



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY!



**THE IMPACT OF LEADERSHIP STYLES ON EMPLOYEES' JOB  
SATISFACTION IN SALALE UNIVERSITY**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY COLLEGE OF  
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## **Letter of Certification**

This to certify that **Tesfaye Sinicho Lamessa** has carried out his thesis work on the topic entitled **“The Impact of leadership Styles on Employees’ Job Satisfaction in Salale University”**

Under my guidance and supervision. Accordingly, I here assure that his work is appropriate and standard enough to be submitted for the award of Master of MSC in quality Management and Organizational Excellence.

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## DECLARATIONS

I, **Tesfaye Sinicho Lamessa**, Registration/ID Number **GSR/6227/09**, do hereby declare that this Thesis is my original work and that it has not been submitted partially; or in full, by any other person for an award of a degree in any other university or institution.

Declared by:

Name \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

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## **LIST OF ABBREVIATIONS**

- IC Individualized consideration
- II-A Idealized influence, attributed
- II-B Idealized influence, behavior
- IS Intellectual stimulation
- IM Inspirational motivation
- MBE-P Management by exception, passive
- MBE-A Management by exception, active
- CR Contingent reward
- LF Laissez-Faire leadership
- SU – Salale University

## ABSTRACT

*The present study aimed at identifying the influence of leadership styles on employees' job satisfaction in Salale University. The questionnaires were distributed to 225 sample employees of the study and 203 were returned and used for analysis. Exploratory survey design using quantitative method was used. The participants of the study were selected using simple random sampling technique. The descriptive result indicates that transactional leadership style was the most frequently used by the leaders of SU. Correlation result shows each dimension of leadership style has positive and significant relationship with employees' job satisfaction. On the other hand, multiple regression result shows, all dimension of leadership style have statistically significant and positive influence on employees' job satisfaction. The study recommends that Ministry of education ought to design leadership development programs for the leaders, leaders of the university need to pay attention to communication, both formal and informal, and leaders should not stick to only one form of leadership style. They should therefore find the appropriate combinations of the leadership styles that would achieve the organizational goals together with the individual targets or objectives of the employees.*

**Key words:** *Leadership Style, Transformational, Transactional, Laissez-faire, and Employees' job satisfaction*

# CHAPTER ONE

## INTRODUCTION

In this chapter, the background to the study is given, a statement of the research problem is made, the objectives of the study are spelt out, research questions are posed, and the hypothesis of the study formulated, the significance of the study, the scope and, limitations of the study addressed, and finally organization of the paper outlined.

### 1.1. Background of the Study

Leadership always plays an important role in the growth and performance of an organization. Leadership style is a special characteristic that distinguishes a leader from another and this powerful force is what pushes an employee or employees to complete a task that produces maximum results. Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals. It is a process whereby one person exerts social influence over other members of the group, a process of influencing the activities of an individual or a group of individuals in an effort towards goal achievement in given situations, and a relational concept involving both the influencing agent and the person being influenced (Omolayo, 2007).

Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organizational success. A capable leader provides direction for the organization and lead 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 organizational interests. An organization that fosters high employee job satisfaction is also more capable of retaining and attracting employees with the skills that it needs (Mosadegh Rad & Yarmohammadian, 2006).

A successful leader is a leader who supports traits such as innovation and creativity and be ready to draw out the maximum potential of their subordinates and keep them satisfied. Bushra, Usman & Naveed (2011), argued that the organization success is usually depend on employees' loyalty and hard work as well as the dedicated managers. Thus, at the individual level, leaders who are able to influence, motivate and direct employees will often be rewarded by loyalty and

performance of their employees towards achieving organizational goals and objectives (Mosadegh & Yarmohammadian, 2006).

Academic institutions such as universities are socially complex organizations with cultures that are distinctive. Consequently, heads of higher education, such as academic leaders and deans, need to be aware of and understand the fact that leadership styles and job satisfaction are significant factors in their trials to achieve the organization goals. Academic heads such as Presidents and leaders often lead the transformation of their university. As well as administrative leaders of the university, deans and supervisors often need to sustain an academic environment and take up the responsibility of encouraging research. They are involved in program development and must maintain excellence in teaching while encouraging active collaboration throughout the university (Land, 2003).

Therefore, having the above indicated roles in mind, satisfied employees which makes the university successful on meeting its goals and become competitor in today's competitive environment is crucial. Hence, the researcher motivated on this study basically to determine the extent to which leadership styles could influence employees' job satisfaction in Salale University (SU) as the university is expected to play significant role in producing skillful and knowledgeable man power and contribute on the overall socio-economic development of the country.

## **1.2. Statement of the Problem**

According to Bass and Riggio, (2006), among many factors that contribute to the success of the organization, leadership style employed by the leader and job satisfaction of the employees can be mentioned. Leaders can be used many leadership styles that can be used by leaders. The leadership styles used by leaders may influence the satisfaction level of employees in organizations. Some of the styles may lead to satisfaction while the others do not. Among the various leadership styles transactional leadership style and transformational leadership style can lead to high level of job satisfaction (Bushra, 2011).

Globally, several studies have examined the relationship between leadership style and job satisfaction. The findings indicated that there is significant relationship between leadership style and job satisfaction (Lok & Crawford, 2001; Mosadegh Rad & Yarmohammadian, 2006). High

job satisfaction enhances employees' psychological and physical wellbeing and positively affects employee performance. According to Mosadegh Rad and Yarmohammadian (2006), employee job satisfaction refers to the attitude of employees towards their jobs and the organization which employs them.

During the preliminary assessment made at SU through observation and interview from Vice presidents, Deans, Directors and some currently working employees, different indicators related to absence of job satisfaction were observed. Such as, some employees do not have interest to be identified as a part of the SU, performance is not linked with promotion, reward and benefits, specially most administrative staffs are not satisfied by their leaders, there is bad relationship between employees and their managers regarding; few of them challenge the current university's working culture. Additionally, absenteeism, lack of trust, lack of motivation, and high turnover intention were observed.

Based on the current information of the researcher and literature review, it was found that different researches were conducted on the impact of leadership styles on employees' job satisfaction. Accordingly. Researchers like Hina Saleem (2014); Voon1, Lo, Ngui, and Ayob (2011); Rochelle (2012), were conducted study on the impact of leadership styles on job satisfaction on different industries. However, most of considers a study population from government executives and employees of banking sector. Even though the study conducted by Hina Saleem (2014) was studied at public university the data was collected only from teachers. Moreover, they were not concerned in studying how the influence of leadership styles on job satisfaction differs among various business units.

Particularly in Ethiopian context, various assessment papers were conducted on the relationship between leadership styles and job satisfaction such as Fikadu (2010); Bekele and Darshan (2011); Obang (2015). However, an intensive investigation reveals that there is no attempt to examine the impact of leadership styles on employees' job satisfaction in public university so far. There is also research gap in identifying the contribution of each leadership styles on employees' job satisfaction. Therefore, this justifies the rationale for the study. Hence, in order to bridge this research gap, the study tried to identify the influence of leadership styles on employees' job satisfaction in SU.

### **1.2.1. Research Questions**

**The research attempted to answer the following specific questions:**

1. What is the dominant leadership style used by leaders of SU?
2. What is the extent of employees' job satisfaction in SU?
3. Is there statistically significant relationship between three leadership styles (transformational, transactional and laissez-faire) and employees' job satisfaction?
4. To what extent do the three leadership styles (transformational, transactional and laissez-faire) influence employees' Job Satisfaction?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The main objective of this study was examined the impact of leadership styles and employees' job satisfaction in SU.

#### **1.3.2. Specific Objectives**

**The specific objectives of the study are:**

1. To identify the dominant leadership style that was frequently used by the leaders of the University.
2. To identify extent of employees' job satisfaction in SU.
3. To assess the relationship between the three leadership styles (transformational, transactional and laissez-faire) and employees' job satisfaction
4. To examine how the three leadership styles (transformational, transactional and laissez-faire) influence employees' job satisfaction.

### **1.4. Significance of the Study**

There are many researches were conducted in different parts of the world in different organizations and in different Universities around relationship between leadership styles and job satisfaction, there was no research work on Selale University. This shows that there is knowledge gap concerning the relationship between the two major variables. It is not known whether the

leadership styles of the leaders negatively or positively relate to job satisfaction of the Selale University. Thus, conducting this research is much important because it:

1. It may Fill the knowledge gap that exists on the preferred leadership styles, extent of satisfaction of the academics, staff and the relationship between leadership styles and job satisfaction so that due attention is given to it.
2. It will improve academic staff motivation and performance as a result of using the leadership styles that the academic staff prefer.
3. It may lead to improved relationship between leaders and employees because of improved satisfaction of works and also customers.
4. It may bring stability of academic staff and supportive staff as a result of satisfaction with their job. When the academic staff and supportive staff members are satisfied, they are more likely to stay long in university and this leads to stability in the university.
5. It will improve the relationship between the employees and the leaders when the later use the leadership styles that the formers choose.
6. It may bring an improved staff potential as a result of support from their leaders.
7. It will also encourage other researchers to conduct the same research in other sectors and even in other levels of education.

## **1.5. Definition of Terms and Concepts**

**Leadership:** Leadership is defined as the ability of an individual to influence and enable others to contribute toward the effectiveness and success of the organizations of which they are members (Cojocar, 2008).

**Leadership Styles:** Leadership style is the style a leader takes in his or her interaction with subordinates, toward influencing attainment of organizational goals (Lin, 2003).

**Transformational leadership:** Transformational leadership is a people-oriented leadership style that encourages subordinates to excel beyond normal performance levels for the sake of the organization. In this process, emotional attachments occur between the leader and follower (Mester, Visser and Roodt, 2005:74).

**Transactional leadership:** Transactional leadership is a task-orientated leadership style, relating to reward-based performance initiatives (Naidu and Van De Walt, 2005:2).

**Laissez-Faire leadership:** Laissez-Faire leadership is a passive style that is reflected by high levels of avoidance, indecisiveness and indifference (McColl-Kennedy and Anderson, 2005:116).

**Job Satisfaction:** Job satisfaction refers to the general behavior shown by a person about her or his job that reflects the appropriateness of what is earned and what is believed to be earned. Job satisfaction is a crucial factor in doing jobs since it is the connector between the managerial staff and employees to determine the benefits for employees (Yudiawan, Setiawan, Irawanto, & Rofiq, 2017).

## **1.6. Scope of the Study**

The study covers the three leadership styles and its influence on employees' job satisfaction. Geographical setting of the study is Fitchetown Administration because SU is located in the town. Moreover, this study was emphasized only on permanent employees of the university consisting of Academic staff and Administrative staffs through excluding employees who are serving on contractual basis. Also, individuals who serve less than one year were excluded from this study. The reason is that, because it assumed as they are not well exposed to the system and may not have full understanding of the current leadership process in the university. On the other hand, the study employed quantitative research method adopting explanatory survey design. This is because to reduce biasness like subjectivity on opinions.

## **1.7. Limitations of the Study**

Although there are other related organizations which can be included in the study, this study limits itself only in SU. Thus, the conclusion of the study might be related to the institution under study. Due to the scope of the study, the researcher considered only three leadership styles and overall job satisfaction. This is because of the intention to make the finding manageable.

## **1.8. Organization of the Paper**

The paper was organized into five chapters. Chapter one is concerned with background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study and limitation of the study. The second chapter deals with review of related literature.

Chapter three is about research design and methodology of the study. Chapter four presents organization, analysis and interpretation of the data and chapter five deals with summary, conclusion and recommendation.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This section of the research study was dealt with both theoretical and empirical literature related to Leadership Styles and its impact on employees' Job Satisfaction which is expected to give comprehensive knowledge or information concerning this subject matter.

The chapter is classified mainly into theoretical and empirical review. Theoretical review includes overview of Leadership and its definitions, concepts of Leadership Styles and their relationship with job satisfaction. On the other hand, empirical review of the study with relationship between Leadership styles and Employees' job satisfaction stated by various researchers and authors were discussed. Moreover, conceptual framework of the study and hypotheses of the study were presented.

#### **2.1. Theoretical Review**

##### **2.1.1. Concept and Definition of Leadership**

Establishing a definition of the term "leadership" has shown to be a challenging attempt for scholars and practitioners equally. More than a century has passed since leadership evolved into a subject of scholarly thought and different definitions have developed continuously during that period. These definitions have been determined by many factors, from world affairs and politics to the aspects of the discipline in which the subject is being studied. There is an extensive range in the definitions of leadership. Northouse (2007) stated, "Leadership is a process through which an individual influence a group of people to attain common goals". Leaders now don't rely upon their legitimate power to persuade individuals to do as they are told but they take an interest in an interaction with their subordinates or they raise and widen the interest of their subordinates (Northouse, 2007).

Leadership is the accomplishment of a goal through the direction of human associates. A leader is one who successfully directs his human associates to achieve particular outcomes. (Prentice, 2004). Being an effective leader does not only consist of leading the followers, but it also lays in the obtained knowledge of how to apply the gained experience, and how to transform the

previous mistakes into the future success (Nahavandi, 2006). Leadership is built on relationship, which leads to trust, and inspiration to make change. Leadership is a means, through which employees can develop understanding, and personal feelings towards the organizational policies and practices (Tuuli, Rowlinson, Fellows & Liu, 2012).

Stone & Patterson (2005), have pointed out that leadership, and the study of this phenomenon, originated at the beginning of civilization. Workplaces, business settings, worker motivations, leaders, managers, leadership styles, and a myriad of other work-related variables have been researched for almost two centuries. During this period, researchers also started to study the relationship between leader behavior and outcomes such as follower satisfaction level, organizational productivity, and profitability. Different definitions of leadership exist, however, one aspect that has usually been found in all definitions of leadership is that it has to do with the capability of an individual to influence the actions of other individuals, who can be portrayed as followers (Khan, Asghar, & Zaheer, 2014; Wang, Tsui, & Xin, 2011). Another set of definitions by Wang et al. (2011) conceptualized leadership from an action or behavior - the things leaders do to bring a change in a group. The finding also commented that a direct relationship exists between the performance of employees and leadership styles, while the latter depends on the level of satisfaction employees believed about their jobs. The researchers claimed that leaders, despite their position within the organizational management, could affect organizational performance positively or negatively, depending on their styles of leading. If organizations have to achieve goals, leaders must find opportunities to fulfill the goals. De Merville (2007) noted leadership is necessary for organizational success in the present and future. The purpose creates the need to understand and develop leadership competent of pushing the organization and its employees to the highest potential (Grant & Wrzesniewski, 2010).

### **2.1.2 Theories of Leadership**

Several schools are considered in chronological order in this part.

- (i) **The Trait School:** Turner and Muller (2005) stated that this school of thought was popular before 1940's. It assumes that leaders are born, not made and that they possess certain features that are not in non-leaders.

- (ii) **The Behavioral or Style School:** As Turner and Muller (2005) mentioned, this school of thought was popular from the 1940's to the 1960's. It assumes that effective leaders can be made. Anyone can be trained to be a leader.
- (iii) **The Contingency School:** The contingency theory suggests that what makes an effective leader depends on the situation. House (1971) made mention of the Path-goal theory which is a contingency theory that identifies four leadership behaviors, namely, directive leaders, supportive leaders, participative leaders and achievement-oriented leaders.
- (iv) **The Visionary or Charismatic School:** The visionary or charismatic school of thought was popular during the 1980's and 1990's (Turner & Muller, 2005). Under this school of thought, Burns (1979) mentioned the transactional and transformational leadership styles.
- (v) **The Emotional Intelligence School:** Goleman, et al (2002) identified six leadership styles under the emotional intelligence school of thought: visionary, coaching, affiliative, democratic, pace-setting and commanding. This school of thought was popular in the late 1990's.
- (vi) **The Competency School:** This school of thought is similar to the trait school in that the emphasis has been to identify the competencies of effective leaders. Dulewicz & Higgs (2003) suggested that three types of competence explain most managerial performance: intellectual and managerial skills and emotional competencies which can be translated into leadership styles.

### **2.1.3. Leadership Styles**

Before classifying leadership styles into different categories, it is important to define the term itself. Different writers have defined the term differently. According to Northouse (2013), "leadership style consists of the behavior pattern of a person who attempts to influence others."

Other writers who tried to define leadership style are Fertman and Liden. They defined leadership style as "the manner and approach of providing direction, motivating people and achieving objectives" (1999). The definition given by Amirul and Daud (2014) is somewhat

similar to Northouse's definition. The writers defined leadership style as "behavioral models used by leaders when working with others" (Rizi, R.M., Azadi, A., Farani, M.E. & Aroufzad, S., 2013). Hersey, Blanchard and Johnson (1998) define style of a leader as "the consistent behavior pattern that they use when they are working with and through other people, as perceived by those people." Of the given definitions, Hersey and his colleagues added the terms "consistent" and "perception" of those who are led. The definition given by Josanov-vrgovic and Pavlovic (2014) is more directed towards school principal. Accordingly, they defined principal's leadership style as "principal's behavior in a working process, which influence all school performances." In this case, the influence is directed toward the whole school's functioning, rather than followers or subordinate alone. However, this does not mean that the school followers are excluded from the definition. This means the behavior should be continuous. Thus, leadership style is a way of dealing with followers that is consistent.

Leadership style is the direction in which the followers are led. The number of leadership styles has been growing as the leadership studies have evolved over the course of history. If the leadership style is effective, it may develop the organizational performance and support the achievement of desired goals, or if the leadership style is ineffective, it will have a negative impact on organizational performance and opinions of employees. This significant relationship between leadership styles and organizational performance led to many studies regarding the aspect of leadership that resulted in numerous leadership theories. Each theory proposes a distinct leadership style and, most often, a mixed set of styles for the performance of the leadership. (Hussain & Hassan, 2016).

According to Sheng Victor & Soutar (2005), leadership styles are significantly impacted by the leader's immediate family - subordinates. This research determines the relationship between organizational leadership and organizational standards through committing to enhancing development that may have a positive impact on the organization and its family. The commonly used universal leadership styles are transactional, transformational and laissez-faire. The leadership styles are acknowledged to change depending on the situational factors. Therefore, a leader who uses transformational style could use the transactional style and vice versa based on the situation and vice versa. The character and personality traits can be used to distinguish a transformational or transactional leader (Bono & Judge, 2004). However, followers' recognition

of their leaders, their willingness, task intricacies also decide the leadership styles followed by the leaders. Therefore, leaders should have unique ability to determine the organizational settings, carefully distinguish the unforeseen factors and make good decisions in driving the organization towards success (Alkahtani, 2015).

There are many leadership styles such as authoritarian, paternalistic, democratic, laissez-faire, transactional and transformational (Riedle, 2015). Even though various leadership styles are available, in order to narrow down the research the present study focused on three leadership styles: transformational leadership, transactional leadership and laissez-faire leadership styles. Therefore, each style was discussed below:-

#### **2.1.3.1. Transformational Leadership**

Transformational Leadership Style is a leadership style that motivates followers by appealing to higher ideals and moral values. It is inspirational, challenging, charismatic, stimulating and always developing the capability of the employees. As a result, employees are willingly work towards their full potential inspired by transformational leader (Bass, 1985)

Transformational leaders are defined as leaders, who positively envision the future scenarios for the organizations, engage primarily in improving employees' self-confidence by helping them to realize their potential, communicate an achievable mission and vision of the organizations to employees, and participate with employees to identify their needs and working out collaboratively to satisfy their needs (Peterson, Walumbwa, Byron, & Myrowitz, 2009).

Many studies have proved that transformational leadership is the most preferred style by the employees of an organization. Transformational leadership is such an engaging and inspiring relationship between leader and subordinates that enables subordinates to seriously examine the current assumptions and inspire them to think across new directions (Krishnan, 2012) and causes subordinates to give their appreciation, loyalty, obedience and trust to their leaders and to assigned tasks without any questioning (Yukl, 2006).

According to Hall et al. (2002), Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way.

Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance "at expectations". They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards.

Transformational leaders show confidence and respect in their subordinates and have the ability to influence their subordinate's behavior in such a way that results in more work fulfillment and positive organizational outcomes (Givens, 2008). They help their subordinates to be productive, innovative and creative and adaptable to the various environmental conditions within organization (Furkan, Kara, Tascan, & Avsalli, 2010) and try to prevent the chances of work related problems (Berson & Avolio, 2004).

Hoy and Miskel (2008) declared that transformational leaders must be proactively improving subordinates' awareness on the significance of inspirational group interests, and leaders are always anticipated to guide employees to achieve maximum results. Leadership styles determine the job satisfaction of an employee (Al-Ababneh, 2013). Cumming et al.(2010) recommended that the organizations where leaders do not take the responsibility of the feelings of their followers they will see fewer efforts of their followers in their jobs.

Most of the research on transformational leadership has focused on identifying distinct characteristics of transformational leadership rather than examining the method or communications between leaders and their employees'. According to Abdalla (2010), the specific elements of transformational leadership classified by Avolio and Bass (2002) are as follows:

1. *Idealized influence*: applies to the leaders who are honored and respected by their subordinates. The leaders can achieve this influence by placing the requirements of the subordinates first over the leader's needs. In this aspect, the leader should consider the value of subordinates and show morality. Leaders who follow transformational leadership style, inspire, appreciate and respect the subordinates and drive them towards achieving higher performance in their jobs.
2. *Inspirational Motivation*: is achieved by implementing a vision that is encouraging, motivating, and future-oriented. The transformational leaders apply goals that motivate and increase confidence in the subordinates to perform their jobs at higher levels.

3. *Intellectual stimulation*: is where the leaders give their subordinates opportunities to deviate themselves from the conventional ways of doing things, in order to do things more enthusiastically. This helps the leaders to motivate the subordinates in approaching the problems in a different way where they can be involved in their work more actively.
4. *Individualized consideration*: allows the leaders' train and guide their subordinate to develop their potentiality and performance at work. Employees' who have a lower confidence level and problem-solving skills receive assistance from the leaders' in the form of training, as transformational leaders focus on individual needs for success and growth of their subordinates

Individual identification is essential in the transformational leadership because such influence would result in subordinates' acknowledgment of the leader's charisma. Charisma is a crucial component of the transformational leadership style. However, charisma by itself is not sufficient to consider for the transformational process (Bass, 1985 p. 31). The capability of a project leader to build leadership in the subordinates is very crucial in the construction industry. It is significant because the project team members may have to act in the role of a project manager at times of crisis. Besides, a transformation leader encourages followers by driving them towards a common goal (Parry, 2004).

According to Bass et al. (2003), transformational leaders will focus on developing their followers by tapping them of their potentials, inspiring them, promoting collaboration, motivating them, and by reinforcing positive behaviors. The employees often develop a high level of trust and confidence in such a leader. The employees are proud to identify themselves with the leader and develop a strong sense of loyalty to them. Similarly, Bass (1997) argues that transformational leaders are pertinent especially during turbulent times when rapid changes and globalization takes place.

#### **2.1.3.2. Transactional Leadership**

Transactional leadership is conceptualized as the exchange relationship between leaders and their followers. Transactional leadership referred as to one that focuses on the changes that happen between leaders and their followers. Similarly, managers who offer raises to employees who exceed their goals are displaying transactional leadership. The exchange aspect of transactional

leadership is prevalent and can be perceived at many levels throughout all types of organizations. This leadership style focuses on meeting the targets of the given job. The fundamental concept of transactional leadership is that the understanding of the relationship between effort and reward, the receptivity to exhibit the issues, the use of incentive, reward, punishment, the motivation of goal setting and rewarding of performance, and the use of power to subject followers to complete the tasks (Burns,1978).

According to Bass (1985) transactional leader doesn't involve regularly with the workers unless a mistake or deviation occurs. He maintained that transactional leaders want the same procedures in the company to be followed flawlessly every time the job is done. Additionally, transactional leaders don't motivate their employees or help them in a career growth.

Bass and Avolio (1995) proposed that transactional leadership consists of three dimensions, namely contingent rewards, management by exception (active) and management by exception (passive). Contingent reward refers to leaders clarifying the work that must be achieved and use rewards in exchange for good performance. Management by exception (passive) refers to leaders intervening only when problem arise whereas management by exception (active) refers to leaders actively monitoring the work of followers and make sure that standards are met (Antonakis et al., 2003).

Transactional leadership is equally essential as transformational leadership to assist leaders to increase organizational competitiveness in the age of global competition. Transactional leadership does not hold the same level of morality when compared with that of the transformational leadership. A significant disadvantage of the transactional leadership style is lack of motivation to the employees to give anything beyond what is specified. This distinctiveness is causing a problem in the construction industry, which has complexities in stipulating complete job descriptions well in advance due to the nature of the projects. The influence of project managers' leadership styles on a project is crucial to performance in the construction industry (Oshinubi, 2007).

According to Ismail, Mohamad, Mohamed, Rafiuddin, & Zen (2010); Bass & Avolio's (1991, 1993) transactional leadership theory is developed based on two primary factors:

1. Contingent reward approach - where rewards are given in exchange for meeting the objectives or the capability of followers to complete tasks based on their leaders' wish.
2. Management-by-exception - the leaders interfere when employees make errors by ascertaining visible mechanisms to implement proper rules. A leader using the management by exception style takes an aggressive and selfish interest in job and monitoring of tasks. The leader involves himself or herself consistently in the work process looking for deviations from standard protocol, intervening before employees making errors (Bass & Avolio, 1990).

A "pure" transactional style focuses on everything in terms of explicit and implicit contractual relationships. All job assignments are explicitly spelled out along with conditions of employment, disciplinary codes, and benefit structures. Self-interests are stressed. Employees work as independently as possible from their colleagues. Cooperation depends on negotiations not problem solving or a common mission. There is little identification of the employees with the organization, its mission or vision. Superiors primarily are negotiators and resource allocators (Bass and Avolio, 1993).

Transactional leadership is based more on "exchanges" between the leader and follower, in which followers are rewarded for meeting specific goals or performance criteria (Trottier et al., 2008; Bass et al., 2003). Rewards and positive reinforcement are provided or mediated by the leader. Thus transactional leadership is more practical in nature because of its emphasis on meeting specific targets or objectives (James & Collins, 2008; Sosik & Dinger, 2007). An effective transactional leader is able to recognize and reward followers' accomplishments in a timely way. However, subordinates of transactional leaders are not necessarily expected to think innovatively and may be monitored on the basis of predetermined criteria. Poor transactional leaders may be less likely to anticipate problems and to intervene before problems come to the fore, whereas more effective transactional leaders take appropriate action in a timely manner (Bass et al., 2003).

Transactional leaders display behaviors associated with constructive and corrective transactions. The constructive style is labeled Contingent Reward and the corrective style is labeled Management-by-Exception (active and passive). Transactional leadership defines expectations and promotes performance to achieve these levels. Contingent Reward and Management-by-

Exception are two core behaviors associated with 'management' functions in organizations. Full range leaders do this and more (MLQ, undated; Bass et al., 2003; Bolden et al., 2003).

When we compare transactional and transformational leadership styles, a transactional leadership style is appropriate in many settings and may support adherence to practice standards but not necessarily openness to innovation and risk taking. A transformational leadership style creates a vision and inspires subordinates to strive beyond required expectations, whereas transactional leadership focuses more on extrinsic motivation for the performance of job tasks (Bolden et al., 2003, Trottier et al., 2008; Bass et al., 2003). Thus it is likely that transformational leadership would influence attitudes by inspiring acceptance of innovation through the development of enthusiasm, trust, and openness, whereas transactional leadership would lead to acceptance of innovation through reinforcement and reward.

Bass outlines the beginnings of his theory of leadership, in which both transactional and transformational leadership are needed to enhance performance. Bass developed the full range leadership model based on his belief that transformational leadership and transactional leadership are not ends on a single continuum but rather are leadership patterns that all leaders possess and use in differing amounts. For exceptional performance, transformational leadership behaviors need to augment transactional leadership behaviors (Bass and Avolio, 1993). Therefore, according to Bass, the best performance is the result of using both transactional and transformational leadership behaviors with subordinates.

### **2.1.3.3. Laissez-Faire leadership**

According to Hamidifar (2009) laissez-faire leadership style is an inactive kind of leadership where the exchange between the leader and the follower is absent. In this kind of leadership style the necessary decisions are avoided. Others describe such leadership style as absence of leadership. In this kind of leadership style, the responsibility is totally left for the followers. Managers avoid giving feedback. The satisfaction of the followers is given less attention. Researches show that this leadership style is the most ineffective and inactive kind of leadership style (Bass & Riggio, 2006; Hamidifar, 2009; Northouse, 2013, Long & Thean, 2011).

A leader who avoids or does not interfere with the work assignments or may entirely avoid responsibilities and does not guide or support the followers can be considered as a laissez-faire

style of leader. This leader's style is compared with dissatisfaction, unproductiveness, and ineffectiveness (Limsila & Ogunlana, 2008). According to Morreale (2002), the leader fails to lead the team, does not fulfill the responsibilities as a leader, overall, effective leadership is not attempted. Laissez-faire style leaders maintain a hands-off approach and are rarely involved in decision-making and contributing any guidance and direction. This leadership style enables the subordinates to make their own decisions, as the leader exhibits no real authority. The leader only responds to questions and provides information or gives support to the group.

The subordinates of laissez-faire leaders have to seek other sources to assist them in making final decisions (Liphadzi, Aigbavboa, & Thwala, 2015). It is also the least performing and least effective leadership style. This style of leadership does not make decisions regularly and offers little care, guidance, sense of encouragement to their subordinates. Laissez-faire leadership negatively impacts subordinates' work outcomes (Avolio, Waldman & Einstein, 1988; Bass, 1990). The more significant leaders' exhibit laissez-faire behavior, the poorer subordinates perform at work.

Researchers have consistently reported that laissez-faire leadership is the least satisfying and least effective style of leadership. That is because these leadership behaviors are accompanied by little sense of accomplishment, little clarity, little sense of group unity, and followers do not hold as much respect for their supervisors (Trottier et al., 2008; Lok & Crawford, 1999).

Laissez-faire leadership should not be confused with democratic, relations oriented, participative, or considerate leadership behavior. Nor should it be confused with delegation or management by exception. Delegation implies the leader's active direction of a subordinate to take responsibility for some role or task. The leader who practices management by exception allows the subordinate to continue on paths that the subordinate and the leader agreed on until problems arise or standards are not met, at which time the leader intervenes to make corrections.

#### **2.1.4. The Concept and Meaning of Job Satisfaction**

Job satisfaction is one of the areas that has been widely researched and yet one of the complex ones (Lumley et al, 2011; Mester, Visser & Roodt, 2003). Different writers have tried to define the term job satisfaction in different ways. One of the writers is Locke. Locke defines the term job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's

job experience” (Chahal, Chahal, Chowdhary, & Chahal, 2013; Ghafoor, 2012). It is also defined as the degree to which subordinates are interested in their work. It is also seen as the discrepancy between workers’ expectation and what they actually get (Sattar, Nawaz & Khan, 2012). Job satisfaction is also described as “the feelings of employees towards their job. It is a perception of employees about how the job provides those things that are important for them like benefits, promotional opportunities, supervision, coworkers, working conditions and the work itself” (Gull & Zaidi, 2012).

According to Spector (cited in Gull & Zaidi, 2012) job satisfaction is the degree to which an individual likes his/her job. Sowmya and Panchanatham (2011) define job satisfaction as “all the feelings that an individual has about his/her job.” It is also defined as “gap between expected gain and actual gain” job satisfaction can also be described as “a pleasant or positive emotional condition, which is described from an employee’s appreciation for his/her occupation or work experiences ( Zahari & Shurbagi, 2012; Belias & Koustelious, 2014). Job satisfaction also refers to how employees are happy and contented and fulfilling their needs and desires (Rajasekar & Bhuvanewari, 2014).

Many researchers have attempted to classify the various elements of job satisfaction and study what outcomes these elements have on employee performance and commitment to an organization. Ellickson and Logsdon (2002) defined job satisfaction as the degree to which employees enjoy their work. Parvin & Kabir (2011) state that job satisfaction is suggested by some researchers to be the aspect of need fulfillment. Schermerhorn (1993) defined job satisfaction as a practical or emotional response towards several aspects of an employees' work. Job satisfaction is also defined as an emotional reaction to an individual's responsibilities and workplace conditions, and the extent to which a worker’s expectations are satisfied (Kreitner & Kinicki, 2009)

Job satisfaction, the degree to which employees like their work, has remained a crucial concept in the organizational study of the response’s employees have to their job satisfaction. The recent interest in job satisfaction is focused principally on its impact of employee commitment to the organization, absenteeism, and turnover (Brooke & Price, 1989; Michaels & Spector, 1982; Steers & Rhodes, 1978). Even though the importance of job satisfaction in determining these organizational behaviors has been examined (Nicholson, Brown, & Chadwick-Jones,1976), job

satisfaction continues to be one of the most studied concepts in organizational research. Porter, Steers, Mowday, & Boulian (1974) defined job satisfaction as the feeling an employee has about his or her job regarding pay, promotion, supervision, and the work itself. Gallos (2006) concluded that, for many employees, a reward could be attractive. He further emphasized that if employees' see rewards as being tied to a particular level of performance, the organization is likely to get more of that performance. High levels of job satisfaction are associated with reduced stress, higher empowerment, increased productivity, organizational growth, and an increased motivation among employees (Sledge, Miles, & Copping, 2008). Job satisfaction is associated with essential job attitudes, practices, meaningful outcomes, and organizational effectiveness including organizational commitment, turnover, performance, and organizational behavior (Sinclair, 2011). Satisfied employees tend to be dedicated, productive, and settled in their jobs. The job satisfaction construct has been studied broadly because of its importance and its relationship with other organizational outcomes as well as organizational success (Gu, Wang, Sun, & Xu, 2010).

#### **2.1.4.1. Facets of Job Satisfaction**

According to Sageer, Rafat and Agarwal (2012) variables that determine employee satisfaction can be categorized into two. They are personal and organizational variables. Personal variables include personality, expectation, age, education and gender differences. Perception, attitudes and learning of an employee have much impact on job satisfaction of individual employee. Another personal factor mentioned by the writers is expectation of employee. For instance, employees that receive more than she/he expected is highly satisfied. Age also determine the satisfaction of employees. Hence, younger employees are more satisfied than older ones as the former has high energy level. The researchers also identified that women are more likely to be satisfied than males in the same job.

Organizational variables include policies of compensation and benefits, promotion and career development, job security, working environment and condition, relationship with supervisor, work group and leadership styles. Employees are likely to be satisfied when their salaries are equitable to outsiders who are more in the same industry. Employees who have less probability of losing their jobs are more likely to be satisfied with their job. Another factor mentioned is working condition and environment. When employees work in good working conditions, they

are more likely to be satisfied. Relationships with supervisor and within the group also affect the job satisfaction of employees. Thus, employees are more likely to be satisfied when they have good relationship with supervisors and other coworkers. Leadership styles also affect job satisfaction. In an organization where leaders use democratic and transformational leadership style, employees are more likely to be satisfied (Sageer, Rafat & Agarwal, 2012, Rajasekar & Bhuvanewari, 2014; Singh & Jain, 2013).

Spector identified nine facets of job satisfaction that determine the satisfaction of employees. The nine factors are pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworker, nature of work and communication (Lumley, Coetzee, Tladinyane & Ferreira, 2011; Bateh & Heyliger, 2013; Hamidifar, 2009). For Spector, a facet of job satisfaction is any area that brings about sense of satisfaction as well as dissatisfaction. Each of the nine facets of job satisfaction is further discussed below:

**1. Pay:** This facet of job satisfaction relates to pay or pay raise of an employee. Although money has some credit for human, having enough may not necessarily mean that the individual is satisfied.

However, results of many studies show that pay can significantly affect the overall job satisfaction of employees (Lumley et al, 2011; Ali, Ahmad & Maitlo, 2012). Although many people do take pay as motivator, some researchers still recognize that unfair pay leads to unhappiness and low pace of performance. For instance, salary and wage is mentioned to be one factor affecting job satisfaction (Rajasekar & Bhuvanewari, 2014). But not all people need pay to work. What employee need related to pay is the feeling of fairness (Dugguh & Dennis, 2014; Kumari, 2011). When employees feel that their pay is equitable and fair, they tend to be more satisfied (Singh & Jain, 2013).

**2. Promotion:** Here promotion refers to the chances for advancements that are made available for subordinates within an organization. Literature mentioned that promotion gives chance for personal growth, more responsibilities and increased social status (Lumley et al, 2011). According to Singh and Jain (2013), the opportunity for promotion determines the degree of satisfaction of employees. This indicates the great importance of promotion for satisfaction of employee.

**3. Supervision:** This relates to the idea that when the immediate supervisor is friendly, praises subordinates, listens to employees' opinions and is more interested in their subordinates, the job satisfaction is more likely to increase (Lumley et al, 2011). According to Rajasekar and Bhuvaneshwari (2014), how supervisors treat their subordinates highly affects the satisfaction of those subordinates.

**4. Fringe Benefits:** Fringe benefit here refers to both monetary and non-monetary benefits that an organization is ready to offer to its employees. Fringe benefits can be intrinsic or extrinsic. Organizations can increase the commitment and performance of staff by making available fringe benefits that are regarded as important by the staff (Lumley et al. 2011).

**5. Contingent Rewards:** This stands for appreciation, recognition and rewards for appropriate work done by the subordinates. When employees feel that they are not rewarded according to their contributions, they are more likely to be dissatisfied leading to low commitment thereby low productivity (Lumley et al, 2011).

**6. Working Conditions:** The working condition has been used interchangeably with operating condition in the literature. The term refers to the policies and procedures used in an organization. Some procedures may be too tight that flexibility is impossible when needed. This may lead to dissatisfaction among the employees (Lumley et al, 2011). Employees become more satisfied when wanted or respected (Kumari, 2011). Working condition also refers to the environment in which employees are working. It gives employees a feeling of safety, comfort and motivation (Singh and Jain, 2013).

**7. Coworker:** Coworker relates to having coworkers who are friendly and supportive to each other. Having such coworkers brings satisfaction among the subordinates. The reverse will be true if there are no such kinds of coworkers (Lumley et al, 2011).

**8. Nature of Work:** The nature of work refers to the type of work done. When employees are mentally challenged by their work, provided with variety of tasks and freedom and opportunity to develop their skills and abilities and feedback, they are more likely to be satisfied with their job (Lumley et al, 2011).

**9. Communication:** Here communication includes both formal and informal communication within the organization. Effectiveness within an organization brings motivation and commitment thereby resulting in increased job satisfaction (Lumley et al, 2011). Communication is related to satisfaction both at personal and at organizational level. Lack of effective communication prevents an organization from achieving its goal (Kumari, 2011).

## **2.2. Empirical Review**

According (Jing, & Every, 2008) found there is no one best way of thinking about leadership, rather that different kinds of leadership reflect social and historical roots, depending on the context. According to Voon, et al, (2011) the influence of leadership styles on employees' job satisfaction the result showed that transformational leadership style has a positive relationship with job satisfaction whereas transactional leadership style has a negative relationship with job satisfaction in government organization.

Further empirical studies such as the study carried out by Rossmiller (1992) revealed that teachers' perception of principals' transformational leadership skills, has significant impact on teachers' job satisfaction and often concluded that principals of the school practicing transformational leadership are more likely to foster and enhance job satisfaction among teachers. Leadership characterized by role modeling and openness contribute more to reduction integrity violations by employees than leadership characterized by strictness (Huberts, et al, 2007).

According to Hmidifar (2010) also conducted similar study by using questionnaire, the result showed that there is significance positive influence of transformational leadership factor on employee job satisfaction. Transformational leadership behavior was found significantly affecting predicting variable and, in some cases, transactional leadership behavior. Transactional leadership style provides high satisfaction and organizational identification as compared to transformational leadership style (Riaz, &Haider, 2010).

### **2.2.1 The Relationship between Leadership styles and Job satisfaction**

Various studies have been conducted to investigate the relationship between leadership styles and job satisfaction. The results of most studies and the literature show that there exist a

relationship between leadership styles and job satisfaction. Most of the studies which the student researcher came across were conducted in Asia and Europe. However, some studies were conducted in African countries, including Ethiopia. The findings of those studies vary to a certain degree.

One of these studies was conducted by Razi and his associates in 2013 at Islamic Azad University among physical education organization employees. The findings of this study reveal that there is strong relationship between leadership style sub-variables and factors of job satisfaction. While job satisfaction is positively related to transformational leadership and transactional leadership styles, it is negatively related to laissez-faire leadership styles (Rizi et al, 2013). Hamidifar also conducted a research in the same university revealing that each leadership style affects job satisfaction of employees in different ways. This research shows that the sub variables of transformational leadership positively influence all the job satisfaction factors. However, laissez-faire leadership style shows negative relationship with job satisfaction (Hamidifar, 2009).

Another research was conducted by Ahmad and his associates among nurses in Malaysia. The findings of this study indicated that factors that can affect job satisfaction are the transformational leadership factors (Ahmad et al, 2013). Long and his associates conducted a research on the impact of transformational leadership style on job satisfaction in Malaysia in 2014. The results of the study show that the relationship between most transformational leadership factors and job satisfaction is insignificant. But individualized consideration has positive and significant relationship with job satisfaction. The findings of this study show difference from other findings mentioned above because the above findings indicated strong relationship between the two variables (Long et al, 2014).

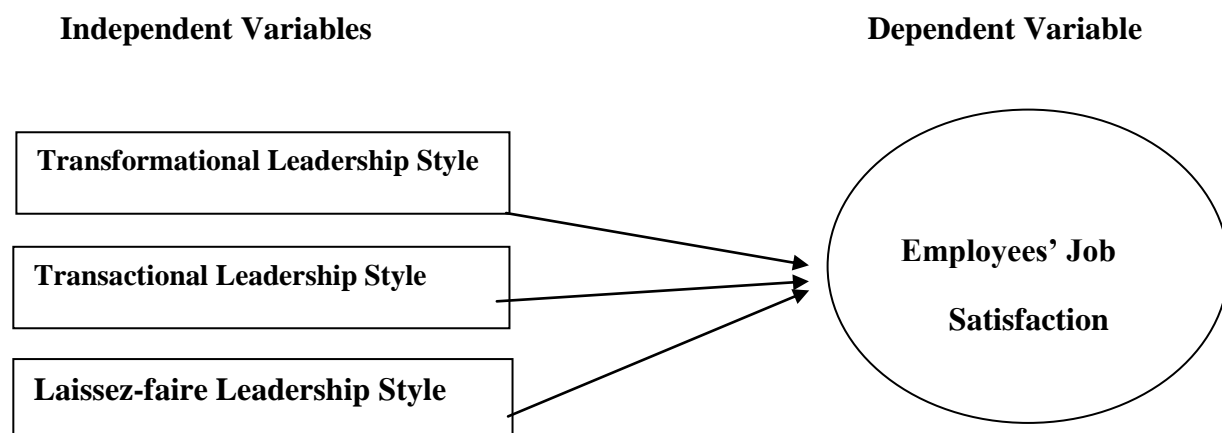
Amamleh and Al-Dmour investigated the impact of transformational leadership on job satisfaction and self-perceived performance of banking employees in Jordan in 2004. The result of this study shows that the relationship between transformational leadership style and job satisfaction is significant. Another review was done in Greece by Belias and Koustelios in 2014 in banking sector. The results show that transformational leadership has influence on job satisfaction. Similar research was conducted by Metwally, El-Bishbishy and Nawar in Egypt at a college. The findings indicated that transformational leadership styles have positive impact on

job satisfaction. The findings of these two studies are similar. That is, the satisfaction of employees increases when they perceive their leaders as transformational (Amamleh & A Dmour, 2014; Belias & Koustelios, 2014; Metwally, El-Bishbishy & Nawar, 2014).

The relationship between transformational leadership style and job satisfaction was observed to be positive, strong and significant by many researchers. In line with this, the relationship laissez faire leadership was found be strong, significant but negative. Although this is the case, there are findings that contradict with most other findings. According to most findings transactional leadership style has positive but insignificant relationship with job satisfaction. Many of the researchers read by the student researchers examined the relationship of leadership styles two styles of job satisfaction, namely extrinsic and intrinsic job satisfaction.

### 2.3. Conceptual Framework

For the purpose of this study conceptual framework was developed based on literature and findings from different studies. It was mainly based on adopting and modifying Bass and Riggio's (2006) and others' writings that leadership style influences job satisfaction. The model shows that three leadership styles are related to job satisfaction. The three styles are transformational, transactional and laissez-faire. It is assumed that each of these styles relates to job satisfaction in a certain way. In this model, leadership styles are regarded as independent variables and job satisfaction is taken as dependent variable.



**Figure 2.1 Proposed Conceptual Framework**

## **2.4. Hypotheses**

According to Kothari (2004), hypothesis is a logical conjectured relationship between two or more variables expressed in form of testable statements. It is a formal statement of an unproven proposition that is empirically testable (Zikmund, et al., 2009). Moreover, hypothesis testing is undertaken to explain the variance in the dependent variable or to predict organizational outcomes (Sekaran, 2000). Accordingly, for the purpose of this study, the following six (6) hypotheses are formulated based on previous research findings from literature, and were tested. These are:

**H1:** Transformational leadership has positive relationship with employees' job satisfaction.

**H2:** Transactional leadership style has positive relationship with employees' job satisfaction.

**H3:** Laissez-faire leadership style has positive relationship with employees' job satisfaction.

**H4:** Transformational leadership has positive influence on employees' job satisfaction.

**H5:** Transactional leadership style has positive influence on employees' job satisfaction.

**H6:** Laissez-faire leadership style has positive influence on employees' job satisfaction.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter deals with the methodology which was employed in the study. The chapter is arranged into different sub sections, starting from description of the study area, followed by research method, research design, population, sample size and sampling techniques, data sources and types, data collection procedures, and method of data analysis. Additionally, Ethical consideration, and Reliability and Validity of Instruments were presented in the chapter 3.

#### **3.1. Description of Study Area**

The study's setting was Salale University which is in Fitcha, Oromia, Ethiopia. Fitcha is the capital town of the North Shoa Zone, Oromia, which is located to Northern Ethiopia at about 112 Km from Addis Ababa; in the main road from Addis Ababa to Gojjam/ Gondar. Topographically, the area is located at about 2800 meters above Sea Level. The average annual rain fall and temperature are 800-1600mm & 10-24<sup>0c</sup> respectively. Fitcha town is bounded by Debre Tsige woreda in the South, Degem woreda in the North, Yaya gulele woreda in the east, Jemma River in the west. There are 1,508,741.00 people in North Shoa zone, out of which 753,523(49.94%) are females & 755,218(50.06%) are males (Fitcha Municipality, North shoa zonal Administration, 2018).Salale University is one of Ethiopian higher institution founded in 2008 with 860 students. The university now offers courses and programs in several areas of study for around 2500 students in regular and extension basis.

#### **3.2. Research Method**

According to Creswell (2009), there are three approaches available for researchers to design their research methodology. These are Quantitative, Qualitative, and Mixed methods research approaches. However, for the purpose of this study quantitative research method was employed. Because, quantitative method is a research method dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon (Creswell, 2009). Thus, due to the collected data of the study

was quantified and analyzed through statistical approach the study was used quantitative research method.

### 3.3. Research Design

There are three types of research design viz; exploratory, descriptive, and explanatory research design. However, for the purpose of this study, the explanatory survey design was employed. According to Saunders, et.al (2009), explanatory researches establish causal relationships between variables. Therefore, the emphasis here is on studying a situation or a problem in order to explain the relationships between dependent and independent variables of the study. Thus, in order to collect data using quantitative method and to test the hypotheses of the study this design was considered as an appropriate design.

### 3.3. Population, Sample Size and Sampling Techniques

#### 3.3.1. Population of the Study

According to Saunders, et.al (2009), population is a full set of cases from which a sample is taken. It is any complete group under investigation that shares some common set of characteristics (Zikmund, et.al, 2009). Thus, the target population for the study was all permanent employees of Selale University. There are totals of 547(as of February 2018). And all employees of the University consist of 215 Academic staffs working in Health Science, Agriculture and Natural Resource Social Science, Natural science, and Business and Economics colleges, and 332 administrative staffs working in administrative sections will be population of the study.

**Table 3.1 Population Frame**

<b>Population category</b>	<b>Total Population</b>	<b>Percentage</b>
Academic Staff	215	39.31
Administrative Staff	332	60.69
<b>Total</b>	<b>547</b>	<b>100</b>

**Source: Salale University, Human Resource office, 2018**

### 3.3.2. Sample Size

Size of the sample refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2004). The size of sample should neither be excessively large, nor too small. It should be optimum. An optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility. Thus, the study will draw sample from all permanent employees of the Selale University, the sample and the formula below used to calculate sample size, according to (Kothari, 2004).

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N - 1) + z^2 \cdot p \cdot q}$$

Where n= sample size

N: Population

Z  $\alpha$  /2: normal reduced variable at 0.05 level of significance z is 1.96

P: population reliability (or frequency estimated for a sample of size n), where p is 0.5

q = 1-p

e: margin of error considered is 5 % for this study.

Thus,

$$n = \frac{(1.96)^2 \cdot 0.5 \cdot 0.5 \cdot 547}{(0.05)^2 (547 - 1) + (1.96)^2 \cdot 0.5 \cdot 0.5}$$
$$n = \frac{525.33}{2.3254}$$

n = 225

Therefore, the sample size will be 225

### 3.3.3. Sampling Techniques

The sampling technique in this study was stratified random sampling. Stratified random sampling is a modification of random sampling in which we divide the population into two or more relevant and significant strata based on one or a number of attributes (Saunders, et.al, 2009). Thus, this technique was chosen because the population of the study consists of academic staff and administrative staff, each being a stratum. This technique was done first, by identifying each of two staffs within the study population as a stratum and then both samples was divided for each stratum through adopting proportional allocation as shown in Table 3. 2. Finally, a simple random sample was taken from employees’ list of each stratum using lottery method. Simple random sampling technique offers equal opportunity for individuals in each stratum of the population to be sampled. The essence of using this technique is primarily to avoid research bias. Generally, from the population under study 225 sample employees were drawn which consists of 88 academic staffs, and 137 administrative staffs.

**Table 3.2 Sampling Frame**

<b>Stratum of Employees</b>	<b>Population</b>	<b>Population Proportion</b>	<b>Sample Size</b>	<b>Percentage</b>
Academic Staff	215	0.39	88	39.1
Administrative Staff	332	0.61	137	60.90
<b>Total</b>	<b>547</b>	<b>1</b>	<b>225</b>	<b>100</b>

**Source: Researchers’ own.**

Kothari’s(2004) Formula;

$$n_i = n \cdot P_i$$

Where  $n_i =$  stratum sample

$n =$  strata sample

$P_i =$  population proportion

### **3.4. Data Sources and Types**

The data was gathered from primary data.

#### **3.4.1. Primary Data**

Primary data is the data which is collected afresh and for the first time and thus happen to be original in character (kothari, 2004). He also suggests particularly in surveys and descriptive researches, Primary data can be collected in a number of ways, such as questionnaires, observations and other methods. However, the study employed structured questionnaire which is the most appropriate to the research questions and objectives, because it can provide an efficient way of collecting responses from a large population of prior to quantitative analysis. In addition, the data was supported by document review.

### **3.5. Data Collection Procedures**

In order to get a better understanding about the problem, related literature was reviewed. Before the questionnaires was distributed, orientation was given for those who needed support to fully understand the questionnaires. Then, the tools for data collection decided to be standardized ones. Once the tools were decided on, they would have duplicated. Then, the questionnaires were distributed. Once they were rated, the questionnaires were collected and coded and scored. The quantitative data collected was tabulated and analyzed. Finally, the findings, conclusion and recommendation were presented.

### **3.6. Methods of Data Analysis**

To analyze the quantitative data, Statistical Packages for Social Science (SPSS) version 21.0 was employed. To allow for prediction of dependent variable, correlation and linear regression was used as analysis technique. According to Marczyk, DeMatteo and Festinger (2005), regression is similar to correlation in that it examines the association or relationship between variables. However, it is different from correlation in that its primary purpose is prediction. One of the types of regression is multiple regression. In multiple regression, the researcher attempts to predict the dependent variable with a independent variable dimensions. In this study, the researcher is interested to examine how much job satisfaction could be predicted by each

leadership styles. That means, there is three independent variable (leadership styles) which is used to predict the dependent variable (job satisfaction).

### 3.7. Ethical Consideration

The participants of the study were fully informed that the study is only for academic purpose and that they would not need to write their names. Their participation is fully based on their will and there is no deception. They will also be told that after the study they would be informed about the results of the study. Anything against the will and dignity of the respondents was avoided throughout the study.

### 3.8. Reliability and Validity of Instruments

Even though prior study confirmed that the reliability of the questionnaire, in this study also all scales was tested for reliability and validity. The reliability of the instrument will be verified by the Cronbach's alpha. The Cronbach's alpha is a technique that helps to determine the reliability of a survey instrument and the internal consistency of the average correlation of variables in the survey (Gleim&Gleim, 2003).Accordingly, overall Cronbach's alpha result of reliability of the leadership styles (transformational leadership style = 0.840 with 10 questionnaire , Transactional leadership styles = 0.804 with 5 questionnaire , laissez fair leadership style = 0.839 with 6 questionnaire) and Job satisfaction =0.859 with 23 questionnaire used in this study help of SPSS program as shown in Table 3.3. Therefore, since the alpha of the questionnaire is higher than 0.80, the result signifies that the instruments (questionnaire) used in this study were considered as reliable.

**Table 3.3 Reliability test for both Leadership styles and employees job satisfaction**

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>No of Items</b>
Transformational leadership styles	0.840	10
Transactional leadership styles	0.804	5
Laissez fair leadership styles	0.839	6
Job satisfaction	0.859	23

**Source: Survey result, SPSS output, 2018**

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 INTRODUCTION

This chapter deals with data presentation, analysis and discussion of findings obtained from the survey questionnaire. The participants of the study were from the two categories of Salale University (Academics staffs, and Administrative staffs). The data obtained from respondents were analyzed with the help of Statistical Package for Social Science (SPSS version 21).

Analysis of the data entailed the use of descriptive statistics in the form of frequency distribution tables and percentages. The hypotheses for this study were evaluated using inferential statistics in the form of the correlation and regression analysis. Multiple regression analysis was used to ascertain the strongest relationship between variables that were measured.

#### 4.2 Response Rate

The essence of determining the response rate is to enquire whether it is sufficient enough to generalize the results to the target population (Mungai, 2015). Generally, 225 questionnaires were distributed to sample respondents of the study. Response rates are calculated by dividing the number of usable responses returned by the total number of eligible in the sample. Mitchell (2007), suggests that the survey response rate should be calculated as the number of returned questionnaires divided by the total sample that were sent the survey initially.

Therefore, out of the distributed questionnaires, in all 203 questionnaires were returned. Thus, as shown in Table 4.1, the researcher attained a total response rate of 90.22% which is believed to be enough for such kind of study.

**Table 4.1 Respondents Response Rate**

<b>Sample Size</b>	<b>Expected Response</b>	<b>Actual Response</b>	<b>Percentage</b>
225	225	203	90.22

**Source: Survey result, SPSS output, 2018**

### 4.3. Demographic Profiles of the Respondents

The background information of respondents, as well as their organizational profiles were summarized and presented in Table 4.2. Describing the characteristics of the respondents or samples of the population is essential in order to make the study analysis more transparent for the readers. The reason behind asking and analyzing demographic information is to classify and analyze the average response rate of respondents according to their gender, age, educational background, and work experience. Accordingly, each variable was presented as follows:

**Table 4.2: Demographic Profiles of the Respondents**

Demographic Variables		Frequency	Percent
<b>Gender</b>	Female	78	38.4
	Male	125	61.6
	Total	203	100.0
<b>Age</b>	18-28	103	50.7
	28-38	89	43.8
	38-48	9	4.4
	48 and above	2	1.00
	Total	203	100.0
<b>Education</b>	Secondary School	10	4.9
	Technical and Vocational	9	4.4
	Diploma	40	19.7
	First Degree	83	40.9
	Masters	53	26.1
	Doctor and Above	8	4
	Total	203	100.0
<b>Experience</b>	0-10	159	78.3
	10-20	40	19.7
	20-30	2	1.0
	30 and above	2	1.0
	Total	203	100.0

**Source: Survey result, SPSS output, 2018**

Table (4.1) represents the frequency and percentage of respondents' profile. Regarding age the data indicated that about 61.6 percent of the respondents were male and the remaining 38.4 were female. This shows that the majority of employees in the university were male.

In terms of age the majority of respondents were between 18 and 38 years old, meaning most of them were young. In terms of age, 50.7 % of respondents were in the age of 18-28, 43.8 % of respondents were in the age of 28-38, 4.4% of respondents were in the age group of 38-48 and the remaining 1.0% of respondents were above 48 years age category. The largest percentage of respondents belongs to 28-38 (94.5%) age category which indicates that most of employees are youngsters. The lowest percentage of respondents belongs to above 48 (1%) year age category.

The result depicts that 4.9 % of respondents have Secondary School ,4.4% have technical and vocational certificate, 19.7 % of respondents have college Diploma, majority 40.9% of respondents have First degree, 26.1% of respondents have Master Degree and 3.0 % of respondents have doctorate degree. The largest percentage of respondents have First Degree. The lowest percentage of respondents have Assistant professor and above, 1.0%. Thus, it is possible to infer that the majority of Salale University employees were educated since 71.0% (40.9% degree, 26.1% masters, 3.0% doctorate degree and 1.0% Assistant professor and Above) had first degree and above.

Regarding experience of the respondents, 78.3% were with 0-10 years of experience, 19.7% are with 10-20 years, 1% have 20-30 years of experience and 1% of the respondents have above 30 years of experience. It is clear to understand from this data the highest respondents of the study had 0-20 working experience that is 98.4%. This indicates that, these respondents might have measured by existing leadership styles several times and considered as they had gained greater insight into the system since they have worked in the organizations for a quite periods of time.

#### **4.4. Descriptive Analysis**

In order to identify the dominant leadership style that frequently used by the leaders of salale university, the respondents were asked to rate their awareness, knowledge, attitude, level of agreement and their feeling. Close ended questionnaires were distributed to respondents which consists of 21 statements related to leadership styles: namely; Transformational, Transactional, and Laissez-Faire leadership styles. And also 23 items for employees' job satisfaction. The questionnaire is based on the five-point likert scale which varies from 1 to 5 as: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree and 5 = Strongly Agree.

The mean or average is a measure of central tendency that offers a general picture of the data without unnecessarily covering one with each of the observations in the data set. The mean score of respondents in each dimension indicates to what extent the sample group averagely agrees or does not agree with the different statements or scales. According to Marczyk, et al., (2005), the lower the mean, the more the respondents disagree with the statements, and the higher the mean, the more the respondents agree with the statements.

The statistical values for items assumed that the mean (M) score up from less than the midpoint 3.0 as low average, the mean score from 3.01 to 4.0 was considered as moderate, and the mean score 4.01 and above was considered as high by comparison bases of mean score of five point likert scale survey questionnaire.

#### 4.4.1. Dominant leadership Styles

In order to identify the most dominant leadership style used by the leaders of the university the following Table 4.3 presents the mean scores of the three dimensions of leadership styles along with the corresponding standard deviations.

**Table 4.3: Leadership styles**

<b>Leadership styles</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Transformational Leadership	203	2.6966	.57636
Transactional Leadership	203	3.6345	.77574
Laissez fair Leader	203	3.1672	.68310
Valid N (listwise)	203		

**Source: Survey result, SPSS output, 2018**

Table (4.3) descriptive statistics depicts that the mean score and standard deviation for each dimensions of leadership styles. Based on the result the mean and standard deviation for Transformational Leadership was (M = 2.6966 and SD = .57636), the mean and standard deviation for Transactional Leadership (M = 3.6345 and SD = 0.77574), and the mean score and standard deviation for Laissez fair Leader was (M = 3.1672 and SD = .68310). From the above

result, it can be concluded that transactional leadership style is relatively dominant style that frequently used by the leaders of SU. The result of mean can determine the effectiveness of the leaders through portraying the mean score along with standard deviation. As a result, it can be concluded that the leaders of SU were not effective leaders as such, because the mean score of transformational leadership style was below average. Bass and Riggo (2006) reveal that transformational leadership style is the most effective than the others. Such leaders pay great attention to the need and interest of those whom they lead and strive to support their followers.

#### **4.4.2. Extent of Job Satisfaction**

The following Table 4.4 shows that the extent to which employees of SU are satisfied with the current leadership style used by the leaders of their university.

**Table 4.4 Extent of job satisfaction**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Employees' Job Satisfaction	203	2.8756	.57181

**Source: Survey result, SPSS output, 2018**

As depicts in the above table descriptive statistics shown that the mean score and standard deviation for overall job satisfaction. Based on the result the mean and standard deviation obtained ( $M = 2.8756$  and  $SD = 0.57181$ ), which are below moderate. This means that employees of the studied institution were not satisfied with the current leadership style which is used by the university' leaders.

## 4.5. Inferential Analysis

### 4.5.1. Pearson's Product Moment Correlation Coefficient

**Table 4.5: Correlation of independent with dependent variable**

		1	2	3	4
<b>Transformational Leader</b>	Pearson Correlation	1			
	Sig. (2-tailed)				
<b>Transactional Leadership</b>	Pearson Correlation	.660(**)	1		
	Sig. (2-tailed)	.000			
<b>Laissez-faire Leadership</b>	Pearson Correlation	.536(**)	.538(**)	1	
	Sig. (2-tailed)	.000	.000		
<b>Job satisfaction</b>	Pearson Correlation	<b>.615(**)</b>	<b>.671(**)</b>	<b>.629(**)</b>	1
	Sig. (2-tailed)	<b>.000</b>	<b>.000</b>	<b>.000</b>	

Note: N = 203

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Source: Survey result, SPSS output, 2018**

H1: Transformational leadership style will have positive relationship with employee job satisfaction.

H2: Transactional leadership style will have positive relationship with employee job satisfaction.

H3: Laissez-faire leadership style will have positive relationship with employee job satisfaction.

According to Table (4.5) the survey result depicts that, there is a statistically positive and significant relationship between Leadership styles and employees' job satisfaction with ( $r = .615$ ,  $r = .671$ , and  $r = .629$ ) which are significant at  $p < .01$  for transformational leadership style and Job satisfaction, for transactional leadership style and Job satisfaction, and for Laissez-faire leadership style and Job satisfaction respectively.

Even though, transactional leadership style has relatively higher relationship with employees' job satisfaction, from the above result it can be showed that each leadership dimensions have positive and significant relationship with employees' job satisfaction in the studied university. Therefore, the above alternative hypotheses (H1, H2 and H3) would be accepted.

#### 4.4.2. Regression Analysis

**Table 4.6: Multiple Regression Analysis Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.757(a)	.572	.566	.33759

a. Predictors: (Constant), Laissez-fair Leadership, Transactional Leadership, Transformational leadership

As illustrated on Table (4.6) summary of multiple regression model, the *R square* obtained .572, which is relatively higher coefficient. *R square* indicate the proportion of variance in the outcome that can be accounted for by the predictor. Thus, the result implies that 57.2% of the variation in employees' job satisfaction was explained by the nature of leadership styles in the university. This means that from existing employees' level of job satisfaction 57.2% were explained by the combinations of leadership styles. The remaining 42.8% difference in changes in employees' job satisfaction are explained by other factors that are not explained in this study. From the above result we can say that a high degree of dependence of employees' job satisfaction on existing leadership styles.

**Table 4.7: Multiple Regression ANOVA**

**ANOVA(b)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.348	3	10.116	88.765	.000(a)
	Residual	22.679	199	.114		
	Total	53.028	202			

a Predictors: (Constant), Laissez-faire Leader, Transactional Leadership, Transactional Leadership

b Dependent Variable: job satisfaction

**Source: Survey result, SPSS output, 2018**

Multiple regression ANOVA has been used to test the overall fit of the model which provides an F test between the predictors and dependent variable (Field, 2009). When F is significant, it indicates that the model as a whole (that is, all predictors combined) predicts significantly more variability in the dependent variable. Accordingly, the above ANOVA Table depicts that the model is significant,  $F(3, 199) = 88.765$ ,  $P = 0.000$  which is  $p < 0.01$ . This, means that the combined dimensions of leadership style is statistically a good predictor of employees' job satisfaction since the value of F statistics is significant at 3 and 199 degree of freedom at 99% confidence level.

**Table 4.8: Multiple Regression Coefficients**

**Coefficients (a)**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1.429	.146		9.798	.000
	Transformational Leadership	.154	.050	.200	3.109	.002
	Transactional Leadership	.240	.043	.364	5.645	.000
	Laissez-fair Leadership	.219	.039	.325	5.669	.000

a Dependent Variable: job satisfaction

\*\*Multiple Regression is significant at the 0.01 level.

**Source: Survey result, SPSS output, 2018**

**H4:** Transformational leadership style has significant influence on employee job satisfaction.

**H5:** Transactional leadership style has significant influence on employee job satisfaction.

**H6:** Laissez-faire leadership style has significant influence on employee job satisfaction.

In the above Table (4.8) multiple regression coefficient was performed to determine the influence of each leadership style on employees' job satisfaction in the university. It also provides result on the contribution of each independent variable on employees' job satisfaction. It indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. The p value showed the significance of the influence of the leadership styles on the employees' job satisfaction. The largest beta value in an independent variable, the more important contribution to the dependent variable.

**H4:** Transformational leadership style has significant influence on employee job satisfaction.

As it can be seen from the above table, standardized beta value result that Transformational leadership style ranks the fifth place with beta value of 0.200. This means that transformational has positive influence on employees' job satisfaction and it shows when the transformational style increases by 1% employees' job satisfaction also increases by 20% and vice versa. Therefore, the hypothesis (H4) would be accepted.

**H5: Transactional leadership style has significant influence on employee job satisfaction.**

Based on the above result transactional leadership is the first contributor of the outcome with beta value of 0.364 and the influence is significant at  $P = 0.000$ . The result revealed that when the transactional leadership style increases by 1% employees' level of job satisfaction also increased by 36.4%. This stage has relatively high degree of importance or unique contribution for enhancing level of employees' job satisfaction than the others. Therefore, the hypothesis (**H5**) would be accepted because Transactional leadership style has positive and significant influence on employees' job satisfaction in Salale University.

**H6: Laissez-fare leadership style has significant influence on employee job satisfaction.**

Among the three styles of leadership, Laissez-fare obtained the second contributor to the variation in the employees' job satisfaction with the standardized beta value of 0.325 and significant level of  $P = 0.000$  (at 99% confidence level). The result shows that Laissez-fare leadership style has positive and significant influence on employees' job satisfaction. This means that as Laissez-fare leadership style increase by 1% employees' job satisfaction also increased by 32.5%. From the above result, we can say that, hypothesis (**H6**) would be accepted.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter provides the summary of major findings, conclusions and forwarded recommendations based on the result of the present study. Furthermore, it also includes limitations and directions for further studies on the subject matter.

#### 5.1. Summary and Conclusion

Overall this study was aimed at examining the impact of leadership styles on employees' job satisfaction considering Salale University as a study setting. Specifically, the study was intended to identify the dominant leadership style that frequently used by the leaders of the University, to identify extent of employees' job satisfaction, to assess the relationship between the three leadership styles (transformational, transactional and laissez-faire) and employees' job satisfaction, and to examine how the three leadership styles (transformational, transactional and laissez-faire) influence employees' job satisfaction.

The study adopted explanatory survey design to examine the relationship between the variables. The data was collected from primary data using close ended questionnaire. From population of the study, 225 sample employees were selected using simple random sampling through lottery technique. In all 203 (90.22%) were correctly rated and returned then analyzed. Based on the data analyzed using SPSS the following findings were summarized:

- The results on respondents' demographic variables indicate that majority (n= 125, 61.6%) were males and the remaining 78 (38.4%) were females which shows males dominated. The results on ages showed that majority (n= 192, 94.5%) were between age 18 and 38. This means that most of the staff were young. Regarding educational background majority (n= 174, 71%) of the respondents had first degrees and above which indicate most of the employees of the University have enough level of education. The highest 159 (78.3%) of the respondents had served up to 10 years which assumed as good work experience.

- The result of descriptive statistics with respect to the dominant leadership styles indicates that transactional leadership style was most frequently used by the leaders and relatively dominant style because it had mean ( $M = 3.6345$  and  $SD = 0.77574$ ), followed by Laissez fair leadership style was ( $M = 3.1672$  and  $SD = .68310$ ), and ( $M = 2.6966$  and  $SD = .57636$ ) for transformational Leadership style. Thus, it can be concluded that the leaders of SU were not effective in leadership. Because the mean score of transformational leadership style was below average as transformational leadership style is the most effective style than other.
- According to the study on identifying extent of employees' job satisfaction, the finding indicated that employees were not satisfied with overall job satisfaction as well as facets of job satisfaction (fringe benefit, working conditions, supervision, contingent rewards and communication, worker, nature of work, pay and promotion.)
- The survey result depicts that, there is a statistically positive and significant relationship between dimensions of Leadership style and employees' job satisfaction with ( $r = .615$ ,  $r = .671$ , and  $r = .629$ ) which are significant at  $p < .01$  for transformational leadership style with Job satisfaction, for transactional leadership style with Job satisfaction, and for Laissez-faire leadership style with Job satisfaction respectively. Even though, transactional leadership style has relatively higher relationship with employees' job satisfaction, from the above result it can be concluded that each leadership dimensions have positive and significant relationship with employees' job satisfaction in the studied university.
- The study also examined the influence of leadership style and each dimension on employees' job satisfaction and identified the difference among dimension on influencing employees' job satisfaction through employed multiple regression analysis. The result implies that 57.2% of variation in employees' job satisfaction was explained by the combination of dimensions of leadership styles (Transformational, Transactional, and Laissez-faire Leadership style). This means that from existing employees' level of job satisfaction 57.2% were explained by the combinations of leadership styles. When

we see regression coefficient, it shows all dimensions have statistically significant influence on employees' job satisfaction and they have positive contribution.

## **5.2. Recommendations**

Based on the findings of this study the following recommendations are forwarded:

- The result shows that transactional leadership style was frequently used by the leaders of SU. Therefore, since transformational leadership was not frequently used by the leaders, Ministry of education ought to design to leadership development programs for the leaders through short term trainings, meetings and workshops so as to enhance their capacity by focusing on acquisition of knowledge and skills. This would lead to increased competence. The leaders of the university need to pay great attention to employees' need. They need to emphasize psychological rewards such as recognition, appreciation, praise and others whenever subordinates do good jobs.
- According to the finding, employees were not satisfied with communication within the University. Therefore, leaders of the university need to pay attention to communication, both formal and informal, by keeping the employees' up-to-date with the available information through frequent meetings and by disseminating information through notices, letters and posters. The results of decisions need to be disseminated to the subordinates. Moreover, directors, deans, team leaders and department heads ought to listen attentively whenever speaking to the employees.
- The result shows that each leadership style dimension has positive and significant association with employees' job satisfaction. This advocates that increasing the effectiveness of those dimension will lead to higher employees' job satisfaction. Therefore, it is recommended that leaders of SU should give more attention in improving the effectiveness of using each leadership style.
- The study shows that each dimension of leadership style has positive and significant influence on employees' job satisfaction. Since various dimensions of leadership styles influence employees' job satisfaction, which in turn affect job performance, leaders should not stick to only one form of leadership style. A combination of the various

leadership styles will bring more satisfaction or enhance employees' job satisfaction level. They should therefore find the appropriate combinations of the leadership styles that would achieve the organizational goals together with the individual targets or objectives of the employees.

### **5.3. Limitation and Direction for Further Study**

This study seen only the impact of leadership styles on employee job satisfaction on Salale University. However, there could be some other relevant outcomes those were excluded from this study that may be perceived as significant. Therefore, other researchers need to consider various outcomes. Moreover, the study used only quantitative research method and considering only employees as a study participant. Therefore, it was recommended that other researchers may employ both quantitative and qualitative (mixed) method and consider management in order to get detail information.

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## **APPENDICES**

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF BUSINESS AND ECONOMICS**

**DEPARTMENT OF MANAGEMENT**

**Masters of MSC in Management**

**Survey Questionnaire for the Impact of Leadership Styles on Employees' Job Satisfaction  
in Salale University**

**Questionnaire Designed for Employees**

**Dear Respondents,**

My name is Tesfaye Sinicho a MSC student at Addis Ababa University College of Business and Economics. This questionnaire is designed to collect information regarding the impact of leadership styles on employees' job satisfaction, using Salale University as a case study. You have been identified as a respondent in this field. The objective of this questionnaire is partial fulfillment of the requirement for the masters of Science in Management. The data collected from this questionnaire will all be used only for the purpose of the research. In addition, note that all the collected data will be kept only in the hands of the researcher.

I hereby request you to be open and honest while responding so that the research could succeed and achieve its intended goal. It will take no longer than 10 minutes of your time. Your response is of the Utmost importance to me. Thus, your genuine, honest, and prompt response is a valuable input for the quality and successful completion of my study.

For further information please use my Tel: +251-911 77 50 63

### ***General Instructions***

- There is no need of writing your name
- Please express your views by ticking the box appropriate to your response.

**Thank you in advance for your cooperation**

## Appendix A

### Section I: Background Information

This section of the questionnaire refers to general information about the respondents. The Information will allow me to compare groups of respondents. Once again, your cooperation is appreciated.

#### 1. Sex

Female  Male

#### 2. Age

18 – 28  28 – 38  38 – 48  48 and Above

#### 3. Your education level

Secondary school  Technical and vocational  Diploma   
First Degree  Masters  Doctor   
Assistant Professor and Above

#### 4. How many total years of experience do you have?

0-10yrs  10-20yrs  20-30yrs  30 and Above

#### 5. In which business process/work unit are you currently working?

Academic staff  Administrative staff

## Section II: Leadership Styles

**Key:** Key: SD = Strongly Disagree, D = Disagree, N = Neither Agree nor Disagree, A = Agree, SA= Strongly Agree

SN	A. Transformational Leadership Style	SD	D	N	A	SA
1	My boss instills pride in me					
2	My boss spends time teaching and coaching					
3	Considers moral and ethical consequences					
4	Views me as having different needs, abilities					
5	Listens to my concerns					
6	Encourages me to perform					
7	Increases my motivation					
8	Encourages me to think more creatively					
9	Sets challenging standards					
10	Gets me to rethink never-questioned ideas					
<b>B. Transactional Leadership Style</b>						
1	My boss makes clear expectation					
2	Will take action before problems are chronic					
3	Tells me standards to carry out work					
4	Works out agreements with me					
5	Monitors my performance and keeps track of mistake					
<b>C. Laissez-Faire leadership Style</b>						
1	My boss allows me to make decisions					
2	Whatever decision a group makes within the limits set by regulations and policies, the leader agreeing on the decision					
3	My boss is able to analyze the situation and determine what needs to be done and how to do it					
4	My boss set priorities and occasionally delegate certain tasks to me					
5	My boss, fully trusts, and has confidence on me					
6	I take ownership on activities assigned to me by my leader					

### Section III, Job Satisfaction

**Key: Key: SD = Strongly Disagree, D = Disagree, N = Neither Agree nor Disagree, A = Agree, SA= Strongly Agree**

SN	Job Satisfaction	SD	D	N	A	SA
1	The work associated with my position allows me to make contribution					
2	The university organizational structure allows me to have voice overall policy					
3	I receive enough time to undertake direct and indirect activities					
4	Good working relation exist between me and my leaders					
5	My job offers satisfactory salary					
6	My boss acts in a way that builds my respect					
7	My boss treats me as individual rather than just as member of group					
8	My boss is a skillful and worthy person					
9	I have enough access to information required to do my job					
10	My boss has an appropriate relationship with employees					
11	I find discrimination among staff in relationship with my boss					
12	I have a friendly relationship with others in my workplace					
13	I know my work is really effective in achieving the goals of the organization					
14	I seek differing perspectives when solving problems					
15	I talk optimistically about the future					
16	I talk enthusiastically about what needs to be accomplished					
17	I am given the opportunity to do different things					
18	My boss handles his team professionally					
19	My boss is competent in making decisions					
20	I am given the opportunity of trying my own methods of doing the job					
21	My job is subjected to conducive working conditions					
22	My co-workers get along with each other					
23	My boss gets on well with me					