

# **Influence of Transformational Leadership on Job Satisfaction: A Study on Faculty of Higher Technical Education in Arunachal Pradesh (India)**

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**Abstract:** *Effective leadership and job satisfaction have been regarded as fundamental factors for organizational success (Kennerly, 1989). It has been evidenced by the various literature that, Transformational Leadership plays a vital role in organizational performance, while Job Satisfaction has been theoretically and empirically linked to organizational effectiveness. Employee's job satisfaction is important to retain effective and efficient employees. One of the ways, that may be useful in increasing the satisfaction is having employed the right style of leadership at all levels. An effective leader is always trusted and earns high respect by his followers. The work performance of transformational leaders permits them in a way that they become models to their followers. Educational department/field significantly contributes to any country's economic development. The quality of education imparted to the young generation is vital for sustainable growth and development of an economy, for which the quality of education may be ensured by satisfied faculty/teachers and those who exhibit a transformational style of leadership towards their work and work environment. These employees are much attached to their institutions and highly productive in their work. This paper focuses and to bring out the effect of relationship/impact of Transformational leadership and Job satisfaction of faculty of higher technical education in Arunachal Pradesh (India). The findings of the research provide valid inputs regarding the need for the development of a Transformational style of leadership and to bank satisfied employees with high level of Job satisfaction. A leader leads by showing the direction for the organization towards the achievement of planned goals, in the same way, employees with high job satisfaction are likely to exert more effort and pursue organizational goals and objectives.*

**Keywords:** *Transformational leadership, Job satisfaction, Technical education, Impact.*

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## **1. INTRODUCTION**

### **1.1 INTRODUCTION**

Human capital is the most important factor for achieving organizational goals and objectives (Mosadrigh, 2003). Managing employees from different cultures and backgrounds is a hard task and depend on the quality of leadership (Albin and Gaglairdi, 2007). The efforts, involvement, and commitments are the deciding factors for organizational success and achievement of its goals and

objectives. This is the reason that the organizations are more concerned with development and improvement of their leadership including all the stakeholders. Leadership is a management function, that is directed towards the people, in order to influence them towards the achievement of the goals of the organization (Skansi, 2000). Fiedler (1996), one of the reputed researcher in leadership, emphasized that the success or failure of a group/ organization depends on the effectiveness of a leader. The major presumption of the transformational leadership theory is the leader's ability to

motivate followers and to achieve beyond their expectations and capabilities (Krishnan, 2005).

Highly satisfied and happy employees would be more productive and profitable to the organization (Saari & Judge, 2004). Highly satisfied employees create positive attitudes in their work, have a high value of morale, enhance their performance and have a respectful relationship with their co-workers. While leadership plays a vital role in the determination of employee satisfaction, it further influences the motivation and dedication of the employees. Mosadragh Rad and Yarmohammadian (2006), brings out that, employee job satisfaction determines the attitude of the employees towards their job and their organization. Draft (2005) and Hillel (2006), states that the change-oriented leadership style is characterized as a Transformational leadership style. Rex et al., (2012) define Transformational leadership as a style that seeks to positively transform the followers and achieve the desired changes through strategy and organizational structure. Thus, the study linking transformational leadership and job satisfaction gains more importance in the present context of higher technical education in Arunachal Pradesh (India). Jaussi and Dionne (2004), states that the leaders play a vital role in employee job satisfaction. Judge and Locke (1993), states that the leadership style is one of the determinants of job satisfaction. Also, Seltzer and Bass (1990), showed a significant and positive relationship between transformational leadership and effectiveness of subordinates.

## 1.2 OBJECTIVES

The objective of the study is to find out the relationship between Transformational leadership and Job satisfaction and to measure the impact of Transformational Leadership on Job satisfaction. Also, to find out the measured levels of the said variables and its significance, as per the recorded demographic variables.

## 2. REVIEW OF LITERATURE

### 2.1 REVIEW OF LITERATURE

#### 2.1.1 Transformational Leadership

Burns (1978), created the term, Transformational Leadership and was subsequently developed by Bass and his colleagues, till it reached the current stage of importance by Avolio and Yammarino (2002) and Bass (1985). Transformational leaders influence their followers through motivation and in-turn the followers are challenged and support personality development. The intangible qualities like shared values, shared ideas and vision are focussed in an effort to build up effective & good relationships and

congenial work environment inside the organization, Bass (1985). Also, Bass (1990), supported that Transformational leadership can be learned and be the subject of management training, as it concentrates on development & progress, solidity, authorization, self-confidence, complement and strategic thinking. A transformational leader articulates a clear vision, provides support and motivation, encourages followers to go beyond expectations and regards their individual needs (Lowe et al., 1996). Earlier studies revealed that employees working with transformational leaders have a greater satisfaction, feel more recognized in work environment and have strong motivation to exhibit greater performance (Bass & Bass, 2008). Transformational leaders carry on the change process very effectively than others (Chemjong, 2004). Studies reveal that transformational leadership, decrease the rate of job leaving, high level of job satisfaction and productivity (Deluga, 1992; Marshal et al., 1992; Masi & Cooke, 2000; Medley & Laroche, 1995; Sparks & Schank, 2001). According to, Bass, Avolio, Jung and Berson (2003), the components/dimensions of Transformational leadership are as following,

**2.1.2 Idealised Influence (Attributed)** – The relationship between the Transformational leader and the followers, is based on the personal bonding and understanding, rather than the formal institutional rules and regulations, rewards or punishments. Here, the leader shares risks with subordinates and are firm in behavior where ethics, principles, and values are concerned.

**2.1.3 Idealised Influence (Behaviour)** – This dimension insists on a collective sense of mission and values, as well as, acting upon those values (Molero, Caudrado, Nawas and Morales, 2007). This includes the leader's values, beliefs, moral considerations, moral behaviors and selfless acts, establishing a common vision is an integral part of idealism.

**2.1.4 Inspirational Motivation** – A leader instills a team spirit, displays eagerness, and positive thoughts. Bass et al., (2003) trusted transformational leaders act in manners that inspire and stimulate their followers/team members, in connecting with them by bestowing the challenge and meaning to their work. Here, the leaders become followers, encompassed in envisioning, appealing upcoming states, they clearly craft their communicated expectations that followers desire to encounter and also clarify commitment towards aims and shared vision.

**2.1.5 Intellectual stimulation** – Transformational leadership stimulates individuals to be innovative & creative by

questioning assumptions and reframing of the problems and approaching old situations in new methods or procedures. They act as a change-agent that bring in fresh energy and life to the work environment. They bring excellent solutions by introducing ideas to problems (Avolio & Bass, 2002).

**2.1.6 Individualised consideration** – This dimension provides the leader's distinct and personal attention to every single individual of the organization and the follower's need for development and growth by assuming the responsibility of a coach or mentor (Avolio & Bass, 2002). To do this a leader acts as a referee and supervisor. He helps to develop his follower's attributes towards a high level of potentialities. A leader must consider individual differences between his followers in terms of their requirements and desires. He plays a double role through effective contact with them (Avolio & Bass 2002; Bass, 1998).

Thus, the leadership is one of the most widely discussed topics by the researchers from all over the globe (Kuchler, 2008). Jong and Hartong (2007), described leadership as a process of influencing people in order to achieve desired results. Lok and Crawford (2004), stated that the leadership plays a critical role in determining the future of an organization. Gill (2006), identified that leaders help to stimulate, innovate, encourage and recognize their followers in order to get key performance results. Transformational leaders are said to be visionary and enthusiastic in their approach, with an inherent ability to motivate their subordinates (Howell and Avolio, 1993).

### 2.2.1 Job Satisfaction

Luthans (2007), defined Job satisfaction, as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Mossadegh (2003), defines it as, the person's evaluation of three different things, these are his own work, the work context or the environment in which he works and the content of the work, which he/she actually does. Job satisfaction includes employees' feelings towards multiple groups of intrinsic and extrinsic components that are, aspects relating to the satisfaction of pay, promotion, working conditions, supervision, organizational practices and relationships with co-workers (Misener et al., 1996). Spector (1997), relates employee satisfaction as the feelings and attitudes of people towards their jobs and different aspects of their jobs. He also states that there are two antecedents of job satisfaction, i.e. job-setting characteristics, and individual/personal characteristics, both the factors influence employee job satisfaction. Spector (1997), also added that employee or job satisfaction includes both humanitarian and utilitarian perspectives. According to humanitarian

perspective, people deserve to be treated in a courteous and a pleasant manner. While the utilitarian perspective proposes that employee or job satisfaction can lead to employee behaviors that affect organizational performance. Cranny, Smith & Stone (1992), defines Job satisfaction as an employee's reactions to a job based on comparing actual outcomes with desired outcomes. It is recognized as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements (Howard & Frink, 1996). Agho, Mueller & Price (1993), focuses Job satisfaction primarily on its impact on employee commitment, absenteeism, intentions to quit and actual turn over. Porter & Stress (1973), argued that the extent of job satisfaction reflected the cumulative level of met worker expectations. Spector (1985), views job satisfaction as a cluster of evaluative feelings about the job. Job satisfaction also affects the personal feelings and values in a positive way besides answering the individual needs of physiology and security. It is described as a pleasurable or positive emotional state as a result of evaluation of job or job experiences (Locke E.A, 1990). Job satisfaction is a concept which has a close relationship with motivation and activity. The main cause for this is the assumption that employees satisfied with their job are more productive, effective and in a better approach to their jobs (Hirszowicz M, 1981)

### 2.3.1 Transformational Leadership & Job Satisfaction

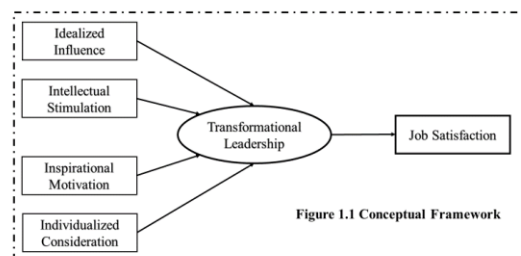


Figure 1.1 Conceptual Framework

Leadership gained importance since the 1920s, with the studies confirm the significant relationship between leadership style and job satisfaction. Further, studies in the field during the 1950s and 1960s investigated that how managers could use their leadership behaviors to increase employees' level of satisfaction (Northouse, 2004). The quality of leader-employee relationship has a great impact on employee's self-confidence and Job satisfaction (Chen and Spector, 1991; Brockner, 1988; De Cremer, 2003). Leaders who are supportive of their subordinates lead to higher levels of job or employee satisfaction and leadership style is an important determinant of employee job satisfaction (Al-Ababneh, 2003). Leadership behavior was found to be

positively related to Job satisfaction (Yousef, Al-Hussami, 2007). Researchers revealed the strong and positive relationship between Transformational leadership and Job satisfaction, because of its productive, caring and innovative nature (Bodla and Nawaz, 2010; Gill et al., 2010; Omar, 2011; Albion and Gagliardi, 2011; Mohammad et al., 2011; Nielsen et al., 2009). Watson (2009), brought out that the transformational leaders create an effective influence on their followers, encouraging influence on their followers, encourage and motivate their followers to think in a creative and innovative way. Thus, provide a high job satisfaction level by supporting followers' oct of making individual choices.

### 3. HYPOTHESES

#### 3.1 Hypothesis

**H1** - There is no significant and positive linear relationship between Transformational Leadership and Job Satisfaction of faculty of higher technical education

**H2** - There is no significant and positive linear relationship between Transformational Leadership/Job Satisfaction among faculty of various technical institutes of Arunachal Pradesh (India).

#### 3.2 Methodology and Measures

The present study is a cross-sectional, exploratory, empirical and descriptive in nature. It is solely based on the first-hand information collected from the primary source through survey questionnaires distributed to the faculty employed in higher technical institutes in Arunachal Pradesh (India). A total of 304 (N) faculty members of institutes of higher technical education were randomly chosen (Simple random sampling) and were given structured questionnaires to fill-in on a Likert scale of 1-5. The data were collected in due time and fed to SPSS for analysis and results. The participants include major technical institutes in Arunachal Pradesh i.e. NERIST – Nirjuli, NIT – Yupia, RGU – Doimukh, RGGP – Itanagar, and TOMI – Basar.

Transformational Leadership is measured using Multifactor Leadership Questionnaire (MLQ) form 5x short (Bass & Avolio 1995). The questionnaire consists of 20 items and 04 dimensions, i.e. Idealised influence, Intellectual stimulation, Inspirational motivation and Individualised consideration. Indian context of Job satisfaction is measured using a scale of 19 items (Dr. CN Daftuar, 2001) and the inquiries were related to the present job condition and overall job satisfaction inclusive of all the stakeholders of the organization.

## 4. DATA ANALYSIS AND INTERPRETATION

**Table 4.1.1**, Demographic profile of the participants

Variables	Particulars	Frequency	Percentage
Institute	NERIST Nirjuli	168	55
	NIT Yupia	64	21
	TOMI Basar	32	11
	RGGP Itanagar	25	8
	RGU Doimukh	15	5
Employment Type	Permanent	168	55
	Contractual	91	30
Designation	Professor	55	18
	Associate Professor	57	19
	Assistant Professor	192	63
Age group In Years	Below 40	162	53
	40 to 50	96	32
	Above 50	46	15
Gender	Male	221	73
	Female	83	27
Appointment	HoD	45	15
	Others	259	85
Educational Qualification	UG	55	18
	PG	128	42
	PhD	121	40
Marital Status	Married	236	78
	Unmarried	68	22
Domicile	Arunchal Pradesh	67	22
	North East India	79	26
	Rest of India	158	52
Experience in Years	Below 5	136	45
	6 to 10	103	34
	Above 10	21	7

From the above Table 4.1.1, we read that a majority of higher technical education institutes of Arunachal Pradesh were involved in the study, including both public

(Government) and private technical educational institutions. The institutions are North Eastern Regional Institute of Science & Technology – Nirjuli, National Institute of Technology – Yupia, TOMI polytechnic – Basar, Rajiv Gandhi Government Polytechnic – Itanagar and Computer Science Engineering department of Rajiv Gandhi University – Doimukh. The employment type of the respondents is recorded as Permanent (70%) and on-contract (30%). The designation of the participants as Professor (18%), Associate Professors (19%) and Assistant Professors (63%). This shows that 63% of the survey consists of the young lot, that makes the survey effective and predictable. In the age group again, 53% of the respondents are below 40 years. In the gender category – it is recorded as 73% male respondents and 27% female respondents, in Educational qualification – 42% respondents have done Post graduation and finally, 78% of the participants are married. It is to be noted that the 2 more than 50% of the faculty in technical education belongs to rest of India i.e. other than Northeast India. Also, 53% of the teaching faculty are young and 45% of them are at the doorstep of their career. Thus, the descriptive nature of the collected primary data is analyzed with respect to demographic variables.

**Table 4.1.2,** Descriptive statistics and Reliability test

Variables/Factors	Mean	SD	Cronbach's alpha
Job Satisfaction	3.920	0.530	0.7450
1 Idealised Influence	3.978	0.512	
Inspirational Motivation	4.068	0.568	
Intellectual Stimulation	4.094	0.512	
Individual Consideration	3.942	0.642	

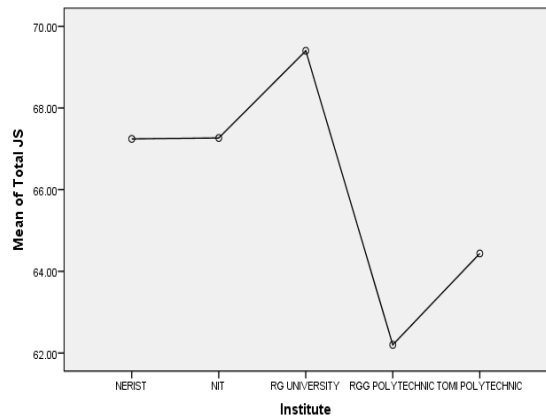
1 –Items of Transformational Leadership

From the above table, we infer that the reliability of the data is 0.745 is good (as determined by Cronbach's alpha, which is greater than 0.70). This shows the data is having internal consistency among the scales/items. Based on the Cronbach alpha values for Job satisfaction and Transformational leadership, the instruments are reliable to measure the variables of the study. The teaching faculty is having a high value of Intellectual stimulation towards their job/profession since the mean value of Intellectual stimulation is 4.0938.

**Table 4.1.3,** Chi-square test value for various significant variables (for Job Satisfaction and Transformational Leadership)

	Significant variables	Chi-Square value	Sig. Value
Job Satisfaction	Institute	298.436	0.000
	Department	610.237	0.011
Transformational Leadership	Institute	184.066	0.016
	Marital status	67.289	0.002

From the above Chi-square Table 4.1.3, we find out that there is a significant association of the given demographic variables both with Job satisfaction and Transformational Leadership. Nature of Institute is significantly associated with both Job satisfaction and Transformational leadership. Type of department is significantly associated with Job satisfaction. Marital status is significantly associated with Transformational leadership. Rest all other demographic variables are not significantly associated with either Job satisfaction and or Transformational leadership.



**Figure 4.1.4,** Mean graph of Job Satisfaction

The above figure 4.1.4, depicts the mean level of variation of Job satisfaction across the technical institutes of Arunachal Pradesh, under study. It is easily inferred that the satisfaction level of RGG Polytechnic college has the least satisfaction level of Job satisfaction, and RG University has the highest level of Job satisfaction.

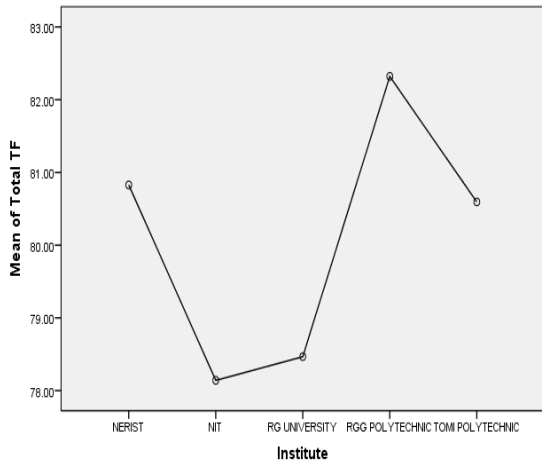


Figure 4.1.5, Mean graph of Transformational Leadership

The above figure 4.1.5, depicts the mean level of variation of Transformational Leadership across the technical institutes of Arunachal Pradesh, under study. We can infer that NIT, Yupia displays the lowest level of leadership qualities, whereas RGG Polytechnic displays the highest level of leadership qualities. Though the mean values of Transformational leadership and Job satisfaction are showing inverse relations, the values are not statistically significant.

Table 4.1.6, Correlation table, Strength of the relationship

Factors	1	2	3	4	6	5
1	-	<b>0.489**</b>	<b>0.349**</b>	<b>0.381**</b>	<b>0.462**</b>	<b>0.839**</b>
2	-	-	<b>0.431**</b>	<b>0.393**</b>	<b>0.440**</b>	<b>0.644**</b>
3	-	-	-	<b>0.329**</b>	<b>0.479**</b>	<b>0.749**</b>
4	-	-	-	-	<b>0.401**</b>	<b>0.692**</b>
5	-	-	-	-	<b>0.596**</b>	-
6	-	-	-	-	-	<b>0.596**</b>

- 1 - Idealized Influence,
- 2 - Intellectual Stimulation,
- 3 - Inspirational Motivation,
- 4 - Individualised Consideration,
- 5 - Transformational Leadership,
- 6 - Job Satisfaction

From the correlation table 4.1.6 as above, the Spearman correlation coefficient was taken to investigate the relationship between the variables. The correlation between Job satisfaction and Transformational leadership is found to be,  $r = 0.596$  and is significant at 0.01 level i.e. at 1% level of significance. The highest correlation between the dimensions of Transformational leadership and Job satisfaction is

Inspirational Motivation, which has a value of  $r = 0.479$  and is significant at 1% level of significance. Based on the results of the correlation among the variables of the study and their dimensions, it can be concluded that the relationship between the dimensions of Transformational leadership / Transformational leadership with Job satisfaction is significant with a positive relationship. This result is consistent with the previous studies on the subject and found to have a positive and significant relationship between Transformational leadership and Job satisfaction.

Table 4.1.7, Effect of Components of Transformational Leadership on Job satisfaction

Independent Variables	Beta	t Value	p Value
Idealized Influence	0.510	4.248	0.000**
Intellectual Stimulation	1.252	5.435	0.000**
Inspirational Motivation	0.550	2.449	0.015*
Individualised Consideration	0.578	3.169	0.002**
R-Value	0.609		
R Square value	0.371		
Adjusted R square value	0.362		
F Value	44.015**		

\*\* Significant at 1 Percent level

\* Significant at 5 Percent level

From the above Regression table, we can infer that the regression model is statistically significant. Few of the p-values are less than 0.01 and are statistically significant at 1% level, which supports the prediction of Job Satisfaction of the faculty of higher technical education is reliable. The strength of the correlation depicted by R-value is 0.685. The R-square value is 0.371 and Adjusted R-square value is 0.362, that means, the level of extraction is 0.362, which is realistic from the data collected i.e 36.2%. Means, that other factors to influence the level of satisfaction apart from dimensions of Transformational Leadership, which is beyond the scope of this study.

Table 4.1.7, ANOVA table, for Job Satisfaction &amp; Transformational Leadership

Variable	Significant demographic variables	F Value	Sig.
Job Satisfaction	Institute	2.671	0.032*
	Department	2.799	0.001*
Transformational Leadership	Department	2.758	0.001*
	Employment type	5.724	0.017*
	Appointment	6.727	0.010*

\*\* Significant at 1 Percent level

\* Significant at 5 Percent level

From the above table, we can infer that the relationship between Transformational leadership and Job satisfaction varies across the different departments of the higher technical institutes in Arunachal Pradesh (India). The statistical significance of Job Satisfaction across the institutes and at different departments are significant at 5% (as the p-value is 0.032 and 0.001 respectively). Transformational Leadership is statistically significant for different departments, employment type (Permanent/Contractual) and appointment (HoD and Others) at 5% level.

Thus, the null hypothesis is rejected for both cases of Transformational leadership and Job satisfaction, for the above demographic variables, as they are statistically significant.

## 5. DISCUSSION AND CONCLUSION

Based on the statistical data analysis, all indicators of the variables of Transformational leadership and Job satisfaction are found to be reliable and consistent. There is a positive and significant linear relationship and declares significant impact of Transformational leadership on Job satisfaction. It is also proved that the quality of leadership will surely improve the level of Job satisfaction. The leader's personality and ability have a dominant effect on employees' morale and commitment to the organization. It is also shown by the participants of the study that, the leadership style with the excellent managerial capability and fair attitude towards the job and job environment, bring-in a proportional level of Job satisfaction.

Intellectual stimulation becomes an important indicator of a role in shaping the Transformational leadership style. i.e.

Leadership qualities of the organization are determined by the attitude that delivers, good idea, innovativeness and high level of creativity. Productivity and performance of an organization depend on Job satisfaction of its employees. The approach of Transformational leadership enhances the interpersonal relationship between the employees, is a way to create a higher level of Job satisfaction. An effective leadership development and intervention that is vital to be considered, as suggested by Kouzes and Posner (2012), (1) Leaders have to inspire a shared vision for stakeholders (2) Leaders must engage with challenges and (3) Leaders have to encourage and enable others to act. Further, Leaders must act as a good role model in displaying total commitment to achieve organizational goals & objectives and to gain trust from organizational members. Leaders should provide a supportive environment, should coach as per the employees' desires, needs, abilities, and requirements. Thus, Transformational leadership style displayed a positive and significant impact on Job satisfaction and the results are consistent with previous studies.

This study reveals the importance of Transformational leadership and Job satisfaction, in an organization with reference to higher technical educational institutes in Arunachal Pradesh. The need for continuous improvement and development both on the part of the faculty and the organization is highly emphasized for the productive and congenial work environment. Thus, this study is an important step towards the contribution of understanding the relationship between Transformational leadership and Job satisfaction of faculty of higher technical institutes in Arunachal Pradesh. Future research could involve more variables such as turnover intentions, Job performance, Organisational commitment and other dimensions of Job satisfaction. As a result, findings of future research may provide valuable advice for researchers and practitioners who are responsible for HRD interventions and developments of FDP for the faculty of higher technical institutes in Arunachal Pradesh (India).

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