone.

[50] published their work on “*The Role of Transformational Leadership Style in Enhancing Lecturers' Job Satisfaction*”. The population for the study comprised the lecturers from three leading Research Universities in Malasia. The responses of the survey were subjected to multiple regression analysis. And the findings uncovered that transformational leadership was the factor that best explained the variance of most satisfying variables of lecturers' job satisfaction. Also the study has demonstrated

that department heads can be more effective in satisfying lecturers when they more frequently demonstrate transformational leadership behaviours. Moreover, the findings of this study empirically contribute to existing body of knowledge regarding academic administrators' leadership styles particularly in developing countries by demonstrating the extent to which leadership styles influenced lecturers' job satisfaction.

[51] examined the impact of leadership styles on job satisfaction of college and university in Taiwan with a particular purpose of examining the relationship between supervisors' transformational and transactional leadership styles, and the satisfaction of Taiwan's higher education instructors. The researchers utilized two questionnaires and five demographic and work profiles. The two questionnaires were the Transformational Leadership and Transactional Leadership of the MLQ-5x short-form developed by [52], and Teacher Job Satisfaction Questionnaire (TJSQ) developed by [53]. The data analysis consisted of descriptive statistics, exploratory factor analysis, independent *t*-test and multiple regression analysis. Their research study found that teachers who perceived transformational leadership were the most satisfied with their jobs. On the other hand, teachers who perceived transactional leadership reported less job satisfaction. They also come up with a finding that Taiwanese higher education teachers with the most teaching experience were the more satisfied. Thus, teacher job satisfaction increased with years of teaching experience. But this study was limited to the relationship between supervisors' transformational and transactional leadership styles, and teachers' job satisfaction in higher education institutions in Taiwan. Thus, they have recommended that future studies should add laissez-faire leadership to the research questions and hypotheses.

[54], in their paper analysed the interplay between leadership styles (transformational, transactional and laissez-faire) and faculty job satisfaction (intrinsic, extrinsic and overall) in a public university of Punjab, Pakistan. Their study is a cross-sectional survey and it is analytic in nature. The findings of the study highlight that there is a significant relationship between the group of independent variables (transformational, transactional and laissez-faire leadership styles) and the faculty's intrinsic, extrinsic and overall job satisfaction. However, they argued that the group of independent variables has slightly stronger relationship with extrinsic job satisfaction as compared to overall job satisfaction, and the relationship of independent variables with intrinsic job satisfaction is relatively less strong. Moreover, they have come up with a result that the transformational leadership style, in relation to the other two independent variables (transactional and laissez-faire leadership styles), has a strong positive and statistically significant effect on faculty's intrinsic, extrinsic and overall job satisfaction. Nonetheless, it was found out that the laissez-faire leadership style, relatively, has weak positive and statistically insignificant effect on faculty's intrinsic, extrinsic and overall job satisfaction. On the other hand, the transactional leadership style has comparatively weak negative and statistically insignificant effect on faculty's intrinsic, extrinsic and overall job satisfaction.

[55] in their study which endeavoured to scrutinize the contributing relationships between three proxies of transformational leadership style to job satisfaction in an academic institution have come out with a finding which is inconsistent with the existing research findings, on which they have found that individualized consideration is negatively related to job satisfaction. This result can be explained in a way that a transformational leader who emphasizes more on individualized consideration rather than promoting team works will make the rest of his followers' job satisfaction to decrease. Therefore, the findings suggest that an organization needs to have a worthy transformational type leader in order to provide an effective team work to increase job satisfaction among the employees or followers as well as for realizing organizational mission and goals. But positive relationship existed between intellectual stimulation and job satisfaction. Also the result has revealed that leadership was an insignificant mediator in the relationships between charismatic, intellectual stimulation and individualized consideration with job satisfaction.

[56], in his research paper, attempted to determine whether or not a relationship existed between job satisfaction of full-time business faculty within the Wisconsin Technical College System and the leadership practices of the direct supervisor. In addition, the research was interested to determine whether demographics such as gender, age, level of education, or years of service to the institution played a role in the level of job satisfaction amongst the respondents. His target population included all full-time faculty members in the sixteen colleges of the Wisconsin Technical College System, and the survey instruments used were the Job Satisfaction Survey and the Leadership Practices Instrument. Moreover, Spearman Correlation and Chi Square tests were performed on the data. The researcher found positive correlations between seven of the nine subscales of the Job Satisfaction Survey and leadership practices of the direct supervisor. However, insufficient data existed to prove any of the four demographics played a role in the job satisfaction levels of the respondents. The conclusions Jaime drawn from this research study were significant to the Wisconsin Technical College System, because when job satisfaction within a department is an issue, demographics such as age, gender, level of education, and years of service do not have to be looked at separately, as these factors play no significant role in job satisfaction amongst the full-time faculty. Jaime Further added that when looking at job satisfaction amongst faculty, his research can be used to hire leaders whose practices are consistent with high job satisfaction. Finally, he has recommended that leadership practices that relate to higher job satisfaction can be used in training those leaders who are promoted from within.

[57] in his paper on "The Impact of Transformational Leadership Practices on Job Satisfaction of Physical Education Institutions Lecturers" has come up with results that seem to contradict with the findings of other studies that provide conclusive evidence that all three dimensions of transformational leadership (Charisma, Individualized Consideration and Intellectual Stimulation) have a positive impact on Job Satisfaction [58; 59;60]. Specifically, the hypothesis that ,the greater the charisma score of the principal, the greater will be the job satisfaction of lecturers"

is not supported indicating that charisma does not have any significant impact on job satisfaction and this may be a result of the unique job nature of PHEI (Private Higher Education Institution) lecturers. That is, PHEI lecturers tend to carry out their job function independently usually with minimal supervision from their superiors and hence as a result the individual charisma of their leaders might have minimal impact on their satisfaction which might be argued to be more self-directed compared to other profession. Furthermore, it was found that individualized consideration have a negative impact on job satisfaction. With this regard, PHEI may not be motivated by the greater attention paid by their leaders on their personal affairs or perhaps they prefer greater flexibility to perform their jobs rather than personalized attention given to them. Furthermore, intellectual stimulation provides the greatest positive impact on job performance, indicating that perhaps PHEI lecturers favour the support and knowledge exchange that their superiors are able to provide them in improving their professional know how and development.

[61], in his research, investigated the relationship between transformational leadership style of the heads of departments and employee job satisfaction in tertiary institutions in Ghana. In this particular study, the Multifactor Leadership Questionnaire (MLQ) and the Minnesota Satisfaction Questionnaire (MSQ) were used by lecturers to assess their heads of departments in relation to the satisfaction they derive from their jobs. And both quantitative and qualitative analyses were executed to establish the transformational leadership practices of heads of departments and the relationship between transformational leadership and the job satisfaction of lecturers. Also regression tests were used to analyse the data taking into consideration the descriptive statistics of mean and standard deviations. Consequently, the study showed a positive correlation between transformational leadership and employee job satisfaction. The findings further revealed no differences in transformational leadership and job satisfaction of lecturers in both private and public institutions. Furthermore, the results of the survey show that heads of departments do not differ in their transformational leadership practices in both types of institutions (public and private). Finally, the author has recommended that policy makers and boards of institutions should integrate programmes such as seminars, workshops and updates on school administration and leadership in order to sharpen the skills of institutional leaders on the job.

[62] explored the relationship between leadership styles and employee job satisfaction at Islamic Azad University branches in Tehran, Iran. The author justified that the dominant leadership styles were transformational and transactional and employees were moderately satisfied with their job. The results show that different leadership style factors will have different impacts on employee job satisfaction components. To mention some, individualized consideration and laissez-faire are strong predictors of all the job satisfaction factors.

[63], has conducted a research titled "The Relationship between Leadership Styles and Faculty Job Satisfaction in Taiwan" which was a descriptive, correlational, and cross-

sectional and used self-administered questionnaires. The main purposes of this study were to examine the nursing faculty's perceptions of nursing deans' and directors' leadership styles, and to understand how well the perceptions relate to faculty job satisfaction levels. A random sampling technique was employed to collect data from the study area. And a total of 400 questionnaires were mailed directly to the selected faculty members at the school address. The findings indicated that Taiwanese nursing deans and directors tend to display transformational leadership more frequently than the transactional leadership and the laissez-faire in their workplace. In addition, he has come up with a result that Taiwanese nursing faculty members reported moderate levels of satisfaction in their jobs. Moreover, regardless of each school's organizational characteristics, Taiwanese nursing deans and directors performed transformational leadership more frequently than the transactional leadership and the laissez-faire. Furthermore, the contingent reward, passive management-by-exception, and individualized consideration leadership styles of nursing deans and directors were significant predictors of nursing faculty job satisfaction in Taiwan.

[64] in his paper, examined the relationships among administrative leadership behaviours, organizational characteristics, and faculty job satisfaction in baccalaureate nursing programs of private colleges. A two-part survey technique included 1) the collection of organizational data from the dean/chair of each nursing program, and 2) the rating of leadership behaviour of the dean/chair and faculty job satisfaction by nurse faculty. The author stated that the fundamental factors influencing the effectiveness of an organization are leadership and employee job satisfaction. Accordingly, leadership is considered one of the most important determinants of employee job satisfaction. It is also indicated that leadership extensively influences employees' motivation and dedication.

9. Summary and Conclusive Remarks

The significance of leadership, otherwise effective leadership, has been ascertained by several global circumstances such as the ever stiff and complex business competition, the world financial crisis of the 2008, etc. In this context, the issue of leadership as a differentiator and key success factor in a global business environment has become of great interest first to multiple organizations such as: multinationals, universities, both private and public, social and political institutions, non-governmental organizations, being regarded as an important factor of success or failure.

Leadership theories and styles have long been defined and identified by different names and behaviours, starting from the great man theory going through the behavioural, contingency, and integrated leadership paradigm. Leadership styles were also identified by different names and at different times as transactional, transformational, servant, etc. Currently, it is the transformational leadership style which is acquiring greater momentum with the at most significance and acceptance. This is mainly because transformational leaders are believed to disregard their self-interest and concentrate on moral purpose and values as well

as the higher-order intrinsic needs of their followers. Moreover, transformational leaders are identified with their unique capability of articulating compelling vision which is believed to be very instrumental in motivating employees or followers. The other two most common leadership styles of transactional and laissez-faire are recognized with heavily depending on exchange of some performance or desired behaviour with positive reward and giving no proper direction and making no supervision (absence of leadership at all), respectively.

On the other hand, effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organisational success. The correlation between these two variables has been substantiated by studies on multiple organizational settings such as banks, schools, government and non-government offices, and private companies. Comparison of transformational leadership style and transactional leadership style shows that transformational leadership style is more pronounced in faculty job satisfaction as compared to transactional or laissez-faire leadership styles. But also a handful of the studies have come up with a conclusion that a mix of the transactional and transformational leadership behaviours is ideal for keeping employees or followers satisfied with their job. Moreover, demographic factors such as age, gender, tenure, and level of education have also been found to have important bearing on level of job satisfaction. Thus, it can be concluded that in general leadership has got a paramount importance on the success of organizations, be it private or public, profit or non-profit. It is also evident that the appropriate leadership style used by leaders may be the most effective in overcoming the low job satisfaction of staff in an organization. And that of transformational leadership style has to be exercised in every organizational setting with, of course, a proper dose of transactional leadership style in some type of organizations such as higher education institutions, banks, and manufacturing. Moreover, high job satisfaction of staff can definitely improve staff work commitment and more importantly, it can also increase work quality and productivity.

To arrive at a conclusive remark with regard to the relationship between leadership styles and job satisfaction, it is important that the full-scale leadership instrument be extensively applied in a larger sample size. Also further studies need to be conducted taking into account other variables that might affect employee job satisfaction in addition to the leadership behaviours or demographic factors.

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