

**UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION  
INSTITUTE OF SOCIAL SCIENCES**

**THE ROLE OF LEADERSHIP PATTERNS IN THE ACHIEVEMENT  
OF THE JOB SATISFACTION**



**MASTER THESIS**

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**Department of Management**

**Master of Management Program**

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**UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION  
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26.12.2017

Hawraa AL-DARWASH

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I dedicate this work to the souls of the innocent people whom they lost their lives in the war against terrorism in Iraq, as well I dedicate this work to my mother, my husband, brothers, and all my friends.

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## **ABSTRACT**

### **THE ROLE OF LEADERSHIP PATTERNS IN ACHIEVING THE JOB SATISFACTION**

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The current study aimed to examine the role of leadership patterns transactional and transformational toward achieving the job satisfaction in the Babylon Educational Directorate in the Iraqi context. A total of 218 employees from different management levels in the target population participated in the research study. A quantitative research design method was used to collect the data from the research sample. Transactional and transformational leadership style was measured by using the multifactor leadership questionnaire to highlight the three dimensions of transactional leadership style (contingent reward, management by exception-Active, and management by exception-Passive) and the four dimension of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration). The dependent variable, job satisfaction was measured using the Minnesota Satisfaction Questionnaire (MSQ). Cronbach Alpha coefficient to test the reliability of the research variables was used. Simple and multiple correlations and regression were used to determine the nature of the relationship between the two competent variables and determine the internal consistency of the study variables.

Data analysis reported that the coefficients of leadership style have a significant impact on job satisfaction. Data analysis also suggested that the transformational leadership style has the further impact on employee's job

satisfaction as compared with the transactional leadership style, and it preferred the model of leadership in the research population. The study provides recommendations for Babylon Educational Directorate, the public sector in the Iraqi context, and researchers for the better undressing of leadership style.

**Keywords:** Transactional leadership – Transformational leadership



## ÖZET

### İŞ TATMİNİNİN SAĞLANMASINDA LİDERLİK KALIPLARININ ROLÜ

AL-DARWASH, Hawraa

Yüksek Lisans, Kamu Yönetimi Bölümü

Tez Danışmanı: Doç. Dr. Tuğba YAŞIN

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Bu çalışma, Irak bağlamında Babil Eğitim Müdürlüğü'nde iş tatmininin sağlanmasında etkileşimsel ve dönüşümsel liderlik kalıplarının rolünü incelemeyi amaçlamıştır. Hedef kitledeki farklı yönetim düzeylerinden toplam 218 çalışan araştırma çalışmasına katılmıştır. Araştırma örneklemindeki verileri toplamak için nicel bir araştırma tasarımı yöntemi kullanılmıştır. Etkileşimsel ve dönüşümsel liderlik, etkileşimsel liderliğin üç alt boyutunu (koşullu ödül, aktif-istisnayla yönetim – pasif-istisnayla yönetim) ve dönüşümsel liderliğin dört alt boyutunu (idealize edilmiş etki, ilham motivasyonu, entelektüel teşvik ve bireyselleştirilmiş düşünce) vurgulamak için çok faktörlü liderlik anketi kullanılarak ölçülmüştür. Bağımlı değişken olan iş tatmini, Minnesota Tatmin Anketi (MSQ) kullanılarak ölçülmüştür. İki yetkin değişken arasındaki ilişkinin niteliğini belirlemek ve çalışma değişkenlerinin iç tutarlılığını tespit etmek için basit ve çoklu regresyon ve korelasyon kullanılmıştır.

Veri analizi, liderlik stili katsayılarının iş tatmini üzerinde önemli bir etkisinin olduğunu ortaya koymuştur. Veri analizi, ayrıca, dönüşümsel liderliğin, etkileşimsel liderliğe göre çalışanların iş tatminleri üzerinde etkisinin olduğunu yüksek olarak göstermiştir.

**Anahtar kelimeler:** Etkileşimsel liderlik – Dönüşümsel liderlik.

## INTRODUCTION

### Background of the Study:

Early research on human resource development has given increasing interest to the traits of manager's behavior and the nature of the relationship between the managers and subordinates in institutions (Bass, Avolio, 1994: 130; Schriesheim and Kerr, 1999:33). These relationships may appear in two different forms: transactional and transformational (Shurbagi, A. 2014:127). Most scholars and researchers assert that leadership style is the most effective of factors influencing followers' behaviors and attitudes, including job satisfaction. Leaders have followed different methods where they lead followers in their organizations (Chiang and Wong, 2012: 170).

In leadership literature, there is majority agreement that leaders are made, not born. This is, to an increasing extent, being accepted. However, an active leader requires experience, trust, patience, courage, commitment, and most importantly the characteristics and skills to influence others to achieve goals. Thus, skillful managers are promoted in the continuous method of self-development, knowledge, culture, and the plan of applicable skills (Bass, 2008). Bounding (1956) noted that "the request of the effective manager is solid traits and unselfish devotion to an institution" (Cited in Amanchukwu Rose and Ololube, 2015: 6).

Leadership from the viewpoint of followers should include everything. A manager is a man who devotes his work to focusing on the development of the institution, improving the conditions of employees, achieving their well-being and enhancing their engagement with the organization. Responsibility and trustfulness are the keys to success in leading others, as they are essential to all manner of the organization of community life, whether in government, military, business, or educational organizations (Amanchukwu, 2015: 11).

The concept of leadership refers to a type of responsibility that seeks to achieve particular ends by utilizing available resources to ensure coherence and cohesion in

the process of organizing activities (Ololube, 2013: 46). (Luthans, 2007:24) occurs when a person influences a group of individuals to achieve common goals.

It may be argued that phenomenon of leadership occupies great importance in the behavioral science; nevertheless, it still needs a deeper understanding (Burns, as cited in Abbasialiya, 2010:134). Over time, the researchers suggested different models of leadership because there is no specific model of leadership that is considered universal. Apart from many driving models, an effective leader stimulates, inspires, persuades, and guides in order to support and achieve organizational objectives. In contrast, an incompetent leader cannot contribute to an organization's progress and he may even undermine organizational effectiveness.

According to Naylor, the qualities of leaders and managers should include being an effective leader as well as being idealistic, soulful, inventive, elastic, thrilling, motivational, gritty, imaginative, and exploratory in addition to being able to initiate change (Naylor, 1999: 524). It may be argued that (Burns 1978:14) developed the transactional and transformational patterns through his research efforts which was enlarged by other researchers such as (Bass and Avolio, 1994:39) to be more appropriate leadership pattern for an effective institution. Transactional leadership is interested in exchanges between leaders and subordinates (Bass 2006:610). These interchanges help managers to "achieve their attainment goals, doing required works, preserve the current institutional situation, foster subordinates by nodal agreement, impact on subordinates attitudes to focus on established objectives, emphasis on extra bonus, attention to improving the efficiency of the institution " (McClesky Allen, 2014: 122).

Burns (1978:19) described the notion of transformational leadership as one of two models representing two poles: transformational and transactional leadership. He pointed out that transformational leadership affects the employees awareness about the importance of desired results and the means that help in accomplishing those results" (McClesky, 2014: 120). A leader of transformational has the ability to persuade subordinates to abandon their own interests in the favor of the institution, while helping to raise the subordinates level of needs based on the theory of Maslow (1954) from the lowest level related to security and safety to the highest level of requirements for achievement and self-belonging" (Bass, 2006: 619).

Over time, the notion of transformational leadership developed and four elements of transformational leadership style have emerged. These elements, or components, contain individualized consideration, inspirational motivations, intellectual stimulation, and idealized influence. Thus, the current study aimed to examine the correlation between the leadership patterns (Transactional and Transformational) and the employee job satisfaction at the Babylon Educational Directorate in the Iraqi context.



## **CHAPTER ONE**

### **THEORETICAL BACKGROUND**

#### **1.1 Leadership**

##### **1.1.1 The Evaluation of Leadership Concept**

In the globalized and fast-changing world, the need to have creative leadership has been a contemporaneous demand. The problem here is how one could meet and satisfy existing needs. During the Renaissance Era, when natural sciences took a great leap and transformed society, social scientists borrowed a method from natural science. The assumption is that there is one solution to a given problem. However, in time, logical positivism exhausts its esteem among social scientists. In today's post-modern world, it becomes a clear reality that the social world is constructed by peoples' interpretations (Marin, 2012:26). Therefore, social constructionist is the approach to understand the importance of leadership patterns transactional and transformational for effective organizations.

Leadership studies have roots in the beginnings of civilization. Examples of this are found in ancient Egyptian, Greek, and Roman civilizations. The achievements of all these civilizations are due to the factor of leadership. There have been many definitions and theories of leadership; however, sufficient numbers of common factors in these theories to argue that leadership describes those efforts that impact the community and find a solution their problems (Bass, and Avolio, 1994:130). Employment, workplace, stimulation followers to work, managers, management leadership patterns, and numerous of organizational factors have been researched by the scholars over past two centuries. Although management practice has changed over time, the importance of effective leadership is increasing more than ever (Bass, 1997:151).

Bass noted that the publications related to the leadership reached more than 3,300 printed in 1990. Since the emergence of the (1978) research works of Burns, there has been a tremendous development in leadership studies and programs reaching more than 900 books in the higher educational organizations (Bass and Avolio 1994:42). Briefly, (Bass, 1997:133) provide an assessment of the historical evolution of leadership theories from earlier theories of the great man and trait theories down to contemporary theories of transactional and transformational. Leadership as a process is of great importance to organizations for different reasons. In terms of administrative supervision, leadership needs to an integrated organizational system (Katz and Kahn, 1978:22), define work group objectives and values, integrate different personality patterns and behaviors in a harmonious context, strengthening the capacities and skills of working groups, and helps solve conflicts and problems that occur within the work (Schutz, 1961, as cited in Bass, 2006: 623). Reviewing the historical theories is useful for a deeper understanding the advantages of transactional and transformational leadership patterns achieved in different environments (Bennis, 2007: 4).

The historical development of studies on theories of leadership was largely based on Great Mans theory (Katz and Kahn, 1978:22). Ownership, battle heroes, and other rich and successful individuals have the talent and potential that they have for the people as a whole and enable them to achieve great success. Thus, the idea of the great man led to the emergence of the theory of attributes in 1920 and 1930, which generally tried to identify, without success, the qualities that characterized the leaders of other individuals. The assumption behind the theory was that leaders must have a certain number of global characteristics that made them leaders.

Many of the leader and heroes of battles in the history believed that they have qualities distinguished them from others and these qualities are enabled them to achieve great achievement. The Great Man theory has given a strong impetus to the emergence of the trait theory in the twenties of the last century, which failed to identify the qualities that make leaders distinguish from others. The basic idea of the trait theory was that leaders possessed unique qualities that qualified them to be leaders. Supporters of this theory believed that these traits were found with the birth of a person or a person is a leader since birth and thus these qualities are applicable in all circumstance.

The failure of this theory was attributed to ignoring the different environmental conditions facing the leaders as well as the different behavioral style of the people being led (Hollander and Offer Mann, 1990: 11). The failure of the trait theory has prompted many researchers to study and identify observable behaviors of leaders; the behavioral theory has tried to identify a good leader through his behavior at the workplace. Scholars have indicated two basic factors related the leader behaviors. The first factor described the work (task) and the second factor focused on individuals or the relationship between the leader and his subordinates (Yukl, 2006:13).

Regarding the dimension of task, leader behaviors focused on work achievement and attainment objectives. Manager's behaviors in the area are characterized by the practice of directive management, directing subordinates, behaviors Issues of structure and scope of supervision. The factor of relationship behavior or attention to individuals can be observed through the support of the leader to the workers and concern to their satisfaction and reduce issues of work pressures. These behaviors showed by leader to enhance employees job satisfaction that result in the establishment of consistent relationship in the workplace (Zaccaro, 2001: 9).

Several studies that focused on the leader behaviors indicated that environment in which leader work is of great importance for assessing their behaviors and evaluating their impacts on the organizational outcomes. The research efforts of (Stogdill, 1948) and (Mann, 1959) led to important development in this field, which led to the emergence of the situational leadership theories (Mann, 1959: 243).

Stogdill (1988:35) both Stogdill pointed out in his intensive research work that special qualities cannot found to be identified as absolute qualities of leaders. Nevertheless, some of personal traits correlated with the leader behaviors were identified by (Stogdill and Mann) such as power and influence over others. In early 1960, after conducting many studies in the field of the leadership, new theories were emerged such as contingency and transactional theories. (Fiedler, 1967:25) fussed on the effectiveness of some characteristics related to the practice of influential roles of leader rather than focusing on the specific characteristics of leader. The leadership is a process influenced by the environmental factors as well as the traits of both managers and subordinates (Fiedler, 1967: 14).

Fiedler's research efforts have shifted from the focus on traits to attention to the leader behaviors that respond more the subordinate needs. Transactional and contingency theories have contributed to explain the complexities of leadership theories that have prevailed because of the ideas and theses of the trait theory and situational theories (Hollander, 1985: 13).

As a result, leadership theories developed by highlighting the importance of interaction relations between the leader and his subordinates and rejecting the concepts of traditional theories that considered the employee as a part of machine. McGregor's research work (1960), which was associated with behavioral theories, paved the way for the emergence of transformational leadership patterns later (Stone, Russell, and Patterson, 2004:351).

Since the beginning of 1970s, researchers' interest has shifted to a focus on the workplace in which leadership roles are exercised to assess leader's behaviors and their impacts on the organizational outcomes. (Hunt, 1999:129). These developments in the field of leadership theories led to the adoption of transactional and transformational leadership patterns, which are the most influential models in today's organizations.

### **1.1.2 Definition of Leadership**

Previous studies of leadership literature indicated that researchers did not agree on a specific definition of leadership due to the complexity of the leadership phenomenon. (Robbins, 2005) described leadership as "Guiding a group of people and influencing them for the purpose of achieving specific goals" (Robbins, 2005: 52). (Northouse, 2010) described leadership as "a process whereby an individual influences a group of individuals to achieve common goals" (Northouse, 2010: 27).

The leadership described by (Yukl, 2006:16) as a process of influencing of others and supporting individuals and collective efforts to achieve common goals. These definitions are credible because the leadership is available to everyone as it does not depend on a particular trait or traits. Leadership is similar to management, but it also differs (Yukl, 2006:18). (Northouse, 2010) found that the departments of the function are to provide the system and it consists of the organization; while the function of leadership is bringing about change in the organization. (Northouse, 2010: 30).

The two components are important for organization and skilled managers need to solve problems in a new way and motivate employees to follow new ways of doing things (Fullan, 2001: 17). Effective managers understand the good work that needs to be done by contacting staff that need adequate support to get a good job (Northouse, 2010: 22). Success does not require the manager to be wonderful, but others must understand and appreciate how they feel they can influence them. This leadership practice seems more necessary for today's organizations to improve their positions in a competitive environment. (Collins, 2001:37) explained his concept of leadership by emphasizing that good leader is the one who leads his organization from good to the greatest He described the good leader as level of 5 leaders, is a person who is able to blend the personal modest and high professional within the work. According to Collins, those people have high abilities and show many qualities such as strong will, determination, humility and help others as they focus on achieving the success for their company rather than personal success, and he suggested that they are seemingly ordinary people quality producing exceptional results" (Collins, 2001: 31). (Clawson, 2009: 28: 111) released the name of leader 3 level leadership on another type of leaders, level 3 leader's act according to three factors:

(a) Their apparent behavior, (b) their perception and analytical outlook, (c) their values, beliefs, and expectations about the best approach to be applied (Clawson, 2009: 113). Although leadership research has evolved over the past three decades, there is no agreement on a specific definition of leadership, and the definition of leadership still dominated by much consideration.

These views were supported by (Cuban, 1999:129) who explained that there are many definitions of leadership lacking clarity and understanding to distinguish Leaders other than leaders. However, grant an importance to a leader in enhancing the effectiveness of the organization and improving its outcomes, finding providing a definition of leadership shows the complexity of this phenomenon is of great importance. Leadership describes managerial subordinates and managers participated to achieve organizational outcomes. (Cuban, 1999: 135)

In this sense, (Bennis, 1995:259) suggested that leadership is the skills the leader has in employing the abilities of all employees to organizational goals. (Bennis, 1995: 261) While (Ojulu Peter, 2015) argued that leadership is not just

doing something for others and not behavior toward subordinates, but is the concern of others and appreciation of their feeling and thinking to use the best way to achieve objectives efficiently (Ojulu Peter, 2015: 33). Therefore, it can be argued that leadership is the outcome of the mutual relationship between the leader and his subordinates to bring about change that responds to their needs.

Accordingly, leadership derives its concept from the interactive relationship between the leader and his subordinates to bring about the desired changes that reflects their common goals; the roles of leaders are not to issue orders and maintain staff discipline; they work with another staff to generate a common feeling of organizational future. A good leader focuses on caring for subordinates and making employees interests consistent with organizational goals, helping to work together within shared vision and common goals and direction (Kotter, 1990:43).

These leadership practices have positive impacts that enable the organization to cope with internal and external environmental changes. So leadership does not mean only exercise power, making changes and providing supports to others, effective manager according to (Nadi, 1997: 32), the expression is self-stimulated toward aim, delegate responsibility, seek to perfection, adapt for change and act with staff. It is just through the group spirit, one of the principles of the practical leadership which leader can act efficiently with members and be able to design them forever.

The leader should have a perspective view on the development of subordinates and make the desired change to achieve the success of the organization. Nowadays, require that leaders work in a power-sharing environment with members, to lead through a network of personal relationships with their members instead of acting by them because it is the best way by which leaders can access the essence of their lives. Workplace is the friendly environment, a function required to build consensus to achieve organizational aims and views. It is acknowledged that the nature and characteristic of the leadership provided by the organization are essential for determining organizational effectiveness.

So, effective leadership is the heart of a successful organization. This point is enhanced by (Gellis2011:17), he explained that the leadership is an important factor that plays a critical role in determining the success of an organization. However, leadership can be identified in different contexts, as is achieved in different ways. They can be formal or informal. This cannot be a legitimate role for a small number

of persons appointed to positions of official authority as leaders, but also by other persons who, through their leadership, can train their subordinates to see them doing so and develop their followers. Based on the earlier theoretical evidence, it can be argued that transactional and transformational leadership models represent contemporary leadership models that have been developed by current research.

## **1.2 Transactional Leadership**

### **1.2.1 Definition of Transactional Leadership**

Transactional leadership describes the behavior of the leader through the exchange of benefits and rewards within the frame of a contractual relationship between the leader and worker to achieve specific objectives (Charry, 2012:169).

In other words, the opinion is that the function of the leader is to create structures that clearly demonstrate what is expected of the followers and the consequences (rewards and penalties) associated with meeting the expectations or not (Seltzer& Bass, 1990: 694). When employees succeed, they are rewarded, and when they fail, they are reprimanded or punished (Charry, 2012:170) Administrative leadership or processes are often associated with the concept and practice of management and are still a very common component of leadership models and organizational structures (Lamb, 2013:128). Bass, argued that "Transactional leaders meet the self-interest of the constituencies by function support, positive in the case of constructive rewards, praise and promises to constituents, success in fulfilling the obligations of the leader and/or organization, or reinforcement is widespread in the case the non-followers follow their obligations to the correct members includes negative feedback, reports or disciplinary actions" (Bass, 1990: 22).

Transactional and transformational leadership was first used by (Burns, 1978). Burns advanced that management theory derives its legitimacy within the organization through exercise of bureaucratic authority, confirming job criterion, function, and specific objectives (Burns, 1978:38).

According to Burns, the transactional leadership depends on the punishment and reward methods to assess the employee performance. His concept of transactional leadership was summed up as below: "Such a leadership blames a person for taking the initiative in communicating with others for the purpose of

exchanging valuable things, which can be economic, political or psychological exchange, exchange of goods, good money, exchange of votes between the candidate and the citizen, or between legislators, Each person recognizes the other person as a person. Their goals are linked, at least to the extent that the goals are in the negotiating process and can be advanced by maintaining the process. This relationship is wrong; negotiators do not have a purpose He always keeps them together, so that they can secede. There has been a work of leadership, but it has not been a work that unites leaders and discipline in the pursuit of mutual and continuous pursuit of a higher goal" (Burns, 1978: 19).

Over the past two decades, scholars have been increasingly interested in leadership theories (transactional and transformational) and their impacts on many organizational outcomes, including employee's job satisfaction. The most recent research (Riaz and Haider, 2010:29) examined the effect of transactional and transformational leadership style on employee's job satisfaction. They noted that many aspects of employee's job satisfaction respond to the leadership styles. They also added that transactional and transformational leadership styles provide a high level of satisfaction. Results from their study suggested the positive relationship between transactional and transformational leadership styles and employees job satisfaction, and found that the transformational leadership style has further impact on employee's job satisfaction than transactional leadership style. While, other researchers pointed out that transactional leadership style is associated with a significantly with employees job satisfaction (Epitropaki, Nartin, 2005:569 and Wu, 2009:28).On the other hand, others have revealed that transactional leadership style has little effect in stimulating employee satisfaction (Boseman, 2008:37).

Transactional leader lead uses incentives to motivate employees and encourage them to achieve specific goals (Bas, 1997:133). The basic idea underlying the theory of transactional leadership style is that transactional leader shares the benefits to ensure staff compliance, because the legitimacy of the leader behaviors in the organization derives from the exercise of bureaucratic authority and providing rewards (Eden and Leviathan1995:736).

(Avolio Bass, and Jung, 1999) suggested that transactional leadership focuses on ways of managing the status quo and maintaining the day-to-day operations of the firm, but does not focus on the direction of organizations and how employees can

work, increasing their productivity in aligning these goals, and thus increasing organizational profitability. The idea of driving transactions is avoided because they do not take into account the entire situation, the employee or the future of the organization when they offer bonuses (Avolio Bass, and Jung, 1999: 441).

The literature reviewed suggests that traditional authority derived from the leader's position in the bureaucratic structure and hierarchy becomes obsolete and that effective leaders work from within to transform their organization and their workers (Burns, 1978:38). A good leader does not necessarily have all decisions within organization. Instead of focusing on maintaining status quo, the leader should look at the organizational as a whole and determine the extent to which the external variables affect employee's needs and the organizations future (Davis, 2003: 120).

### **1.2.2 Components of Transactional Leadership**

Transaction leaders have set benchmarks for performance that must be achieved by continuous follow up and required by the target outcomes. According to Long, Yosof and Heng, 2014:117) transaction leaders must communicate frequently with their subordinates and explain clearly and direct the work of their followers to ensure the work is completed. According to the literature there are three basic dimensions guiding the practices of transactional leadership style. These are contingent reward, management by exception (Active) and passive management (Bas and Reggio, 2006:605).

#### **(1) Contingent rewards:**

According to (Bass and Reggio, 2006:605), the concept of contingent reward includes the choice of the leader and obtaining the agreement of employees on the mechanism that regulate the reciprocal relationship to the specific tasks. A contingent reward is the exchange process between the leader and the follower where the member's effort is exchanged for a certain reward. There is a need for a sincere agreement by the leader on what needs to be achieved and what advantages individuals will gain as a result of accomplishing the expectant task. Advocates of the transactional theory believe that contingent reward is an effective leadership practice in motivating employees to achieve high performance. Nevertheless, many scholars believe that contingent reward is less effective in motivating employees than leadership practices of transformational leader. (Bass and Reggio, 2006:623).

(2) Management by Exception (Active):

The second dimension of transactional leadership pattern is management by exception. The management by exception, in terms of its nature, refers to the two types of leadership practice: Active and passive. Active management involves an interaction between the leader and subordinates, which responds to needs of the two parties and describes a positive exchange that helps to accomplish the task efficiently. The nature of this leadership practices allows the leader to intervene when there is any deviation from established standards and rectification it immediately. However, subordinates may feel dissatisfaction because of the bargaining system adopted by transactional leader in addition to the criticism and punishment of the workers when violating the criteria of the task performance (Avolio and Bass, 1995:44; Emery and Barker, 2007:81).

(3) Management by exception (passive):

The third dimension of transactional leadership pattern is management by exception (passive). Under this leadership practice, the leaders behavior characterized by maintaining the status quo and not adopting new methods of work as long as the old methods still work. On the other hand, when errors occur during work the leader does not intervene to repair it, but prefer to wait for what the event leads to (Bass, 1997:134; Emery and Barker, 2007:85). According to many researchers, the passive management by exception of transactional leadership may not be positive to motivate employees to improve performance and raise their satisfaction with their job due the transactional leader behaviors that focused on the detect of mistakes more than his interest in training the employees and meet their needs to perform the job well.” (Emery and Barker, 2007:82). While some studies have pointed out that the management by exception –passive- as leadership practice may be justified in some cases, especially if the organization is at the beginning of its establishment or the manager supervises a large number of subordinates and also when the credibility of the subordinates is weak. In contrast, several researchers argued that the behaviors of transaction leaders under active management by exception have significant influence on employee's attitudes and contributed to increase productivity in many organizations (Bogler, 2001:662; Chan and Chan, 2005:413).

## **1.3 Transformational Leadership**

### **1.3.1 Definition of Transformational Leadership**

Transformational leadership, also known as relationship theories, focuses on the connections formed between leaders and followers. In this mode of leadership, leadership is the process through which a person shares with others and is able to "create commitment" that drives increased motivation and ethics among followers and leaders. Comparative theories often compare charismatic leadership theories that are seen to leaders with certain attributes, such as confidence, prominence, and clearly stated values, most likely to motivate followers (Lamb, 2013:28). Relational or transformative leaders stimulate and inspire people by helping group members see the importance and height of the task. These leaders focus on the performance of group members, but also on each person realizing his potential. The leader of this pattern often enjoys high moral and moral standards (Santhara Ramanaidu, 2012:232). The adoption of a transaction or transformative method is beneficial to the organization's success (Hamidifar, 2009:14). However, it does so in a variety of ways, conceived transformational leadership at the end of one of the connected series and led the transactions at the other end.

(Burns, 1978) summarized the concepts of transformational leadership where this leadership occurs when one or more people interact with others so that leaders and followers rise to each other at higher levels of motivation and motivation. Their objectives have been merged, which may have started as a feature, but related to the status of transaction leadership. The rules of mutual power are not linked as balances but as mutual support for common ends. The relationship may be moral, of course, but ultimately transform the leadership because it is ethical in that it elevates the level of human behavior and moral ambition of the leader and employees (Burns, 1978:29).

(Bass, 1997) supported Burns' work by emphasizing that the theories of transactions and transactions were not polar opposites on a continuum, but that the theory of transformational leadership increased and praised the behavior of transactional leaders (Bass, 1997:134). Transformational leadership not new or unknown in leading studies also lacks a brief definition (Leithwood and Gantze, 2000:39). This opinion was connected with (Weber's, 1947) working on charisma.

(Burns, 1978) sees him as a leader among leaders and members rise in higher levels of morality. (Bass, 1985) described transformational leaders as followers who outweigh their interests in the interest of the group or organization by increasing awareness of the importance and value of the group's outcomes (Graham, 1991). noted that transformational leadership actively encourages followers to develop their skills. So, that they can finally develop actions by working for the leader's goals. This kind of leadership is building common interests among leaders and members (Graham, 1991:105).

(Leithwood, 1992) in an attempt to define transformational leadership, has recently been seen as a form of leadership that facilitates redefining people's mission and vision, renewing their commitment and restricting their systems to the world. He explains that the main objective of this leader is the commitment and capabilities of members to achieve the objectives that are supposed to lead to organizational performance and increase outputs (Leithwood, 1992:8).

The definitions refer to shape of leadership where leaders act to transform the criteria and ideas of their members into organizational achievements. The leader persuades followers to do what they want them to do. Thus, these leaders can make important changes both in the members and in the company they are connected with. That kind of leadership was primarily developed for the acts model, but researchers like (Leithwood, 1992:9 and Fullan, 2001:18) developed the approach by applying it to an educational environment.

Summing from the definitions mentioned, transformational leadership can be learned as a communication between a leader and his members. The leader aims, through his work, to advance the position of the workers to achieve organizational objectives, missions, and objectives. The process involves the interest of students and the most enthusiastic commitment to fulfilling the vision, goals, and tasks of organizations. Transformational leadership is an expansion in driving transactions. In the field of leadership, the leadership of transformation has been a matter of choice in recent decades.

Based on Bass's transformational leadership model (Bass, 1985:28) transformational leadership makes changing that increase organizational efficiency and job satisfaction (Noordin, 2008:122) hypothesized a model that linked transformational leadership through the mediating the influence on followers trust,

attitude, and behaviors, especially on organizational citizenship behavior, organizational commitment and job satisfaction. In this study transactional leadership and transformational leadership are perceived to be independent variables, whereas job satisfaction is presumed to be the dependent variable.

### **1.3.2 Components of Transformational Leadership**

Literature regarding transformational leadership provides evidence that this type of leadership can shift a follower's performance beyond expectations and increase the satisfaction of followers and commitment to the group or organization (Bass and Riggio, 2006:612). According to (Bass, 1997:134), transformational leadership reflects a kind of leadership which leaders move their followers beyond immediate self-interests through a number of attributes. Transformational leadership raises follower's maturity level and ideas, plus concerns for achievement, self-actualization, and the well-being of others, the organization, and society (Bass, 1997:133). According to (Bass and Riggio, 2006:613) transformational leaders benefit from the following elements of transformational leadership in order to maximize results. The four elements are an idealized influence (charisma), inspiration, motivation, intellectual stimulation, and individualized consideration. Details of the four components are discussed below.

#### **(1) Idealized Influence:**

The first dimension of transformational driving style is the ideal effect. It is also called charisma, the emotional element of leadership (Northouse, 2007:33) in which individuals transcend their interest in the organization and develop a collective sense of mission and purpose (Bryman, 1996:18).

The ideal impact of transformational leader is to respect others efforts and enhance trust among them. Staff always follows their leaders because of their charismatic qualities and commitment to take responsibility. At the same time, these leaders have exceptional capabilities, perseverance, and determination (Bass and Riggio, 2006:621). (Bass and Aolio, 1994:43) are also ideal for perfect impact on how followers follow and act towards the leader. Achieving charisma in the eyes of his followers is an essential step in becoming a leader of transformation. Charisma as leadership attribute has been associated with the transformational leader behaviors. (Keller, 1992:489). Ideally influential leaders, the charismatic component of the

theory of transformation, represent the highest level of transformational leadership shown by the trust and confidence shown by the followers to the leaders (Bass and Avolio, 1994:51).

Leaders with such qualities are highly admired, respected and trusted and have a high level of self-confidence, self-esteem, and self-determination. (Bass and Avolio, 1994:52) believes that the leader of the ideal influence that is given to the staff needs more than the leaders, to develop and practice higher ethical and moral principles and not to use power to their advantage. They are models to be emulated and show high standards and ethical behavior (Chan and Chan, 2005:415). Through ideal influence, the transformational leader motivates his followers to do more than initially expected by increasing awareness of the importance and value of specific outcomes, exceeding the personal interests of followers, and changing or expanding followers' needs Maslow's hierarchy (Bass, 2000:23). Burns (1978:22) says charismatic transformational leaders can raise their followers to a higher level of need according to Maslow's sequence. The charisma is the most persuasive factor in transformational leadership, but it is insufficient to be an effective leader.

#### (2) Intellectual Stimulation:

The intellectual stimulation referred to a transformational leader that stimulates the struggles of its staff by encouraging, questioning and critical thinking to increase the innovation and creativity of the employee (Bass and Avolio, 1994:40). Intellectual stimulation encourages employees to take new perspectives and ideas on how best to work. Staff leaders are encouraged to experiment with new behaviors or find new solutions to solve old problems.

(Northouse, 2007:84) suggested that in terms of intellectual motivation, leadership also encourages staff to challenge the leader's view and ethics, as well as the leader's philosophy (Bass, 1985:69). Describes intellectual stimulation as "awakening and change between followers of consciousness and problem solving, thought and imagination, beliefs and values rather than excitement and immediate action change. The influence of intellectual stimulation is based on cognitive rather than emotional appeal (Doherty and Danylchuk.K, 1996: 95), highlighting transformative leaders who completely avoid the status quo, "encouraging his followers to return in question their old way of doing things (Emery and Parker, 2007:.80) and be proactive, creative and passionate in their thinking.

### (3) Inspirational Motivation:

The inspirational dimension of motivation is the key factor in the process of transformational leadership (Odentunde, 2005:75) which is close to the ideal effect (Laka-Mothebula, 2005:16). The leader stimulates and inspires members through give them a sense and a challenge to their work. The inspiring motivation is to build a shared vision or a common goal. Inspirational motivation is an aspect of charismatic leadership that inspires staff leaders with emotional appeal and good visions, by increasing employee goals and demonstrating passion and hope (Northouse, 2007:43).

The inspirational relationship is to communicate with vision, liquidity, and trust, to create optimism, warmth and inspire staff (Yammarino and Dubinsky, 1994:788). As a result of these behaviors, employees can feel affection and achievement and identify the leader of the transformation. Inspirational motivational motivation can lead to ambitious goals for arousing enthusiastic enthusiasm, increasing followers' expectations, and communicating with trust (Bas and Avolio, 2003:211). In addition, the motivation stimulated by the leader motivates the subordinates to make additional efforts on behalf of the organization, thereby enhancing the subordinate's sense of self-respect, job satisfaction, and organizational commitment.

### (4) Individualized consideration:

Individual consideration means that the transformational leader, who acts as a mentor, focuses on staff success and develops at the highest level (Avolio, 1999:37) Individual consideration is leadership behavior that enhances employee satisfaction by paying particular attention to the individual needs of employees, they are concerned about the needs of followers and treating subordinates individually.

(Yukl, 2006:33) asserted that "The followers feel confident, admired, loyal and respectful of the leader, and are excited to do more than they were originally supposed to do. Followers feel that one cares about their needs because transformational leaders focus on the individual development of their followers. (Bass, 1999:21) argued that transformational leaders "respond to the emotional needs of each employee.

While (Ashkenazi and Tse, 2000:265) argue that transformational leaders respond to the needs of followers". They empathize with their followers, making them understand what others feel, by openly engaging with followers in trust and intimacy between leaders and followers. Afterward, effective interpersonal relationships and individual development are fostered when individual relationships, in this bilateral exchange process that highlights the mutual influence, trust, and participation of leaders and followers (Boomer, 2005:195).

The principal dimensions of transformational leadership are correlated and should be coexisting because they all have a cumulative effect that produces the performance that exceeds expectations (Giles, 2001:19). In the future can be participated with their rivals and subordinates who intellectually stimulate and interest to individual differences among staff (Yammarino and Bass, 1990:980). This transformational leader was seen as a contrast to the transactional leader who exchanged rewards on the basis of behavioral presentation. The theory of transformational leadership has an important showing of new theories as central to leadership.

## **1.4 Job Satisfaction**

### **1.4.1 The Evaluation of Job Satisfaction Concept**

All individual wishes to be contented with his work so that he can work in the high of his capabilities. This position drives to an emotional direction related to the general position of individuals through work, which is gratifying or dissatisfactory. Job satisfaction is a combination of physiological and psychological elements, so that staff feels satisfied with their work. In this regard, job satisfaction is defined as the effective guidance of individuals with regard to the regulatory part. On the other hand, job satisfaction is a set of positive and negative emotions and attitudes and beliefs that individuals personally about their work.

Moreover, it is an internal feeling linked to internal and external motivations and is modified (Azeri, 2011:78). This internal feeling is a fundamental principle in most areas of human resources and has much to do with the organization. In other words, job satisfaction is the main inner feeling created by many factors and identifies these basic human needs as people feel about their work and environment (Noordin, 2009:124).

In fact, job satisfaction is one of the organizational behaviors that illustrate different relationships to work. It gets the positive and negative energies that exist in personal and social life. The organization as a large social system must be supported by human resources because these resources have an important role to play in the organization.

In addition, attention to staff satisfaction must be taken into consideration because this fundamental human need is the main variable affecting organizational performance. In addition, (Ahmed Noor and Yushuang, 2011) found that job satisfaction is a known factor in the emergence of behavioral organization and shows deep feelings of staff towards their work. Therefore, increasing or decreasing this core has a direct impact on the content of the organization's results (Ahmed Noor and Yushuang, 2011:175).

#### **1.4.2 Job Satisfaction Definitions**

The concept of job satisfaction has been developed in many ways by many researchers and practitioners. The term "job satisfaction" or "employee satisfaction" has been defined in various ways. Some believe it is just the amount of the individual doing. In other words, they love the function or aspects or aspects of functions, such as the nature of work or supervision (Spector, 1997:693). Others believe that this is not as simple as this definition suggests, and instead argues that it is a multidimensional psychological response to a person's work and participation.

The researchers also point out that job satisfaction measures change in the sense of job satisfaction (job satisfaction) or work perception (cognitive satisfaction). One of the most frequently used definitions in organizational research is (Locke, 1976:1304) who defined job satisfaction as "a pleasant or positive emotional state resulting from an assessment of a person's work or professional experience (Kose, 2005:124). Provide a more modern definition of job satisfaction. He noted that job satisfaction involves multidimensional psychosocial responses to an individual's work, that these responses are personal (evaluative), emotional (emotional), and behavioral.

Job satisfaction scales vary because they assess emotional feelings about work or cognitive assessment of work. Effective job satisfaction is a personal construct that represents the emotional feeling of individuals in their work (Spector, 1997:698).

Thus, the impact on job satisfaction of individuals reflects the degree of pleasure or happiness that their job generally performs. Knowledge work in satisfaction is a more objective and logical assessment of the various aspects of the work. The satisfaction of one-dimensional knowledge work can be one-valued, such as pay, maternity leave, or multidimensional if two or more jobs are evaluated at the same time. The cognitive satisfaction of the job does not assess the degree of pleasure or happiness that results from the different aspects of the job but rather assesses the extent to which the employer feels that these aspects are satisfactory for the specific objectives. Or other functions. While the satisfaction of cognitive work can contribute to effective job satisfaction, the two concepts are different and do not necessarily have different precedents and consequences (Adeymo, 2000:36).

For (Nandi, 1997:48) job satisfaction consists of a response or perception of the person at the act. Nandi also shows out that job satisfaction involves a variety of very complex of variables, including economic rewards, social rewards, politics, and business management, interpersonal relations, acting standards, success, recognition, work and responsibility. (Gibson.2000:93) exchanged Nandi's view, Stresses that job satisfaction is a person's attitude toward his job. From above researchers, this attitude is affected by certain elements specific to the place of work: specifically the director's method, act procedures, methods, working conditions and benefits. (Bogler, 2001:664) identified job satisfaction in terms of two elements. The first includes intrinsic factors, associated with satisfaction, such as success, independence at work, occupational prestige and development. The second is the external dimension of job satisfaction, which relates to working conditions, wages or benefits. These are related to problems related to job satisfaction. The most central point of these definitions is the idea that job satisfaction is supposed to be a universal build that encompasses a set of special aspects of work that affect an individual's level of satisfaction (Griffin and Batman, 1996:108), including advantages, improvement opportunities, working conditions, supervisors and colleagues, Functional prospects and salaries. In addition, these different factors are supposed to be grouped in a general direction called job satisfaction.

Based on the above interpretation of the concept of job satisfaction, it is clear that job satisfaction is the result of employees' perceptions of the availability of their

work for those things that are important (Luthans, 2007:65). Stated that there are three important dimensions of job satisfaction:

A. Job satisfaction is an emotional response to the employment situation. As such, it cannot be detected, it can only be inferred.

B. Job satisfaction is often determined by the extent to which the outcome meets or exceeds expectations. For example, if participants in the organization feel they are working harder than others in development, but receive fewer rewards, they are more likely to have negative attitudes towards the work, their superiors, and their colleagues. On the other hand, if they feel very well treated and paid fairly, they are likely to have a positive attitude towards their work.

C. Job satisfaction represents many of the relevant attitudes that are the most important job characteristics that people have an effective response to. These include wages, promotion opportunities, supervisor and co-workers.

### **1.4.3 Factors Affecting Job Satisfaction**

Some of the authors have identified elements that enhance job satisfaction. Although some authors have often cited some elements, another has identified additional factors. (Luthans, 2007:66) identified factors like remuneration, promotion, directions, co-workers, and the environment. In addition to these factors, (Chahale and Chaha, 2013:76) identified workplace factors as affecting These factors include the design of buildings, air feature lighting, and other factors. (Sing and Jain, 2013:124) identified factors such as supervisor, behavior, co-workers, compensation, promotion, employment, working conditions and organizational aspects.

(Spector, 1997:696) identified nine factors for job satisfaction that determine employee satisfaction. These factors include compensation, promotion, supervision, benefits, conditional rewards, operating conditions, co-workers, nature of work, and communications. For Spector, the object of job satisfaction is the field creates a feeling of satisfaction and dissatisfaction. Each of the nine factors of job satisfaction is further discussed below.

#### **(1) Wages and Remuneration:**

This job satisfaction refers to wages or an increase in the employee's salary. Even though, the money becomes some credit for humans having enough of it

doesn't certainly mean that the individual is satisfied. However, the results of several studies show that compensation can have a significant impact on overall employee satisfaction (Lumley, 2012:100). Although many people consider impulse motivation, some researchers still realize that unfair wages lead to feelings of sadness and low performance. For example, wages and salaries were reported for job satisfaction (Rajasekar and Bhuaneswari, 2014:91). However, not all people need to pay for the sense of equity. When staff feels that their compensation is fair and equitable, they tend to be more satisfied.

(2) Promotion:

The term "promotion" points to the opportunities available to subordinates in an institution. Research has suggested that promotion offers opportunities for personal growth, increased responsibility, and increased social status (Lumley, 2011:100). According to (Javed and Muzhir,2014:43), the possibility of promotion determines the degree of satisfaction of staff, which is of great importance to enhancing employee satisfaction.

(3) Supervision:

That is linked to the concept that when a direct managers are friendly, praises assistants, listening to the opinions of employees and those interested in their subordinates, is more likely to increase job satisfaction. According to (Rajasekar and Bhuaneswari, 2014:91). The manner in which supervisors are treated with subordinates greatly influences the satisfaction of subordinates.

(4) Social benefits:

Additional benefits refer to the monetary and non-monetary advantages that the Organization wishes to provide to its staff. Marginal benefits can be substantial or external. Companies can enhance employee involvement and performance by providing additional benefits that staff considers important (Lumley, 2011:101). Benefits can affect job satisfaction in several ways, as the first element is an important element in worker compensation. The National Compensation Survey of the Bureau of Labor Statistics estimates that the benefits represent 30% of the total compensation for all civilian workers in 2006. (Aziri, 2011:73). Some benefits such as social security and health insurance are legally required. Approximately 27% of all compensation. The remaining 73 percent of entitlements consist mainly of paid leave, insurance schemes, retirement plans, and savings. These advantages are often

non-taxable and therefore less expensive to obtain through the employer through the manufacturer. As a result, reduced benefits should lead to increased job satisfaction.

(5) Potential rewards:

This represents appreciation, recognition, and appreciation of the job performed by the subordinates. While workers feel that they are not compensated for their contributions, they are moreover feasible to grow in dissatisfaction, leading to lower participation and hence lower productivity (Lumley, 2011:102). According to (Berson and Linto, 2000:54), reward management develops motivation and professional commitment by assessing people on the basis of their contribution. The implementation of the system of emergency rewards to improve staff performance and participation is a new development.

According to (Woods and Weasmer, 2002:169) conditional reward systems offer positive performance for good work. This enhancement measure encourages employees to perform their tasks efficiently and achieve their goals in a professional and timely manner. Unlike annual performance appraisals and evaluations, the conditional reward system provides the most frequent assessment of employees' work with once-eligible eligible bonuses. Not only should the employee achieve the immediate goal, he must maintain and maintain the required behavioral measures of the companies.

An effective reward system involves meeting and exceeding employee expectations by rewarding everyone in the organization for the level of effort (Dinham, and Scott, 2000:379). The emergency reward system has been widely applied and gained importance in various areas or organizational management in public and private institutions. As it has been successfully implemented, the emergency reward system has led to marked improvements in performance. Productivity, developments, quality, and overall preparedness to deal with market events and competition (Dinham and Scott, 2000:379).

(6) Working conditions:

In the beginning, the physical environment, in general, was called "working conditions." (Herzberg, 1959:36) stated that working conditions such as ventilation, lighting, tools, space and related environmental characteristics, work volume and facility facilities. Other researchers have recognized the human response to the

environment under different environmental conditions., lighting, temperature, air quality, and noise include ambient condition (Arvey and others, 1989).

Working conditions were accepted mutually with operating conditions in literature. The title relates to methods and systems applied in the company. Unusual actions might be also narrow to make compliance impossible when needed. This may lead to worry among staff (Lumley, 2011:102). Workers also enhance more satisfied when they are demanded or considered, and functioning conditions also refer to the environment in which staff work, giving workers a sense of satisfy, comfort, and motivation (Singh and Jane, 2013:128).

(7) Colleagues:

A fellow is used for co-workers who are friendly and supported each other. The presence of such colleagues brings comfort amongst subordinates. The reverse would be sure whether there were no such types of colleagues (Kadushin and Kullys, 1995:47; Jane Singh, 2013:128). Fortunately, supporting co-workers and supervisors improves the working environment by reducing work stress, which improves job satisfaction and performance. Supervisors can handle employee complaints and help employees get the necessary resources. Workers can perform their duties and reduce stress and offers (Bogler, 2001:667).

(8) Work Quality:

The kind of activity refers to the character of an act performed. When workers face mental problems, they have a description of tasks and right and have the chance to develop their experiences and talents; they are more expected to be satisfied (Spector, 1999:703). This expanded research has demonstrated a relationship between job satisfaction, productivity, motivation, absence/delay, accidents, mental and physical health, and general satisfaction with life (Locke, 1976:1298). A common feature of the research is that the emotional state of an individual is somewhat influenced by interactions with his or her work environment. People know themselves by professions, such as a doctor, lawyer or teacher. Therefore, personal well-being at work is an important aspect of research (Killing and Klinger, 2007).

There are basically two types of job satisfaction depending on the employee level of his job feelings. The first and most analytical is overall job satisfaction, which refers to the feelings of public servants about their work (Muller and Kim,

2008). Such as salaries, benefits, workflows, and growth opportunities (for example, I love my job, but my schedule is difficult to manage) (Marin. 2012:27). According to (Klein and Koppenrade, 2008:23), job satisfactions measures help identify specific aspects of work that need to be improved. The results can help organizations improve overall job satisfaction or understand regulatory issues such as high turnover.

(9) Administrative Contacts:

The connection includes formal and informal communication within the organization. Effective contact within the organization provides motivation and commitment, which translates into increased job satisfaction. The ease of communication between management and employees to know their personal needs and requirements for doing the good work is an important factor in creating a stimulating environment for work. Lack of active contact prevents the company from fulfilling its goals. One of the most important aspects of a person's work in modern organizations is the management of communication demands at work. Wise leaders know that happy workers are productive workers and ultimately benefit from their work. Studies have shown that different aspects of effective organizational communication, such as frequency, openness and accuracy, feedback on performance, and the appropriateness of organizational policies and procedures, are positively correlated with feelings of happiness at work and performance at work (Luthans, 2007:87).

From the above illustration, it may be argued that employee job satisfaction is socio-economic phenomena affected by several factors, including physical and non-physical factors. Physical factors include the provision of suitable work environment, salaries and material benefits that the individual receives for the job done. Organizations those are able to provide the material aspects of the work to achieve employees happiness will get positive results in improving the performance and motivate employees to active participation in organizational activities. On the other hand, the leadership practices adopted by the organization in guiding its activities have a great impact on enhancing employee satisfaction. Leadership is not the only element of the organization success, but it is an important factor on which the organization's success depends to a large extent. Successful leadership can transform the organization from a state of disintegration into strong and effective organization

through effective supervision of the functioning of all administrative levels within the organization. The leader traits and his ability to influence others are important factors in changing employee's attitudes and enhancing their satisfaction (Klein and Koppenrade, 2008:23).



## **CHAPTER TWO**

### **THE RELATIONSHIP BETWEEN THE CONCEPTS**

#### **2.1 Relationship Between Leadership Styles and Job Satisfaction**

According to (Emu, K. and Umeh, 2014:19), managers' methods have an important influence on the execution and staff satisfaction. The writer pointed out that supervisors manage personal and rewards and punishments. The compensations and punishments controlled by the leader affect the performance, motivation, and attitudes of the staff. The leadership style that adopted by bosses can influence organizational performance in a positive or negative way. In a positive way, leadership generates an inspiring, encouraging work environment. The leadership style used by the leader can negatively affect organizational performance by creating a climate of tension, fear, or lack of support and determination. It should be noted that this is the basic distinction between the "hard stick" and driving-based carrots and "soft" driving style based on increased motivation staff to achieve team goals.

For example, McGregor (1960:73) developed Theory X and Theory Y, where X theory assumes that employees are in a lazy state by themselves, they will avoid work if they can and therefore must be closely monitored, while Y theory assumes that employees are motivated. In keeping with modern leadership literature (Avolio, 2007:26) the fundamental distinction between transaction leadership and transformational leadership methods and their impact on job satisfaction. The relationship between transaction leadership and job satisfaction in today's rapidly changing world of globalization and employee satisfaction is one of the keys to the success of each organization. For many years, many studies have been linked to the development of transaction leadership and the impact of job satisfaction.

Even though there are several styles that may influence job satisfaction, transformational leadership seems to attract more attention compared to other leadership styles. According to a number of studies (e.g., Hani Saleem, 2015; Hanaysha, 2012) leadership plays a vital role in job satisfaction as a transactional leadership style affects job satisfaction the most. Research findings of a study (Spitzbart Irene, 2012:69) revealed that the transactional leadership style has a positive relationship with employee job satisfaction.

Rewards and benefits showed a huge impact on employee's job satisfaction and performance as they help to motivate employees to perform better. In addition, rewards and benefits also show that these factors have influences on sustaining the employee motivation (Yalew, Fasika, 2016:38). suggested that the transactional leader exhibits behavior designed to stop possible problems before they begin.

Through the application of (Oshaghemi, T, 200:329) characteristics of the job model, feedback allows employees to see the results of a particular function. Although followers may fear a reprimand for noncompliance, it may be useful to know that excessive tasks are excessive to stop probable productive failures. Followers will also be encouraged to secure that jobs are done quickly so that they do not face reprimand.

By contrast, the findings of a research via (Anderson and Notelaers, 2011:507) show that leadership based on active error research poses a serious threat to meet the need for autonomy. The control measures applied by leaders reduce levels of self-government with members. It lowers the freedom and limitation to achieve goals, make resolutions and schedule work, which prevents the feature of work performance results, as shown in the functional characteristics model. In addition, the leader's massive control behavior can undermine the sense of accomplishment of followers; the motivation may not be motivated to pursue extraordinary and rapid results (Emery and Parker, 2007:104). show that there is the negatively relationship between exception-management and employee satisfaction, especially when the leader uses the fact-finding approach.

The results of the studies conducted by (Emery and Parker, 2007:104) show that there is a negative relationship between job satisfaction and management with the exception (passive and active). According to studies conducted by (Madlock, 2008) the common factors that lead to dissatisfaction at work are largely due to

personal relationships between the leader and the follower. The result is enhanced when the leader is seen, but followers are less supportive and absent when needed, especially during the initial stages of problem identification. Although many researchers concluded that transformational leadership is closely related to functional satisfaction with practical leadership, all researchers have not reached this conclusion (Bass, 2006:126). Many studies have shown that transaction leadership is closely related to employee satisfaction (Lee and Ahmad 2011:130) other studies have been conducted in different countries to study the impact of transformational and transactional leadership on job satisfaction (Nelson and Morg, 2008:471). Many of these studies have shown that job satisfaction can be more closely related to transformational leadership than transactional leadership (Ojulu Peter, 2015:43). (Bennett, 2009:47) found that transaction and transformation leadership can help predict staff satisfaction with their leaders. The research conducted by (Riaz and Haider,2010:30) found that transaction leadership is closely related to career success and job satisfaction, and the results of regression analysis show that career success is more dependent on transformation and transactional leadership from job satisfaction.

However, (Gellis, 2001:19) contrasts with this and asserts that transaction leadership has not had a significant positive relationship with job satisfaction. (Riketta, 2008:474) and found that the first two dimensions, conditional wage management, and exception management (active) to lead transactions, had a positive relationship with the satisfaction of career followers. However, the third dimension, the management of the (passive) exception of driving transactions, has a significant negative relationship with job satisfaction (Meng Zhou, 2012:46). Explained that the method of transformational leadership had a positive and stronger relationship, more than the method of driving transactions with job satisfaction.

### **2.1.1 The Relationship between Transactional Leadership and Job Satisfaction**

In today's globalized and fast-changing world, job satisfaction of an employee is one of the most important keys to success of every organization (Davis, 2003:56). For many years; numerous researchers are attached to the development of transactional leadership and the influence towards job satisfaction. Even though there are several styles that could give an influence on job satisfaction, transformational

leadership seems to attract more attention compared to other leadership styles. According to some studies (Conger and others, 2002:736). Leadership plays a vital role in job satisfaction as transactional leadership style affects job satisfaction the most. Research findings of a study (Epitropaki and Nartin, 2005:570). Revealed that transactional leadership style has a positive relationship with the employee's job satisfaction. Rewards and benefits showed a huge impact on employee's job satisfaction and performances as it helps to motivate the employees to perform better. More than that rewards and benefits also shows that these factors influence on sustaining the employee's motivation.

Many researchers argued that the leader of transactions presents behaviors to prevent potential problems before they occur. Through the application of Oldham and Hackman characteristics of the job model, feedback allows employees to see the results of a particular function. Although a member may fear a reprimand for non-compliance, it may be useful to know what tasks are excessive in order to limit possibility production failures. Members will also be encouraged to secure that the jobs are carried out diligently so as not to be reprimanded.

On the contrary, the results of a study by (Anderson and Notelaers, 2011:507) show that leadership based on an active search for errors pose a serious threat to the need for independence. The control measures applied by leaders will reduce levels of autonomy among followers. This reduces the degree of freedom and control to achieve goals, make decisions and schedule work, which always discourage the results of quality work performance, as shown in the functional characteristics model.

In addition, extreme control of behavior through the director can weaken the feeling of success in the job, may not be the adept motivation to achieve outstanding results quickly, also explained the need for McClelland's success. (Emery and Parker, 2007:104) argue that there is negatively relationship between exception-management (transaction leadership) and employee satisfaction, mostly when the leader uses an error-seeking approach, and (Emery and Parker,2007) (Passive and active) According to a study conducted by (Madlock,2006:62). The common factors that lead to dissatisfaction at work are largely due to interpersonal relationships between the leader and the follower The result is reinforced when the leader is seen,

but the followers are less supportive and absent when necessary, During the initial stages of determining the problem.

Although many researchers concluded that transformational leadership is closely related to functional satisfaction with transaction leadership, all researchers have drawn this conclusion (Bass, 2006:610). Many studies show that transaction leadership is strongly correlated with job satisfaction. Other studies have been conducted in different countries to study the effect of transformational leadership and coefficients on job satisfaction. But (Bennett, 2009:37) found that transactional and transformational leadership can help predict staff satisfaction with their leaders.

Though the research conducted by (Riaz and Haider, 2010:33) revealed that transaction leadership are closely related to success in work and are closely related to job satisfaction. The results of the regression analysis show that career success depends more on transformational leadership and coefficients than job satisfaction. However, (Gibson, 2008:94) contrasts with this and asserts that transaction leadership has had a significantly positive relationship with job satisfaction.

(Wu, 2009:27) found that the first two dimensions, the emergency reward, and the (active) exception management have a positive correlation with the job satisfaction of the followers. But the third dimension, exception management (passive) to lead transactions has a largely negative relationship with job satisfaction. (Thai and Manh, 2016:943) explained through the presentation that the method of transformational leadership had a positive and stronger relationship than the method of driving transactions with job satisfaction. However, many studies have not shown that transformational leadership is more closely related to employee satisfaction than transaction leadership (Chan and Chan, 2005:177).

### **2.1.2 The Relationship between Transformational Leadership and Job Satisfaction**

Studies by (Berson and Linto, 2005:57) have shown that there is a positive relationship between transformational mode and job satisfaction. Results of a study conducted by (Nielsen and Morg, 2008:471) showed that transformational leadership was positively correlated with better working conditions for staff. The results of the study also support Herzberg's theory of bilateral factors (1959) indicating increased levels of job satisfaction. According to Herzberg's theory, there are two areas that

motivate an employee: factors that create real satisfaction, and "cleanliness" or "maintenance" factors that will cause dissatisfaction (Hertzberg, 1959, 1962). Said that external factors in his work, such as supervisors, working conditions, and wages, do not motivate staff, while the absence of external factors can lead to negative attitudes toward work. The work of employees can only be motivated by emphasizing the intrinsic factors associated with their work, he said.

(Madlock, 2006:65) has shown that clear and effective contacts of image and aims lead to acceptance and high level of satisfaction among members. The leader promotes ethical and moral value in order to give importance to the meaning of the message among students. With perfect effect, members tend to distinguish, with ethical leaders and ethical values, thus getting deeper respect (Anderson and Notelaers, 2011:507). has shown the efficiency of leaders affect positively aspirations in individuals that lead to high level of satisfaction. And gain the confidence and admiration of the leader and offer voluntary sacrifices to achieve our vision of reality. A study conducted by (Amanchukwu and Ololube, 2015:9) showed that transformational leadership through ideal influence creates an active environment that fosters empowerment, possession, and liability among its members. The empowerment is seen here as an incentive, that is clearly supported by the theory McClelland's of need, where, the empowerment acts as a catalyst for greater influence of among peers. The need for responsibility and belonging is supported by Maslow's hierarchy of needs and the bilateral theory of Hertzberg (Berbhai). However, In general, the outcome of studies and research showing that there is a connection between leadership models and employee satisfaction. Some studies have been conducted by students in Asia and Europe. One of these studies was conducted by (Ahmad and Musarrat, 2010: 370). researched the impact of transformational leadership style on employee job satisfaction.

The results of this research showed a strong relationship between sub-driving method variables and job satisfaction factors. While employee satisfaction has positive correlated with transformational leadership and transaction driving methods, it has negative correlated with non-interference (Riaz and Haider 2013:30). Conducted a study at the same academy, exposing that any model of leadership influences the employee satisfaction of workers differently. His research showed that subsystems variables of transformational leadership have positive influence each

factor of job satisfaction. Another study was conducted by (Ahmed and Yushuang, 2013:176). The results of this study showed that the factors that may affect job satisfaction include the transformational leadership factor (Lomond and Spector, 1999:46). Studied the influence of transformational leadership styles on job satisfaction. The outcomes of this research showed that the factors of transformational leadership and job satisfaction are negligible, while individual consideration has an important relationship with employee satisfaction. While the other results showed a strong relationship between the variables.

(Hani Abdulla, 2010:56) and his partners studied the relationship between transformational leadership and employee satisfaction. The outcomes of this research showed that intellectual stimulation has a positive correlated with employee satisfaction, but the individual consideration has negative correlated with employee satisfaction. Though, inspiration or motivation shows a relationship with career satisfaction.

That implies there is less individual consideration and the higher employee satisfaction to the followers (Hanaysha, 2012:43) the results of the Marin study in Kuala Lumpur in 2012 were consistent with these results - in other words, intellectual stimulation shows a positive correlation with employee satisfaction, the impact of transformational leadership on employee satisfaction and organizational participation (Bas Kistan, 2011). The study reveals a positive relationship between the pattern of transformational leadership and employee satisfaction.

(Bushra and others, 2011:266) studied the perceived performance. The results of this research showed that the relationship between the method of transformational leadership and employee satisfaction is great. Another review was conducted by (Belias and Koustlioa, 2014:187). Their results show that transformational leadership has an impact on job satisfaction. Related research was carried by (Arzi and Faraahbood, 2014:178). The outcomes showed that transformational leadership model has a positive influence on employee satisfaction. The outcomes these studies are related. In other words, staff satisfaction increases when they view their leaders as agents.

(Thai and Manh, 2016:940) and his partners conducted a study on the local Vietnamese community to study the impact of leadership on job satisfaction in Vietnamese society. The research included 121 employees and managers of the local

Vietnamese company. The multi-factor driving questionnaire (XL-5x) and the Minnesota Satisfaction Survey (Shapes) were used to measure the two modes of driving (transactions and transfers) and the three levels of job satisfaction, respectively. Experimental research has suggested a positive and significant relationship between the two groups of variables. Multiple regression results indicated that transformational leadership was better than transaction leadership as an indicator of internal, external and general job satisfaction. The results of the study show that transformational leadership can play an important role in increasing job satisfaction for Vietnamese company employees.

A research conducted by (Anderson and Notelaers, 2011:507) described transformational leaders as a preferred method to meet the needs of followers. The positive results of transformational leadership depend on the capacity of leaders to take into account the individual needs and ambitions of the member. Shift leaders take on the role of coach and counsellor in order to improve the personal development of their members. (Brown and Posner, 2001) argues that by changing and advising, followers are encouraged to make decisions in a supportive environment that creates an atmosphere of autonomy and belonging. The outcomes of the research revealed a strong relationship between transformational leadership and welfare. The results also show that followers tend to exceed natural needs if they tend to guess that they are evaluated by the organization and that tasks are significant. Satisfaction of the realization that needs is met because the catalyst meets the needs of high level that is supported by the hierarchy of Maslow's of needs theory (Brown and Posner, 2001:270).

A number of researchers in educational contexts and other contexts have conducted studies linking staff transformational behavior, job satisfaction, and organizational participation. (Bass and Reggio, 2006:687) hypothesized that the satisfaction and participation of followers can be the result of transformational leaders who can empower pupils. For example, in the study of nature, empowerment managed the followers of the relationship between transformational satisfaction and job satisfaction. Transformational leaders can be said to enable their followers to perform their tasks independently and creatively, and empowerment leads their followers to feel more important. This led to increased participation of followers and improved performance of groups (Bass and Reggio, 2006:44).

In a similar case, (Ricketta, 2008:480) studied 402 bank leaders in China and India and found that transformational leadership was positively correlated with organizational commitment and job satisfaction, and was negatively associated with job withdrawal (Nichoff and Grover1990:338). studied 862 employees at Midwestern Insurance and found that a variety of procedures associated with transformational leadership were positively related to organizational satisfaction and job satisfaction:) Ie, the ideal effect), support staff efforts (ie, individual consideration), and allow influence in decision-making (ie intellectual stimulation and individual consideration). The study also found that encouraging the highest director of innovation (ie, intellectual stimulation) was positively associated with commitment.

(Brown, 1992) research results show that the two main modes of leadership in organizations are likely to affect employee satisfaction are transitions and transactions. Transformational leadership often transforms and builds culture into its own vision. Brown stressed that a good leader must have the ability to change these elements of organizational culture and organizational performance (Brown, 1992:6).

(Change and lee, 2007:166) introduced an investigation into the relationship and interaction between leadership styles, organizational culture and job satisfaction of 134 field staff, including staff. According to the results, leadership style and organizational culture are more likely to positively influence job satisfaction, especially when the latter shares his leader's vision in the form of transformational leadership. As a result, the staff and chairmen not only work for the organization but also for their personal achievement, especially if the "staff" or "task" organizational culture is applied (Riaz Akram and Ijaz, 2011:45). Reached a similar conclusion in their study of the impact of transformational leadership on their career commitment. More specifically, they found a positive relationship between transformational leadership and job satisfaction and suggested that bank managers adopt transformational leadership to increase the commitment of their staff to the institution. According to (Long Yosof and Heng,2014), the organization must apply a transformational leadership approach because old leadership theories about the strength of performance and reward all are obsolete due to the dynamic global environment. Transformational leadership is essentially open to improve the

organizations Not only to keep pace with change, but also to be proactive in building its future (Long and others, 2014:118).

Finally, from the above literature, it is clear that the transformational leader considers the needs and motivations of his disciples first. Will motivate the transformational leader and inspire his followers so that they can exceed expectations in the process of developing their leadership abilities. Communication plays a vital role in conveying organizational vision, and the leader of the transformation will allow his followers to achieve vision through continuous motivation. Transformational leadership is viewed as the servant of their followers and will improve the motivation, morale, performance, and satisfaction of their followers through individual participation with each follower. Given this group, it is important that organizations actively seek transformational leadership as a preferred method of leadership in today's changing global environment.

### **2.1.3 The Research Studies on Relationship between Transactional and Transformational leadership styles and Job Satisfaction**

Transformational leadership models and transactions have received increasing attention from many authors and organization leaders today. Leadership literature suggests that staff satisfaction is positively influenced by leadership models. Employee satisfaction is related to driving styles to vary degrees. Some researchers have suggested that the effect of transformational leadership style is stronger than the influence of reciprocal leadership, while other researchers suggest that driving transactions leads to higher job satisfaction and organizational identification with a transformational driving style (Wu.2009:23). Cognitive and transformational leadership helps to enhance the career satisfaction of their followers with their leaders. In some cases, however, transactional and transformational patterns can provide absolute satisfaction to employees and a limited role in partial contribution as explanatory variables (Bannett, 2009:38).

A pilot study by (Yalu Fasika, 2016) aims to investigate the relationship between leadership styles and job satisfaction of staff in the context of an international NGO in Africa. The study examined the influence of transformational and transformational leadership methods on employee satisfaction of the staff of the appropriate health technology program (Bath) in Ethiopia. The survey used a sample

of 44 managers, supervisors and workers from all operating and system units in the research community (Yalu Fasika, 2016:47).

The Multi-Factor Leadership Questionnaire (MLQ) was developed from 30 developed by (Bass and Avolio, 1997) and (Spector, 1997) model of job satisfaction to measure the relationship between leadership styles and job satisfaction. The study found that leadership styles are primarily related to job satisfaction. The results showed a significant positive correlation between transformational leadership models, transactions, and employee satisfaction. The results also provided empirical evidence on the importance of transformational leadership in improving employee satisfaction. The study concluded that transformational leadership is more relevant to job satisfaction and that the majority of respondents and the majority of respondents prefer the model of transformational leadership. In addition, the degree of individual consideration and motivation has shown the highest correlation with overall satisfaction among the majority of leadership measures, whereas, the results showed the little impact of transaction leadership on employees satisfaction.

A study conducted by (Kashagate Reina, 2013:14-33) on the influence of leadership style on employee satisfaction for teachers in Tanzania. The research presented a review of the influences of transformational and transformational leadership methods on employee satisfaction of teachers in the general secondary schools of the Museum municipality. The study aimed at determining whether transformational and transformational leadership methods help stimulate and maintain job satisfaction for teachers. The target population of the study was 160 secondary school teachers who included their job satisfaction survey and leadership behaviors in which principals participated. The (MLQ), (MLS) and the Survey (MESC) were developed and used by participants to assess their principles of satisfaction with their work. The results of the study showed the effect of transformational and transformational driving methods on job satisfaction. The results also indicated that the three transformative dimensions (ideal effect, intellectual stimulation and individual consideration) and two dimensions of the transaction (potential reward and active exception management) are closely related to job satisfaction. The study concluded that the dimensions of transaction leaders affect the results variables, but their effect on job satisfaction was less than the effect of transformational leadership dimensions.

(Voon and Ayob, 2011:24-36), He studied the effect of leadership methods on job satisfaction of workers in public sector institutions in Malaysia. The survey used a sample of 200 people working in the public sector, including staff from different levels of the research population, such as office workers, lower management levels, middle management and higher levels administration. The results of the study showed a negative relationship between the dimensions of transaction leaders, the management of active and passive exceptions, and employee satisfaction, while the positive relationship between emergency behaviors and staff satisfaction was well established. The results also indicated that the four dimensions of transformational leadership are highly correlated with job satisfaction. The study concluded that transformational leadership is positively correlated with job satisfaction, while transaction leadership negatively correlates with job satisfaction for staff in government organizations.

(Javed Hafiz and Rahim Muzahir, 2014:41-66) Study the impact of leadership methods on job satisfaction of employees in the private banking sector in Pakistan. The survey employed 230 people working in five private banks in four districts of Punjabi province. Quantitative correlation analysis showed that the average value of transaction leadership was greater than the average value of transformational leadership, indicating that the majority of respondents preferred the driving model of transformational driving. The study concluded that transaction leadership was more supported by the banking sector managers in Pakistan and that the transaction method is the main mode of leadership that can greatly stimulate employee satisfaction and progress.

(Spitzbart Irene, 2013) Studying the effect of driving transactions versus transformational leadership on employee satisfaction in the hospitality sector. The research used a sample of 86 staff and leaders working at a well-liked educational hotel in a Dutch school in South Africa. To measure driving styles, a multi-use driving questionnaire. The results of the study showed that the positive effect of the transactions and the shift in employee satisfaction was observed.

The results revealed that the individualized consideration correlated significantly with employee satisfaction. Transformational leadership variables and the coefficients used in the questionnaire used showed that individual consideration and exceptionally active management were the most common dimensions of two

types of leadership, while less intellectual stimulation was considered. A study by (Ojulu Peter, 2015:123) examined the relationship between leadership methods and employee satisfaction for staff at the Global National School of Teachers and Health Sciences in Ethiopia. The data were collected from a survey of 96 university teachers working in education and the Faculty of Health Sciences.

The research presented a review or a relationship between transformational and transactional leadership methods and job satisfaction using Multi-Factor Leadership Survey by (Bass and Avolio, 1995). The results showed a positive and strong impact of any transformational leadership dimensions on the most important aspects of employee satisfaction. The relationships between transaction leadership and some aspects of employee satisfaction are negative. Conditional rewards were positively correlated with employee satisfaction.

## **CHAPTER THREE**

### **RESEARCH AND THE DATA ANALYSIS OF THE STUDY**

#### **3.1 Problem Statement**

Knowing the relationship between leadership method and job satisfaction is an important factor in developing an innovative organization. Adopting approaches to enhance job satisfaction has been the main focus of attention for the today's organizations. As competition has increased, changes may become more considerable as organizations face challenges not encountered previously in the last few decades. In an interconnected business environment, the role of a leader has been one of the most important factors for achieving success in an organization.

Today's organizations need committed employees with a higher level of satisfaction than previously as job satisfaction is a vital component contributing to the survival of an organization and its competitive advantage in the marketplace. Most studies of leadership literature have confirmed that effective leadership and employee job satisfaction are two important variables that support an organization's success.

According to Locke, employee satisfaction is "a positive or pleasing emotional state from the appraisal of one's job or experience" (Locke, 1976: 1210). That definition refers to the fact that the attitudes of the worker towards the job are formed based on their feeling, beliefs and behaviors (Robbins, Stephens, 2005). Evidence from empirical studies suggests that if workers find a job that meets their needs and expectations, they are more likely to be satisfied with their work (Spector, 1997:698).

The majority of researchers agree that employee satisfaction is an important ingredient for organizational success. Undoubtedly, effective leaders are able to promote satisfaction among employees, while dissatisfaction or poor satisfaction can

be a hindrance to organizational success (Gallup and Jiang, 2008: 58). Job satisfaction involves different components and facets and it is influenced by various factors such as leader behaviors, trust, working conditions, effective communications, payment and rewards, and supervisors' displays of nonverbal immediacy (Madlock, 2006b:66).

Moreover, other researchers have suggested that job satisfaction has a positive effect on job dissatisfaction, expressions of injustice, absenteeism, lateness, high turnover, and contributions to setting goals and to decision-making. This will result in enhanced loyalty and improved organizational outcomes (Lee and Ahmad, 2009:129).

A large number of studies have shown that leadership models play a crucial role in influencing employee satisfaction. Many researchers have pointed out that different leadership practices and behaviors play an important role in creating an appropriate work environment and indirectly affect employee satisfaction and organizational outcomes (Timothy and Ronald, 2004:756). In other words, some of the different patterns of leadership that can be used by leaders may enhance employee job satisfaction while others have less effect.

Leadership literature suggests that among the different types of leadership, transactional and transformational leadership styles have a positive impact on employee job satisfaction (Ojulu, Peter, 2015:44). According to (Bass, 1997:134), transformational leadership has an increasing impact on promoting job satisfaction due to its ability to convey the sense of mission and intellectual motivation. The characteristics of transformational leaders motivate followers to assume greater responsibility and autonomy (Emery and Baker, 2007:105), which fosters a follower's sense of achievement and satisfaction in his job. Transformational and transactional leadership patterns have been widely correlated with positive outcomes of both individuals and organizations. Previous studies have examined the relationship between leadership behaviors (transactional and transformational) and employee job satisfaction in different environments such as banking, manufacturing, education, healthcare, the military, and in various service organizations. All these studies mostly suggested that employee job satisfaction in the public sector has as great an importance as in the private sector. Accordingly, the current research intends to examine the correlation between leadership patterns (transactional and

transformational) and employees' job satisfaction working at the Babylon Educational Directorate. The Babylon Educational Directorate is one of the 21 provincial educational directorates in Iraq operating under the supervision of the Ministry of Education. It is headed by a Director General (DG) and it is one of the public sector institutions responsible for the implementation of the public policy of the government regarding basic educational programs within the Babylon Governorate.

For Iraq, particularly its state educational institutions, intensive research efforts on leadership and career satisfaction are still needed. In addition to the absence of specialized studies that emphasize the importance of leadership methods in influencing the job satisfaction of employees in educational institutions in the Iraqi context, these institutions have faced enormous challenges in more than two decades. A report by the Office of the United Nations Humanitarian Coordinator for Iraq (16 May 2003) gave a negative impression on the situation of educational institutions in which he stressed that "short- and long-term reconstruction" was a major challenge, conflict with Iraqi society. After three wars and 13 years of global sanctions, Iraq's education system deteriorated and only had a grim picture of what it was 15 years ago. "According to the broad survey conducted by (the Ministry of Education, 2004:9)," education problems range from inefficient management to corruption and serious deterioration of physical infrastructure.

In addition to the bureaucratic hierarchy and centralization, the Ministry of Education has been characterized by the lack of effective coordination among the directorates, and each department tends to function as an independent entity in the organization. Personnel in government, working within the Ministry of Education, did not encourage innovation or change, on the contrary, rewarded those who followed established procedures and remained loyal to the system and those above them.

The study concluded that "educational planning personnel is not sufficiently trained and that the expertise and capabilities in the field of information technology are very limited, in addition to bureaucratic and often outdated practices." Policies and decisions are taken without the use of information and research and without consulting the officials expected to implement there is a top-down approach to decision-making and management, lack of effective coordination between the

education sector and no consistent monitoring and evaluation. Consistent with this, this research will be useful to leaders in the Iraqi context to identify the leadership behaviors that are most effective for reinvigorating employee satisfaction with their job and achieving desired outcomes. It is reasonable to assume that in transactional and transformational leadership styles, the nature of the change is so thorough that the institution's culture and followers' mindset and behaviors must change to succeed. Both followers and leaders must develop their mindset about the best way to accomplish tasks, how work is performed, their behaviors in the workplace and the way an institution works.

### **3.2 Research Questions**

The central question that is raised in this research is:

What effect do transactional and transformational leadership styles have on employee job satisfaction working at the Babylon Educational directorate?

In connection with this, there a number of sub-questions to be answered in the process:

1. Which leadership style, whether transactional or transformational, have managers adopted at the Babylon Educational Directorate as perceived by employees?
2. What is the level of job satisfaction at the employees in Babylon Educational Directorate?
3. Which leadership style, transactional or transformational, has a positive correlation with the job satisfaction of employees working at the Babylon Educational Directorate?
4. What is the most preferred leadership style as perceived by employees working at the Babylon Educational Directorate?

### **3.3 The Purpose and Importance of Research**

It is important for leaders of government educational institutions to know the factors that play a vital role or have a strong impact on promoting employee satisfaction in their jobs. The principal purpose of the current study was to explore the extent to which leadership methods contribute to reinvigorating the job

satisfaction of employees working at the Babylon Educational Directorate. In addition, it aims to achieve the following:

- 1- Provide an enhanced understanding of transactional and transformational leadership styles.
- 2- Examine the relationships between the dimensions of transactional and transformational leadership styles and job satisfaction of employees working at the Babylon Educational Directorate.
- 3- Determine whether the transactional and transformational leadership styles can be applied in the Iraqi context.
- 4- Determine extent have leadership styles could use achieve employee satisfaction for the workers at the Babylon Education Directorate.
- 5- Identify the direct and indirect impacts of transactional and transformational leadership styles on employee job satisfaction.
- 6- Examine the perceptions of employees at the Babylon Educational Directorate toward their leaders' behaviors.

Despite a large amount of research examining the effect of transactional and transformational leadership styles on employee job satisfaction within various institutions in the Western context, there has been no specialized research examining the relationships between leadership styles and employees' job satisfaction in the Iraqi context over the last two decades. Furthermore, the neglect over the last two decades and the additional deterioration following the 2003 war has led to a knowledge gap in the literature regarding the leadership styles and job satisfaction.

Inevitably, it has become more complex where it is not possible to know whether the existing leadership patterns in the public sector are positively or negatively correlated to the satisfaction of employees. Therefore, the research is considered important because:

- 1- The research is an attempt to bridge the existing gap regarding the leadership pattern that is most influential in enhancing employee job satisfaction.
- 2- Results from this research may help to increase the motivation of employees and institutional performance as a result of adopting the leadership style favored by employees working at the Babylon Educational Directorate.

- 3- It provides proposals to help human resource departments to find which dimensions of transactional and transformational leadership style will influence employee satisfaction and serve in making effective decisions to achieve goals.
- 4- Results from this research may help leaders to adopt the best way to raise the level of employee job satisfaction and retain them longer within an institution.

### 3.4 The Research Model and Hypothesis

The framework of this research is presented in Figure (1), which shows the relationship between the variables based on job satisfaction and the four dimensions of the transformational driving style (ideal effect, motivation, intellectual motivation, individual consideration) and the three dimensions of Transaction Leadership style (emergency reward, active exception management, negative exception management) as independent variables.

#### 3.4.1 The Research Model

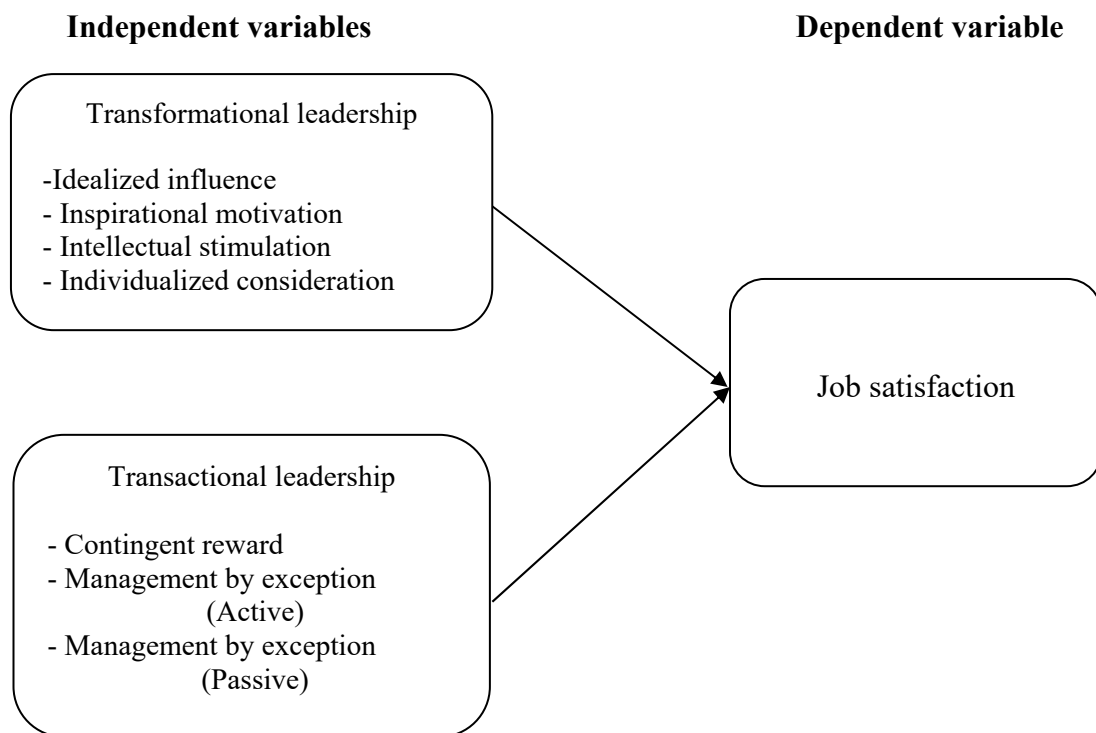


Figure 1: Conceptual framework.

### 3.4.2 The Research Hypothesis

The framework was based on above literature review and according to the research, objective to present an examination of the effect of leadership styles (Transactional and Transformational) on employees' job satisfaction in Babylon Educational Directorate in Iraq. Therefore, the research hypotheses can be formulated as follows:

#### Hypothesis (1)

There is a positive relationship between the transformational leadership and employee satisfaction.

#### Hypothesis (1-1)

There is a positive relationship between the dimension idealized of transformational leadership and job satisfaction.

#### Hypothesis (1-2)

There is a positive relationship between the motivational dimension of transformational leadership and job satisfaction.

#### Hypothesis (1-3)

There is a positive relationship between the motivational dimension of the transformational leadership and the functional satisfaction.

#### Hypothesis (1-4)

There is a positive relationship between the individual mentality dimension of transformational leadership and job satisfaction.

#### Hypothesis (2)

There is a positive relationship between the transaction leadership and employee satisfaction.

#### Hypothesis (2-1)

There is a positive relationship between contingent reward dimension and a job satisfaction.

#### Hypothesis (2-2)

There is a positive relationship between an exceptionally active administrative dimension and job satisfaction.

#### Hypothesis (2-3)

There is a positive relationship between Passive-management by exception dimension and job satisfaction.

### **3.5 Research Design and Methodology**

According to (Burgess, 2001:2) the research design involves " a plan that helps gather data from respondents, clarifying the various steps required in the study, and providing the necessary guidelines for gathering data from the research population". Analysis of this information is very useful in reaching practical results on the topic being studied. Blumberg (Cooper and Shindler, 2008) agree that research design can be viewed as a plan the researcher adopts to collect, measure, and analyze information.

This layout allows for enhancement understanding of the research objectives. The majority of the researchers believe that the research design refers to a systematic plan that determines the way in which the objectives of the research are accomplished (Walliman, 2006). While, other researchers argue that research design is a systematic examination of collected information to answer the questions and hypotheses. They also pointed out that the research design enables the researcher to select a method that is suitable for collecting data on the research problem (Murray, 2002). This is enhanced by (Trochim, 2006) who explained that research design is used to structure the study in a way that shows how the main aspects of the research problem work in a coherent way to address the initial research examination.

The current research used both quantitative and qualitative questions to examine the effect of two leadership patterns (Transactional and Transformational) on employees' job satisfaction. To evaluate the nature and quality of correlations between the competent variables, quantitative approaches were utilized. To measure the dimensions of two leadership styles, demographics factors and employee job satisfaction, the descriptive questionnaire used by the researcher. According to (Blumberg Cooper and Shindler, 2008), survey-based studies are more appropriate to achieve the purpose of quantitative research. In the current research, the correlation and regression analysis methodology were used with the criteria identified and predictive values of the research were taken into consideration. Certainly, these statistical techniques would contribute to explain the characteristics of the research variables and the interpretation of the possible effects of the two leadership patterns on employee job satisfaction in the research population.

The researcher has carried out this study through three chronological stages:

The first stage included discussion of the key literature of the leadership styles to develop a survey instruments-Questionnaire. The second stage, in his phase questionnaire, was distributed to the research sample in Babylon Educational Directorate. And in the third stage data were presented and analyzed.

### **3.5.1 Area of the Study**

This study was conducted in Babylon Educational Directorate-.Babylon Educational Directorate is a governmental institution within 20 directorates of the Ministry of Education in Iraq. The Country is divided into 20 provincial education directorates. Babylon Educational Directorate has its own buildings and staffs in the capital city of Babylon Governorate and in the five towns connected outside the capital city.

It is headed by a Director General and responsible for implementation of the basic education programs in the capital city of Babylon and other towns of the governorate. The head office of Babylon Educational Directorate consists of Directorate General and assisted by the Director of Administrative Affairs, and it consists of six main Departments namely; Human Resource Management, Financial, and Auditing, Education and culture (Basic Education), Scientific Affairs, Educational Supervision, Quality Management, Administration, and Personnel.

### **3.5.2 Population and Sampling Techniques**

According to the majority of researchers, population is a group of individuals, events, and objects used in the study through which the researcher identifies some characteristics (Bless and Higson 1995). They also suggested that the data collected from a large population requires a long time and costly, and a selected sample should be taken from the population to collect data (Mann, 2001). (McClave and Sincich, 2003) defined the sample as a ratio taken to serve the research purposes. They also confirmed that the results attained from the sample can be generalized to the population and then called statistical inference. The target population of this study was all staff of Babylon Educational directorate in the capital city of governorate, those who engage in implementations of transactional and transformational

leadership and all staff those has an important role to stimulate employee's job satisfaction, in addition to employees from different level of management.

### **3.5.3 Sample Size**

A total number of employees of the Babylon Educational Directorate (except the teachers) estimated at 1500 employees distributed to the capital city and affiliated towns of governorate. 500 employees work in the capital city. For this research, Babylon Educational Directorate in the capital city which includes 500 employees was the target population. To identify the sample size, stratified and simple random sampling method used in this study because this method allows the researcher to minimize sampling alignment. The functional position of the staff has been adopted as a basis for stratified of the sample. Therefore, the sample of the study was taken 500 employees working in the capital city and the sample size was 218 employees from different management levels, including (15). Head of Section (75). Administrators of Division, and (128) employees.

The size of sample identified by using Stephen Sampson formula (cited in Bishmani Shkeeb, 2014) as following. Accordingly, a total of 218 people were surveyed for the purposes of this research. Despite the distribution of 218 questionnaires, 200 questionnaires were retrieved and analyzed.

## **3.6 Data Collection Methods**

In order to achieve the objectives of this research, both types of primary and secondary data sources were used.

### **3.6.1 Primary Data Collection**

The concept of primary data refers to the type of data collected for the first time and declared by an individual or organization responsible for its collection (Croucher, 2003). One of the most important benefits of using primary data is to enable the researcher to identify the variables used in the study as well as methods and tools that require the adoption of measurement of those variables to obtain a validate and credible results (Sanders, Murph and Eng, 1980). In other words, the primary data can be described as data to be collected by the researcher for statistical

analysis to objective answers to the research questions. Accordingly, the primary data of this study were collected by using two questionnaires, (MLQ) and Minnesota satisfaction Questionnaire (MSQ). The explanation of these two instruments presented in the following:

#### **3.6.1.1 Measurement of independent variables (transactional and transformational leadership style)**

For the purpose of this study, transactional and transformational leadership styles considered as independent variables and evaluated by using the Multifactor Leadership Questionnaire (MLQ) used by Gitoh Salome (2015) to study the influence of transactional and transformational leadership methods on employee satisfaction in Kenya and used the questionnaire consisted of 45 items, 23 items for transformational leadership style and 22 items for transactional leaders.

For the current study, the (MLQ) questionnaire developed by (Gitoh Salome 2015) used and some of its items were modified to more appropriate with the Iraqi context. 28 items were extracted from the original questionnaire which divided in two sections; the first section included the four dimensions of transformational leadership style:

Idealized influence 4 items (1-4 questions), inspirational motivation 4 items (5-8 questions), intellectual stimulation 4 items (9-12 questions), and individualized consideration 4 items (13-16 question). The second section concluded the dimensions of transactional leadership methods contingent-reward 4 items (17-20 questions), management by exception-Active- 4 items (21- 24 questions), and management by exception-Passive- 4 items (15-28 questions). In the current study, respondents were told to refer to the statements that correspond to their answers by using a five-point Likert type (1=Strongly disagree, 2=Disagree, 3=Neutral, 4= Agree, 5= Strongly Agree).

#### **3.6.1.2 Measurement of dependent variable (job satisfaction)**

As noted earlier in the research framework, job satisfaction considered as a dependent variable measured by the using Minnesota Satisfaction questionnaire (MSQ) consists of 30 items, developed by (Resheske Mark, 2001) investigated job satisfaction among full time faculty at the college of human Development at

Wisconsin University. For the current research, the original questionnaire used and 15 items were extracted and modified to be more reflective of work-related behaviors among the employees in the research population. In the current study, the focus was to measure the impact of both leadership styles transactional and transformational dimension on job satisfaction in the Babylon Educational Directorate and Identify the most influential dimension that enhances the sense of professional success and job satisfaction among employees in the research community. To measure the employees' perceptions about satisfaction with their job, respondents were told to indicate the statements that correspond to their answers by using (Likert-5) scale.

### **3.6.2 Secondary Data Collection**

Secondary data also important to achieving the research objectives because the complement and enhance the primary data. Secondary data described by (Croucher, 2003) as "data that has already been collected and published by the person or organization not responsible for its collection, and in using this type of data the researcher has little or no control over the data collection method or the limitations that exist on their use" (Croucher,p.11). For the current research, the major sources of secondary data were books, academic journals, documents, research articles, and case studies.

### **3.7 Limitations of the Study**

Although the research achieved its objectives and presented an examination of the relationship between leadership patterns and job satisfaction, this does not mean that the research is without limitations. The first limitation is that study used a small sample of 200 individuals in a specific area in the city of Babylon governorate and did not include the other Districts affiliated with it. The second limitation is that the research only limited to employees of the Babylon Educational directorate and did not include the basic education schools under its supervision.

### **3.8 Data Analysis**

#### **3.8.1 Reliability and Validity**

The study is based on the literature review; (Gitoho, 2015) was the main source to set the items of the independent variables. And (Resheske, 2001) was the principal for setting the dependent variables. The literature was examined to verify the suitability of the items for the survey to see the correlation between transformational leadership models and transactions and job satisfaction in the workplace.

So, based on the two literatures, the study sets the following variables: transformational leadership with its four dimensions: idealised influence, inspirational motivation, intellectual stimulation and individual consideration. Transactional leadership with its triangular components: contingent reward, management by exception-active, and management by exception-passive. And job satisfaction. As the results, forty-three items were chosen to fit the questionnaire and variables accordingly. Twenty eight (28) items are prepared for independent variables and sixteen (16) items for dependent variables.

Furthermore, the study conducts reliability and validity by testing the questionnaire through 30 individuals outside the study population to be sure that the items are appropriateness for simulation and analysis. And Cronbach Alpha tool was used to test the research reliability. The tool is to show the correlation between the research variables and it should be  $> 0.70$  statically to be accepted for conducting any analysis for social sciences (Tavakol, 2011: 54). Below the coefficient for this study's Cronbach Alpha as shown in the following table:

**Table 3.1:** Cronbach's Alpha of leadership models (Transformational leadership and transactional leadership models).

Reliability Statistics				
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items		N of Items	
,818	,868		7	
Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	N
Transformational Leadership Model				
Idealized Influence	0,880	0,869	4	30
Inspirational Motivation	0,955	0,953	4	30
Intellectual Stimulation	0,718	0,721	4	30
Individualized Consideration	0,894	0,924	4	30
Transactional Leadership Model				
Contingent Reward	0,936	0,935	4	30
Management by Exception (Active)	0,706	0,733	4	30
Management by Exception (Passive)	0,733	0,593	4	30

The above table (3:1) shows that all independent variables are statistically reliable; transformational leadership model is reliable with 0.880 for idealised influence, 0.955 for inspirational motivation, 0.718 for intellectual stimulation, and 0.894 for individualised consideration. And transactional leadership style is also reliable with 0.936 for contingent reward, 0.706 for management by exception (active), and 0.733 for management by exception (passive). Briefly, the items of independent variables are reliable with 0.818 which is above 0.70 required as stated in the literature to valid statistically the reliability of the items.

**Table 3.2:** Cronbach's Alpha of dependent variable: job satisfaction.

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items		N of Items
,854	,855		15
Item Statistics			
	Mean	Std. Deviation	N
I feel that salaries and compensation are distributed fairly in this organization.	4,07	,583	30
I believe that my efforts at work may be appreciated.	4,23	,504	30
When I do a good job, get recognition.	4,37	,615	30
I enjoy co-workers.	4,17	,379	30
In my organization the working environment is convenient.	4,17	,461	30
I have good relations with co-workers.	4,43	,626	30
I am organization managers who want to solve problems that occur in the working environment immediately.	4,03	,615	30
My manager gives me, thanks when submitting a proposal to contribute to solving work problems.	4,03	,615	30
My Department is very interested in day-to-day activities in my workplace.	3,73	,740	30
I feel that people who do their job have a good opportunity to upgrade.	4,30	,466	30
Performance evaluation standards in our organization are fair.	4,13	,507	30
Our Organization has an effective communications system.	4,27	,450	30
I feel provides high-quality service to customers	4,97	,183	30
Managers care about me in motivating me at work.	3,97	,556	30
The benefits we receive are as good as most other organizations	4,00	,643	30
General Mean of Dependent Variable	4.19	,529	30

From the above table (3.2) may see that all items of dependent variables are reliable too; the total Mean of the items is 4.19 and the total average of standard deviation for the items is 0.529. The significance of the items is matching the reliability test for dependent variable which is 0.854 very high to valid the reliability of the dependent variable.

**Table 3.3:** Cronbach alpha coefficient.

N	Variable	Coefficient
1	Independent Variables (01-28: questions)	0.818
2	Dependent Variables (29-43: questions)	0.854
Average Coefficient for reliability		0.836

In this study use Cronbach Alpha statistically to test the reliability of the study variables. And high quality tests are important to evaluate the reliability of data supplied in an examination or a research study. For our case, Alpha coefficients are 0.818 for independent variable, and 0.854 for dependent variable with general coefficient of 0.836. It is strong values, and good indicator to highlight how far transformational and transactional leadership models have concrete impacts on the level of job satisfaction in the Babylon Educational Directorate.

### **3.8.2 Data Analysis Methods**

The main purpose of this research was to examine the relationships between the leadership style (transactional and transformational) on employee job satisfaction and to determine preferred leadership style from the perception of employees and their leaders and the employees' level of satisfaction with their job. Descriptive and analytical statistical methods were used to analyze all the data collected from the field buy using Statistical Package for Social Sciences (PSS-Version19.) For data analyzing, the researcher adopted the following statistical Techniques:

- 1) Kolmogorov-Smirnov to ascertain the normal distribution of data.
- 2) Cronbach Alpha Coefficient to verify the degree of validity and reliability.
- 3) Mean and standard deviations for describing the research variables.
- 4) Simple, multiple correlations and regression.

### 3.8.2.1 Description of sample individuals

**Table 3.4:** Respondents according to the age (Data Simulation, SPSS).

Proprieties	Number	Percentage %	Cumulative %
Age			
20-24	52	26,0	26,0
25-30	78	39,0	65,0
31-40	32	16,0	81,0
41-50	23	11,5	92,5
51 & more	15	7,5	100,0
<u>Total</u>	200	100,0	

The above table (3.4) illustrate that the respondents between 20-24 ages are 52 out of 200, and they representing 26% of the respondents. From 25 to 30 ages are 78 out of 200 with 39% of the respondents. And those between 31-40 ages are 32 out of 200, and they are taking 16% of the respondents. From age 41 to 50 are getting 23 out of 200 with 11.5% of the respondents. Finally, those are above 50 ages representing 15 out of 200 with 7.5 of the respondents. As a result, the majority of research individual sample are young. When we define young people as 20-30 years old, it is seen that 65% of the respondents are young.

**Table 3.5:** Respondents according to the gender (Data Simulation, SPSS).

Proprieties	Number	Percentage %	Cumulative %
Gender			
Male	179	89,5	89,5
Female	21	10,5	100,0
<u>Total</u>	200	100,0	

From the above table (3.5) can observe that the males are 179 out of 200 and they are representing 89% of the responding. And the females are 21 out of 200 which is equivalent to 10.5% of the respondents. The fact that the proportion of males of gender is higher than females is due to the low number of female employees in this sample of Babylon Educational Directorate. This situation suits the social

structure of Babylon Governorate and The policies for women`s empowerment are still in its infancy referring to the socio-cultural situation in Iraq.

**Table 3.6:** Respondents according to the qualification (Data Simulation (SPSS)).

Proprieties	Number	Percentage %	Cumulative %
Qualification			
High School	36	18,0	18,0
Bachelor	95	47,5	65,5
Diploma	57	28,5	94,0
Masters	9	4,5	98,5
PhD and above	3	1,5	100,0
<u>Total</u>	200	100,0	

The table (3.6) show that the holders of high school are 36 out of 200, and they representing 18% of the respondents. The bachelors are 95 out of 200 and they representing 47.5% of the respondents. The diploma holders are 57 out of 200 with 28.5% of the respondents. Masters holders are 9 out of 200 which is equal to 4.5% of the respondents. And PhD holders are 3 out 200 and they are representing 1.5% of the respondents The fact that a few of the employees in this sample from Babylon Educational Directorate who have a bachelor's degree, in general, is at the master and doctorate level, is based on institutions 'human resources policies. Nowadays, employees are encouraged to have an academic field specialization. For this reason, the institution should encourage its employees in this direction.

**Table 3.7:** Respondents according to the career status (Data Simulation, SPSS).

Proprieties	Number	Percentage %	Cumulative %
Career Status			
Head of Section	15	7,5	7,5
Administrators of Division	75	37,5	45
Employees	110	55	100,0
Total	200	100,0	

The table (3.7) illustrate that the heads of section are 15 out of 200, and they are representing 7.5% of the respondents. The administrators of division are 75 out of

200 with 37.5% of the respondents. And the employees are 110 out of 200, and they are getting 55% of the respondents. This is a natural situation when we see the number of top managers in pyramid-style organizations is always less than the number of employees. And it is very clear in this sample of Babylon Educational Directorate. In another word, the majority are from lower and middle administrative level: employees and administrators of the divisions. The career statuses of the respondents are also matched with their age and their levels of education.

**Table 3.8:** Respondents according to the job experience.

Proprieties	Number	Percentage %	Cumulative %
Job Experience			
1-5 years	88	44,0	44,0
6-10 years	57	28,5	72,5
11-15 years	18	9,0	81,5
16-20 years	14	7,0	88,5
21-25 years	17	8,5	97,0
26-30 years	3	1,5	98,5
31 & more	3	1,5	100,0
Total	200	100,0	

The table (3.8) reveal that employees` experience between 1-5 years is 88 out of 200 with 44% of the respondents. Those are between 6-10 years representing 28.5% of the respondents with 57 out of 200. The experience between 11-15 years is 18 out of 200 and it represents 9% of the respondents. The experience between 16-20 years is 14 out of 200 with 7% of the respondents. The experience between 21-25 years is 17 out 200 with 8.5 of the respondents. The experience between 26-30 years and the experience above 30 years both are 3 out of 200, and each is representing 1.5 of the respondents. The total number of employees from 1-10 years is 72.5% Employees in the sample from Babylon Educational Directorate. This consists of more than 10 years of employees in general. The logic is that the job experience of the employees is corresponding to their age, their level of education and their career status.

### 3.8.3 Testing the Validity of Data for Statistical Analysis

For data simulation and analysing, the researcher adopted a number of statistical tools for testing the research hypothesis. The researcher sees that the tools are appropriate for the premises and contents of this research. The tools are as below:

- 1- Skewness and Kurtosis to ascertain the normal distribution of data.
- 2- Cronbach Alpha Coefficient to verify the degree of validity and reliability.
- 3- Mean, and standard deviations for describing the research variables.
- 4- Simple, multiple correlations and regression.

The study proceeds the skewness and kurtosis testing to find out if the research data are appropriate for statistical analysis, and free as well from a bias that may affect negatively the study hypothesis and findings (Simard and Ecuyer, 2011:7,8). This test requires the availability of normal correlation for the research variables:

**Table 3.9:** Normality Test for all varieties research (Data Simulation, SPSS).

	N	Mean	Std. Error	Std. Deviation	Skewness	Kurtosis
Idealized Influence	200	4.2550	.03358	.47484	-.038	-.438
Inspirational Motivation	200	3.9963	.04214	.59599	-.252	-.847
Intellectual Simulation	200	4.1225	.03200	.45251	-.793	.911
Individualized Consideration	200	4.0538	.04137	.58503	-.825	1.391
Contingent	200	4.2575	.03640	.51480	-.128	.145
Management active	200	3.8113	.02737	.38705	.330	-.172
Management passive	200	3.8413	.03014	.42620	-.529	2.000
Job satisfaction	200	4.0907	.01515	.21429	.156	1.118

The table (3.9) presented the skewness and kurtosis values of their search constructs and factors. (Garson, 2009) "suggested that, for a distribution to be considered normal, both skewness and kurtosis of the distribution should fall between (-2.00 to +2.00)" (Hai Name Nguyen, 2009:146). The results indicated that the data set are generally normally distributed with skewness and kurtosis, that values ranged from (-.825 to .330) for the skewness and from (-.847 to 2.000) for the kurtosis respectively, which indicates there is a normal distribution of data.

### 3.8.4 Responding to the Research Questions

The main research questions are: which leadership style Transactional or Transformational managers have adopted in the Babylon Educational Directorate as perceived by employees? Which Leadership Style, Transactional or Transformational, has a positive correlation with Job Satisfaction of employees working in the Babylon Educational Directorate? What is the most preferred Leadership Style as perceived by employees working in the Babylon Educational Directorate?

To deal with the questions, we have divided the research variables into two main sections: the items for independent variables and items for dependent variables. The independent variables are also divided into sub-sections: the first part is concerning the impact of transformational leadership style, while the second for transactional leadership model. The Mean and standard deviations are used to see the importance of the items and the level of its impact as shown in the next table:

**Table 3.10:** Mean and standard deviation for transformational leadership model (Data Simulation, SPSS).

N	Items	Mean	St. D
<b>Idealised Influence</b>			
1	I respect my supervisor for his continuous pursuit of the organization's mission and values and he stimulate me to adopt them.	4,2700	,55556
2	My supervisor has the ability to motivate others and build confidence with them.	4,2550	,58454
3	I have a sense of pride in working with my supervisor.	4,2850	,63703
4	My supervisor is not using his position as a leader to get personal interests.	4,2200	,64317
Sub-General Mean of Idealised Influence		4.2575	,60507
<b>Inspirational Motivation</b>			
5	I feel proud when my supervisor allows me to participate in a discussion at work.	4,0050	,74684
6	The supervisor trusts in the ability of the employees to do right things.	3,9900	,75014
7	My supervisor speaks optimistically about the future.	4,0100	,64962
8	My supervisor makes the employees pursuing goals beyond what's required.	3,9800	,57555

**Table 3.10 (Devam):** Mean and standard deviation for transformational leadership model (Data Simulation, SPSS).

N	Items	Mean	St. D
Sub-General Mean of Inspirational Motivation		3.9962	,68053
Intellectual Stimulation			
9	My supervisor has the ability to show different views to solve the problem.	4,1250	,54852
10	My supervisor is always looking for new methods to complete the work and achieves the department objectives.	4,1300	,55193
11	The supervisor gives me a great support to enhance work capabilities.	4,1250	,57535
12	The supervisor sharing his employees in the decision-making process and goal setting.	4,1100	,55628
Sub-General Mean of Intellectual Stimulation		4.1225	,55802
Individualised Consideration			
13	My supervisor has important feature is recognition of individual achievement.	4,0250	,60515
14	In our organization supervisors are very interested in training employees.	4,0750	,72941
15	My supervisor gives a great deal to everyone who needs to do the job well.	4,1300	,57860
16	In my organization, there is a focus by managers on personal attention of each individual according to his needs.	3,9850	,85347
Sub-General Mean of Individualised Consideration		4.0537	,69165
General Mean of Transformational Leadership Model		4.1074	,63381

This table (3.10) from data simulation shows strong Mean and standard deviation for the research items. The Means for the items of idealised influence reveal 4.260; 4.255; 4.285 and 4.220 respectively. It gives 4.2575,60507; 3.9962 and,68053 for the Means of inspirational motivation, and. The Means of intellectual stimulation are also expressed 4.1225 and,55802. The table illustrates as well that the Means of individualised consideration are 4.0537 and,63381 correspondingly. To deal with the questions, we have divided the research variables into two main sections: the items for independent variables and items for dependent variables.

The independent variables are also divided into sub-sections: the first part is concerning the impact of transformational leadership style, while the second for transactional leadership model. The Mean and standard deviations are used to see the importance of the items and the level of its impact as shown in the next table. In general, the general Means of transformational leadership style in the Babylon

Educational Directorate is statistically significant and that it means the dimensions of transformational leadership style are well known and realized by the research population. It illustrates as well transformational leadership model is well established in the Directorate.

The second part is concerning the impact of transactional leadership model, and the researcher used the Mean and standard deviations to see the importance of the items and the level of its impact as shown in the next table:

**Table 3:11:** Mean and standard deviation for transactional leadership style (Data Simulation, SPSS).

N	Items	Mean	St. Deviation
Contingent Reward:			
17	There is an interesting by supervisors in clarifying job requirements and distributing rewards	4,2150	,53873
18	In our organization supervisors seem to cooperate with people by providing ideas to overcome the critical situations we face at work.	4,2550	,54907
19	Staff are informed of what to do for the bonus For his or her efforts during the term of work.	4,2300	,54644
20	The supervisor motivates the employee when he or she achieves more than is expected toward achieving the organization's goals.	4,3300	,57686
Sub-General Mean of Contingent Reward		4.2575	,55277
Management by Exception (Active)			
21	Supervisor gives me, thanks when I am going beyond what is expected to work.	4,1750	,56210
22	My supervisor gives me a great attention to what I need in achieving tasks.	3,9646	,33985
23	My supervisor deals with mistakes as valuable opportunities for improvement rather than reprimand.	2,9040	,70953
24	My supervisor shows great interest in knowing the details of the tasks and how to accomplish them.	4,2150	,69367
Sub-General Mean of Management by Exception (Active)		3.8145	,57628
Management by Exception (Passive)			
25	In our organization supervisors do not take action until after mistakes.	3,5000	,92427
26	My supervisor delays in taking action until the mistake occurs.	3,8750	,87361
27	In our organization, we follow the supervisor's behaviour and values.	3,9550	,44039
28	Supervisor is delayed answer questions about important things that could hinder the achievement of the organization's goals.	4,0250	,96386
Sub-General Mean of Management by Exception (Passive)		3.8387	,80053
General Mean of Transactional Leadership Model		3.9702	,64319

Can observe from the above table (3.11) that the Means and standard deviations of the research items are so strong. For the contingent reward, 4.215; 4.255; 4.230; and 4.330 are well observable as the Means of the variable, while the standard deviations are 0.53; 0.54; 0.54; and 0.57 respectively.

The Means and the standard deviations of Management by Exception (active) are quite higher; 4.175; 3.964; 2.904; and 4.215, and its standard deviations are 0.56; 0.33; 0.70; and 0.69. So, we may see that the Mean of item “My supervisor deals with mistakes as valuable opportunities for improvement rather than reprimand” is lower than the others. But in general, the Means of the dimension of management by exception (active) are good, and it needs the further technique for improvement. Finally, the table shows the Means of management by exception (passive) as follows: 3.500; 3.875; 3.955; and 4.025 respectively, while its standard deviation are 0.92; 0.87; 0.44; and 0.96. As the case of management by exception (active) the Means of management by exception (passive) are also lower than the contingent reward, but the closer the Means of management by exception (active). In another word; both dimensions (active & passive) need improvement policies in order to be so productive for decision-makers in the Babylon Educational Directorate.

Briefly, the general Means of transactional leadership model in the Babylon Educational Directorate is quite higher, but less than the model of transformational leadership. And this might be interpreted as a changing orientation of the Directorate and its moving from transactional leadership model to transformational leadership style.

The second main section is the dependent variables. As the case for the independent variables, the researcher used the Mean and standard deviations to see the importance of the items and the level of its impact as shown in the next table:

**Table 3.12:** Mean and standard deviation for dependent variables (Job Satisfaction) (Data Simulation, SPSS).

N	Items	Mean	St. Deviation
Job Satisfaction			
29	I feel that salaries and compensation are distributed fairly in this organization.	4,0550	,52282
30	I believe that my efforts at work may be appreciated.	4,1750	,43047
31	When I do a good job, get recognition.	4,2650	,55345
32	I enjoy with co-workers.	4,1800	,38515
33	In my organization the working environment is convenient.	4,1500	,42236
34	I have good relations with co-workers.	4,3400	,52515
35	I am organization managers who want to solve problems that occur in the working environment immediately.	4,0600	,50763
36	My manager gives me, thanks when submitting a proposal to contribute to solving work problems.	4,1600	,58833
37	My Department is very interested in day-to-day activities in my workplace.	3,4250	,65308
38	I feel that people who do their job have a good opportunity to upgrade.	4,2500	,44552
39	Performance evaluation standards in our organization are fair.	4,0550	,30403
40	Our Organization has an effective communications system.	4,1150	,31982
41	I feel provides high-quality service to customers	4,2300	,65517
42	Managers care about me in motivating me at work.	3,9400	,38358
43	The benefits we receive are as good as most other organizations.	3,9600	,35923
General Mean, and Deviation		4.090	,4704

From the above table (3.12) can see that the Means and standard deviations of job satisfaction in the Babylon Educational Directorate are very good. And the general Mean in the table is 4.090, while the total average of its standard deviations is 0.4704.

Therefore, the policies of job satisfaction in the Directorate are well established; whether the policies are based on material or on no material dynamics. And leadership style is also playing a major role in such kind of satisfaction. The techniques played in transformational leadership model for job satisfaction are basically from self-realisation, feeling to be important or to be part of something so

important and belongingness (Kaur, 2013: 1062). While the aspirations of job satisfaction in transactional leadership model are safety needs or job security.

As summary, the general Means of job satisfaction in the Babylon Educational Directorate is very higher, and this could be matched with the general Means of transformational leadership model. As a result, the techniques and policies for job satisfaction are quite no material and it comes generally from mutual interaction between transformational leaders and the employees in the Directorate.

Debating the research questions: Which leadership style, whether transactional or transformational, have managers adopted at the Babylon Educational Directorate as perceived by employees? What is the level of job satisfaction at the employees in Babylon Educational Directorate? Which leadership style, transactional or transformational, has a positive correlation with the job satisfaction of employees working at the Babylon Educational Directorate? What is the most preferred leadership style as perceived by employees working at the Babylon Educational Directorate? From data simulation and above analysis, we can observe that the managers of Babylon Educational Directorate are applying both leadership models: transformational and transactional. The Means and standard deviations` coefficients are higher and significant: the coefficients of transformational leadership style are 4.1074 as the general Mean, and 0.63381 for standard deviation. And the coefficients of transactional leadership model are 3.9702 for the general Mean, and 0.64319 for the standard deviation. These coefficients illustrate so far that transformational leadership model has further impact on employees` satisfaction in the Babylon Educational Directorate, and it is the preferred model of leadership. As a result, we may see some shift within the Directorate from transactional leadership style to the transformational leadership style.

### **3.9 Testing the Relationship between Transformational vs. Transactional Leadership and Job Satisfaction in the Babylon Educational Directorate**

To test the correlation between the research variables, we applied correlation techniques and regression to see how independent variables of the study are connected to its dependent variables. In other word, it is connecting transformational leadership model vs. transactional leadership model, and their impacts on the job satisfaction at Babylon Educational Directorate. Furthermore, we proceeded to test

the research hypotheses in order to examine such connection between the research variables, and to see how far transformational leadership style or transactional leadership model influences the job satisfaction in the Babylon Educational Directorate.

To test the two main hypotheses, we conducted bottom-up testing model, we have started our analysis by testing the sub-hypotheses in order to conclude the validity of the main hypotheses. For the first main hypothesis, we divided it into four sub-hypotheses according to the dimensions of transformational leadership model (idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. The details are given in the following tables.

**Table 3.13:** Model Summary (Predictors-constant of correlation between transformational model and Job Satisfaction) (Data Simulation, SPSS).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig.F Change
1	.908 <sup>a</sup>	.825	.822	.09051	.825	230.107	4	195	.000

- a. Predictors: (Constant), individualized, idealized, inspirations, intellectual).  
 b. Dependent Variable: job satisfaction.

The table 3.13 shows the finding of the regression analysis between transformational leadership model and employee satisfaction. And from that finding, can see that all the values are significant:  $R = 0.908$  and  $R^2 = 0.825$  while adjusted  $R^2 = 0.822$  and  $F \text{ Change} = 230.107$ . This regression value reflects the high level of connection to the research variables: transformational leadership model and job satisfaction. The  $R^2$  shows the high influence of transformational leadership model on employee satisfaction at the Babylon Educational Directorate. And the F-values reflect as well a good correlation between the two research variables, which means that any change in the independent variable will reflect a change in the dependent variable accordingly. And all of these coefficients are higher than 0.05 as the standard coefficient to validate the hypothesis statistically.

**Table 3.14:** Coefficients of predictors-constant of correlation between idealised influence of transformational leadership model and job satisfaction (Data Simulation, SPSS).

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Mean	Std. deviation
1	(Constant)	2,545	,074		34,362	,000	2,399	2,691		
	idealized	,036	,026	,080	1,385	,168	-,015	,088	4,2555	,51480

a. Dependent Variable: job satisfaction

The table 3.14 indicates the coefficients for the first sub-hypothesis of this study. The nature of the correlation between idealized influence dimension of transformational leadership and job satisfaction is illustrated below. The coefficients of idealised influence on job satisfaction are not significant: the sig of the variable is 0.168 which is higher than (0.05) as the standard value statistically to illustrate the significance. While Beta coefficient is 0.074, the value of its t is 1,385, the Mean is 4.2555 and the std. Deviation is 0.51480. While the coefficient of Y (Constant) is 2.545+0.036, and the value of t is 34.362.

The no significance of the variable means that any increase in the variable of the idealised influence of transformational leadership model won't, unfortunately, get the job satisfaction in the Directorate be increased by the same values. The moral relationship between idealised influence of transformational leaders and the job satisfaction is generally inspired by appropriate job environment created in mutual understanding between the transformational leaders with personal influence and charisma and their followers who see their leaders as a model and apt for being followed. But, for the case of the Directorate, this element needs to improve in order to make this relationship meaningful.

The coefficient and analysis illustrate that idealized influence of transformational leadership model has no important influence on job satisfaction at the Babylon Educational Directorate.

Therefore, the first sub-hypothesis "There is the positive relationship between idealized influence of transformational leadership model and job satisfaction" is negative and cannot be tested.

**Table 3.15:** Coefficients of predictors-constant of correlation between inspirational motivation of transformational leadership model and job satisfaction (Data Simulation, SPSS).

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Mean	Std. deviation
1	(Constant)	2,545	,074		34,362	,000	2,399	2,691		
	Inspirational	,144	,024	,399	5,943	,000	,096	,191	3,9963	,5959

a. Dependent Variable: job satisfaction.

The table 3.15 shows that the coefficients for the second sub-hypothesis of this study the nature of the correlation between the inspirational motivation of transformational leadership and job satisfaction is highlighted below. The coefficients of inspirational motivation on job satisfaction are significant: the sig of the variable is 0.000 which is lower than (0.05) as previously mentioned in the literature. While Beta coefficient is 0.399, the value of its t is 5,943, the Mean is 3.9963 and the std. The deviation is 0.5959.

While the coefficient of Y (Constant) is 2.545+0.144, and the value of t is 34.362. The significance of the value illustrates that any increase in the variable of the inspirational motivation of transformational leadership model will get the job satisfaction in the Directorate be increased by the same values. The moral relationship between inspirational motivation of transformational leaders and the job satisfaction reflects a clear vision of transformational leaders to the future, communicate the expectations of the group and demonstrate a commitment to the goals that have been laid out. It reflects as well the leader's ability to inspire confidence, motivation and a sense of purpose in their followers.

And this can be seen from this analysis. The coefficient and analysis illustrate that inspirational motivation of transformation leadership model has an important influence on job satisfaction at the Babylon Educational Directorate. Therefore, the second sub-hypothesis “there the positive relationship between the inspirational motivation of transformation leadership model and the job satisfaction” it's positive and valid.

**Table 3.16:** Coefficients of predictors-constant of correlation to intellectual stimulation of transformation leadership model and the job satisfaction (Data Simulation, SPSS).

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Mean	Std. Deviation
1	(Constant)	2,545	,074		34,362	,000	2,299	2,6913		
	Intellectual	,116	,047	,246	2,493	,014	,024	,209	4,1225	,58503

a. Dependent Variable: job satisfaction.

The table 3.16 highlights the coefficients for the third sub-hypothesis of this study “there a positive relationship between the intellectual stimulation of transformational leadership and job satisfaction”. The correlation between of the two variables: intellectual stimulation of transformational leadership and job satisfaction is detailed as follows. The coefficients of intellectual stimulation on job satisfaction are significant: the sig of the variable is 0.014 which is also lower than (0.05). And the Beta coefficient is 0.246, the value of its t is 2,493, the Mean is 4.1225 and the std. Deviation is 0.58503.

While the coefficient of Y (Constant) is 2.545+0.116, and the value of t is 34.362. The significance of the value illustrates that any increase in the variable of the intellectual stimulation of transformational leadership model will get the job satisfaction in the Directorate be increased by the same values. The relationship between intellectual stimulation of transformational leaders and the job satisfaction comes from the ability of transformational leaders to bring creativity and autonomy among their followers by involving them in the decision-making process and stimulating their efforts to be as creative and innovative.

The above values and coefficients prove that intellectual stimulation of transformational leadership model has significant impact on job satisfaction in the Babylon Educational Directorate. Therefore, the third sub-hypothesis “there is a positive relationship between intellectual stimulation of transformational leadership model and job satisfaction” is also positive and valid.

**Table 3.17:** Coefficients of predictors-constant of correlation between inspirational motivation of transformational leadership model and job satisfaction (Data Simulation, SPSS).

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Mean	Std. Deviation
1	(Constant)	2,445	,074		34,362	,000	2,399	2,691		
	Individualized	,083	,035	,227	2,390	,018	,015	,152	4,0538	,58503

a. Dependent Variable: job satisfaction

The table 3.17 indicates the coefficients for the fourth sub-hypothesis of this study, the details of the correlation between individualized consideration of transformational leadership and job satisfaction are given below. All coefficients of individualized consideration on job satisfaction are significant: the sig of the variable is 0.018 which is lower than (0.05). And the Beta coefficient is 0.227, the value of its t is 2,390, the Mean is 4.0538 and the std. The deviation is 0.58503. While the coefficient of Y (Constant) is 2.545+0.083, and the value of t is 34.362.

The significance of the value illustrates that any increase in the variable of the individualised consideration of transformational leadership model will get the job satisfaction in the Directorate be increased by the same values. The positive finding of this correlation between individualised consideration and job satisfaction is based on the ability of transformational leaders in the Babylon Educational Directorate for follow up specific needs and desires of their followers, to recognise or determine what motivates each individual through one-on-one coaching and mentoring, and organised training sessions for each team member.

The above analysis highlights that individualized consideration of transformational leadership model has an important influence on the job satisfaction in the Babylon Educational Directorate. As a result, the fourth sub-hypothesis “there is the positive relationship between individualized consideration of transformational leadership model and job satisfaction” it can be tested and valid.

The validity of the sub-hypotheses of transformational leadership model keeps us testing the main hypothesis “there is a positive relationship between the transformational leadership model and job satisfaction”.

**Table 3.18:** Coefficients of predictors-constant of correlation between transformational leadership model and job satisfaction (Data Simulation, SPSS).

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Mean	Std. Deviation	
1	(Constant)	2,401	,060							
	Idealized	,036	,026	,080	1,385	,168	-,015	,088	4,2555	,47484
	Inspirational	,144	,024	,399	5,943	,000	,096	,191	3,9963	,59599
	Intellectual	,116	,047	,247	2,493	,014	,024	,209	4,1225	,45251
	Individualized	,083	,035	,227	2,390	,018	,015	,152	4,0538	,58503
	Transformational Coefficients	,263	,041	,610	6,331	,050	,181	,344	4,1075	,49788

a. Dependent Variable: job satisfaction.

Based on the table (3.18) the sub-hypotheses testing, can sum up that the general average and Mean of the sigs regarding the transformational leadership style is significant; the general Mean is 0.05 which is equal to our indicator previously mentioned in the literature ( $\alpha = 0.05$ ). And the average of the Beta coefficient is 0.610, the average of the value of its t is 6,331 the average of the Mean is 4.1075 and for std. The deviation is 0.49788. While the coefficient of Y (Constant) is 2,401+0.263, and the value of t is 40,272. The significance of the value illustrates that any increase in the variable of the transformational leadership model will get the employee satisfaction in the Directorate be increased by the same values.

The results of this correlation between transformational leadership model and employee satisfaction are inspired from the dimensions of transformational leaders (idealised influence, inspirational motivation, intellectual stimulation and individualised consideration) to create a job environment make their followers comfortable to go beyond the expectations. Regardless the no validity of the first variable “idealised influence”, but the general Mean of the dimensions of the transformational leadership model is positive. From above reality and data analysis, we can express that the main hypothesis can be tested and valid.

To test the second main hypothesis, the researcher divided it into three sub-hypotheses according to the dimensions of transactional leadership model (contingent reward, management by exception-active, and management by

exception-passive). The details of the second hypothesis testing are given in the following tables.

**Table 3.19:** Coefficients of predictors-constant of correlation between transactional leadership model and job satisfaction (Data Simulation, SPSS).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig.F Change
1	.885 <sup>a</sup>	.783	.780	.10051	.783	236.201	3	196	.000

Predictors: (Constant), management passive, management active, contingent.

Dependent Variable: job satisfaction.

The table No 3.19 reveals the findings of the analysis of regression between transactional leadership model and employee satisfaction. And from that result we can observe that all the values are significant:  $R = 0.885$  and  $R^2 = 0.783$  while adjusted  $R^2 = 0.780$  and  $F \text{ Change} = 236.201$ . This regression values shows the high level of connection for research variables: transactional leadership model and job satisfaction. The  $R^2$  values in the table present the high influence of transactional leadership model on the job satisfaction at the Directorate.

And the F-values reflect as well a good correlation between the two research variables, which means that any change in the independent variable will reflect a change in the dependent variable accordingly.

**Table 3.20:** Coefficients of predictors-constant of correlation between contingent reward of transactional leadership model and job satisfaction (Data Simulation, SPSS).

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Mean	Std. Deviation
1	(Constant)	2,254	,073		30,763	,000	2,109	2,398		
	Contingent reward	,082	,035	,196	2,308	,022	,012	,151	4.2575	,51480

a. Dependent Variable: job satisfaction.

The table 3.20 illustrates the coefficients for the first sub-hypothesis of the second main hypothesis in this study “there is a positive relationship between the

contingent reward of transactional leadership and the job satisfaction”. The correlation of contingent reward of transactional leadership and job satisfaction is important as illustrated below. A sig to the variable is 0.022 which is under the standard (-, =0.05). And The Beta coefficient is 0.082, the value of its t is 2,308, the Mean is 4.2575 and the std. Deviation is 0.51480. While the coefficient of Y (Constant) is 2.254+0.082, and the value of t is 30.763. Contingent reward shows the degree to which leaders tell others what to do in order to be rewarded, emphasise what leaders expect from them, and recognise their accomplishments.

So, the significance of the variable can be interpreted that contingent reward policies are well implemented in the Babylon Educational Directorate and it plays a remarkable role for job satisfaction. In other word, the employees in the Directorate are very satisfied with the contingent reward techniques as factors bring them satisfaction in the workplace. From the above coefficient and analysis we may see that the influence of contingent reward on the job satisfaction at the Directorate is significant. Therefore, the first sub-hypothesis of the second main hypothesis “there is a positive relationship between contingent reward of transactional leadership model and the job satisfaction” it's positive and could test it.

**Table 3.21:** Coefficients of Predictors-Constant of correlation to management- exception (Active) of Transaction leadership model and the job satisfaction (Data Simulation, SPSS).

Model	Un-standardized Coefficients	Standardized Coefficients		t	Sig.	95,0% Confidence Interval for B		Correlations		
		B	Std. Error			Beta	Lower Bound	Upper Bound	Mean	Std. Deviation
1	(Constant)	2,254	,073		30,763	,000	2,109	2,398		
	MBE (active)	,217	,042	,392	5,164	,000	,134	,300	3,8150	,39168

a. Dependent Variable: job satisfaction

The table 3.21 shows the coefficients for the second sub-hypothesis of the second main hypothesis in this study, the nature of the correlation for the management- exception (active) of transaction leadership and the job satisfaction is positively significant as detailed below. The sig of the variable is 0.000 under the statistical norm (-, =0.05). The Beta coefficient is 0.217, the value of its t is 5.164, the Mean is 3.8150 and the std. Deviation is 0.39168. While the coefficient of Y

(Constant) is 2.254+0.082, and the value of t is 30.763. The positive finding is based on the logic that the dimension includes an interaction between the manager and follower that emphasize a more proactively positive replacement, and intervening before something goes wrong, and remaining vigilant to deviations from the norm.

The above analysis highlights that management by exception (active) of transactional leadership model has significant impact on job satisfaction in the Babylon Educational Directorate. As a result, the second sub-hypothesis of the second main hypothesis “there is the positive relationship between management-exception (active) of transaction leadership model and the job satisfaction” can be tested and valid.

**Table 3.22:** Coefficients of predictors-constant of correlation between management- exception (passive) of transaction leadership model and the job satisfaction (Data Simulation, SPSS).

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Mean	Std. Deviation
1	Constant)	2,254	,073		30,763	,000	2,109	2,398		
	MBE (passive)	,172	,034	,343	5,121	,000	,106	,239	3,8388	,45522

a. Dependent Variable: job satisfaction

The table 3.22 indicates the coefficients for the third sub-hypothesis of the second main hypothesis in this study, the nature of the correlation between management-exception (passively) of transaction leadership and the job satisfaction is positively significant as detailed below. The sig of the variable is 0.000 under the general standard (-, =0.05). And the Beta coefficient is 0.172, the value of its t is 5.121 the Mean is 3.8388 and the std. Deviation is 0.45522. While the coefficient of Y (Constant) is 2.254+0.082, and the value of t is 30.763. The positive conclusion of this relationship between exception management (passive) and job satisfaction is based on the logic that allows the dimension to prevail as long as the old methods work. Once the status quo is ineffective, the passive leader is expected to observe what is happening to correct.

As the case of the management by exception (active), the coefficients and data simulation of management by exception (passive) of transactional leadership model

has significant impact on job satisfaction in the Babylon Educational Directorate. Therefore, the third sub-hypothesis of the second main hypothesis “there is the positive relationship between management- exception (passive) of transaction leadership model and the job satisfaction” can also be tested and valid. The validity testing of the sub-hypotheses of transactional leadership model keeps us testing the main second hypothesis “there is a positive relationship between the transactional leadership model and job satisfaction.”

**Table 3.23:** Coefficients of predictors-constant of correlation between transactional leadership model and job satisfaction (Data Simulation, SPSS).

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Mean	Std. Deviation
1 (Constant)	2,254	,073		30,763	,000	2,109	2,398		
Contingent	,082	,035	,196	2,308	,022	,012	,151	4,2575	,51480
MBE (active)	,217	,042	,392	5,164	,000	,134	,300	3,8150	,39168
MBE (passive)	,172	,034	,343	5,121	,000	,106	,239	3,8388	,45522
Average Coefficients	0.157	0.037	0.310	4.197	,007	0.084	0.230	3.9704	0.43135

Dependent Variable: job satisfaction

Based on the sub-hypotheses testing, we can sum up that the general average and Mean of the sigs regarding the transactional leadership model is significant; the general Mean is 0.007 which is under our indicator previously mentioned in the literature ( $\alpha = 0.05$ ). The average of the Beta coefficient is 0.310, the average of value of its t is 4,197, the average of the Mean is 3.9704 and for std. Deviation is 0.43135. While the coefficient of Y (Constant) is 2.254+0.082, and the value of t is 30.763. The significance of the value illustrates that any increase in the variable of the transactional leadership model will get the job satisfaction in the Directorate be increased by the same values.

The results of this correlation between transaction leadership model and the job satisfaction is inspired from the dimensions of transactional leaders (contingent reward, management by exception-active, and management by exception-passive). The general coefficient of transactional leadership style is positive. Furthermore, this

could be seen there is a changing directive of leadership style within the Directorate. From above data analysis, we can express that the second main hypothesis can be tested and valid.

**Table 3.24:** Summary of tests results to the hypothesis of transactional leadership (by student).

N	Basic Hypothesis/ Transformational	Validity
H 1	There is a positive relationship between transformational leadership dimensions and job satisfaction	Valid
H 1.1	there is a positive relationship between the idealized influence and job satisfaction	Un Valid
H 1.2	there is a positive relationship between the inspirational motivation and job satisfaction	Valid
H 1.3	there is a positive relationship between the intellectual stimulation and job satisfaction	Valid
H 1.4	there is a positive relationship between the individualized consideration and job satisfaction	Valid

**Table 3.25:** Summary of tests results to the hypothesis of transformational leadership (by student).

Validity	Basic Hypothesis/ Transactional	N
H 2	there is a positive relationship between Transactional leadership dimension and job satisfaction	Valid
H 2.2	there is a positive relationship between contingent reward and job satisfaction	Valid
H 2.3	there is a positive relationship between the Active-management by exception and job satisfaction	Valid
H 2.4	there is a positive relationship between the Passive-management by exception and job satisfaction	Valid

This chapter revealed the sample individual testing in which we have seen that the majority of the respondents are young in term of age, on the gender level we have seen that the proportion of males of gender is higher than females is due to the low number of female employees in this sample, the level of education we have seen that a few of the employees in this sample from who have a bachelor's degree, in general, is at the master and doctorate level, is based on institutions 'human resources policies, in career level we see of the respondents are also matched with their age and their levels of education. Status and job experience we have seen that the job

experience of the employees corresponds to their age, their level of education and their career status. We observed as well the reliability of all research variables in Cronbach Alpha testing: independent variables are 0.818, and dependent variables are 0.854 all are above 0.70 as an indicator to valid statistically the reliability of the research variables.

Revising the research questions: which leadership style Transactional or Transformational managers have adopted in the Babylon Educational Directorate as perceived by employees? Which Leadership Style, Transactional or Transformational, has a positive correlation with Job Satisfaction of employees working in the Babylon Educational Directorate? What is the most preferred Leadership Style as perceived by employees working in the Babylon Educational Directorate? The data simulation and analysis revealed that the managers of Babylon Educational Directorate are practicing both leadership models: transformational and transactional we have seen as well that the coefficients of both leadership models have significant impacts on job satisfaction in the Babylon Educational Directorate. While we may come across according to the data analysis that transformational leadership model it the preferred model of leadership in the Directorate.

The research regression analyses were tested and met and we found out that the main two research hypotheses are tested and the all sub-hypotheses for the dimensions of transformational leadership model (idealised influence, inspirational motivation, intellectual stimulation and individualised consideration) are also tested except the variable for the idealised.

## **FINDING, CONCLUSIONS AND RECOMMENDATIONS**

### **Finding:**

The main objective of this study was to study the effects of the models of transactional and transformational changes on employee satisfaction and to examine the extent which leadership behaviours correlate with employee satisfaction in the business unit. Teaching Babylon. After the analysis of the field data by questionnaire and interviews, the following results were presented:

- 1- The descriptive of sample individuals showed that the majority of the research individual samples are young and representing 65%, and also noted that the males are 179 out of 200 and they are representing 89% of the respondents, while the females are 21 out of 200 which is equivalent to 10.5% of the respondents. This may be due to the characteristics of the socio-cultural in Babylon Province.
- 2- The demographic profile of the respondents indicates that the qualification of the majority of respondents are High School, Diploma, and Bachelor's degree, while the master holders are (9) out of 200 and PhD holders (3) out of 200, which represented 4.5% and 1.5% respectively. This gap should be taken into account by the Babylon Educational Directorate because today's organizations encourage employees to obtain an academic field specialization. However, all respondents have an acceptable of education making it easier to obtain meaningful and credible information about the leadership style used in the research population.
- 3- Demographic profile of respondent's career status shows that the heads of section are 15 out of 200 and they are representing 7.5% of the respondents. The administrators of division are 75 out of 200 with 37.5% of the respondents, and the employees are 110 out of 200 and they are getting 55% of the respondents. This confirms the fact that the number of senior management managers in the hierarchical organizations always less than the

number of employees. This is evident in this sample of the Babylon Educational directorate. In other words, the majority are from lower and middle administrative levels; employees and administrators of the division. The career statuses of the respondents are also matched with their age and their level of education.

- 4- The total number of employees experience from 1-10 years representing 75.5% of the respondents. This confirms the fact that the job experience of the employees is corresponding to their age, their level of education, and their career status.
- 5- Cronbach's Alpha of the leadership models shows that all independents variables are statically reliable; Transformational leadership style is reliable with 0.880 for idealized influence, 0.955 for inspirational motivation, 0.718 for intellectual stimulation, and 0.894 for individualized consideration.

Transactional leadership style is also reliable with 0.936 for contingent reward, 0.706 for management by exception-Active-, and 0.733 for management by exception-Passive. This confirms the validity and consistency of the research variables as the items of independent variables are reliable with 0.818 which is above 0.70 required as stated in the literature to valid statistically the reliability of items.

- 6- In general, the concept of both leadership styles transactional and transformational is well understood and illustrated by employees and leaders. The data simulation analysis revealed that the managers of the Babylon Educational Directorate are practicing the both leadership style; transactional and transformational.
- 7- Data analysis indicates that both leadership styles transactional and transformational have a significant and a positive impact on employees' job satisfaction in the Babylon Educational Directorate. Furthermore, the data analysis reports that transformation leadership has a higher influence on the job satisfaction and it seems to be the preferred style of leadership than style of transactional in the Babylon Educational Directorate. This is may be an indication of some shift within the Directorate from transactional to transformational.
- 8- The two main research hypotheses were supported by the results:

Hypothesis (1): there is a positive relationship between the transformational leadership style and employees job satisfaction in the Babylon Educational Directorate.

Hypothesis (2): there is a positive relationship between the transaction leadership and job satisfaction of employees in the Babylon Educational Directorate. The data analysis revealed that the both leadership patterns have significant and positive impact on job satisfaction in the Babylon Educational directorate.

9- All sub-hypotheses for the dimensions of transformational leadership pattern are statistically significant and have a positive influence on the job satisfaction in the Babylon Educational Directorate. Regression analysis shows the nature of the correlations between the dimensions (inspirational motivation, intellectual stimulation, and individualized consideration) and job satisfaction a positive. Their coefficients are 0.399, 0.264, 0.227 prospectively. While the coefficients idealized influence are lower and no a significant on job satisfaction, the sig of the value is 0.136 which is higher than (0.05) as the standard value statistically to illustrate the significant. The low level of the idealized of transformational leadership pattern won't, unfortunately, get the job satisfaction in Babylon directorate be increased by the same values.

It can be argued, that the idealized influence embodied two separated sides of the relationship between the leader and subordinates. The first side is referred to the certain characteristics of the leader that impress subordinates to simulate them. The second is that the leader influences subordinates through his behaviours. Idealized influence includes developing employee's needs first and acting an ethical role model for them. Therefore, the moral relationship between idealized of transactional leaders and job satisfaction is generally inspired by appropriate job environment created through mutual understanding between the transformational leader with personal influence and charisma and their followers who see their leaders as intelligent and apt for being followed. But for this case the Babylon Educational Directorate this dimension needs to enhancement understanding and to improve to make this relationship a positive.

10-The sub-hypotheses for the dimensions of transactional leadership pattern (contingent reward, management by exception-Active- and management by exception-Passive-) were tested and supported by the results. Based on the sub-

hypotheses to testing the general average and Mean of the sigs regarding the transactional leadership pattern is significant and positive. The general Mean is 0.007 which is under our indicator previously mentioned in the literature (= 0, 05). The average of the Beta coefficient is 0.310, the average of its (t) is 4.197; the average of the Mean is 3.970 and for St. Deviation is 0.43135.

The significance of the value illustrated that any increase in the variable of the transactional leadership pattern will get the job satisfaction in the Babylon Educational Directorate is increased by the same values. The positive correlation between transaction leadership model and the job satisfaction created by the exchanges that occur between a transactional leader and employees through active using of the dimensions of transaction leadership (contingent reward, management by exception-active, management by exception-passive). The general coefficients of transactional leadership pattern in the research population is positive.

11- Data analysis shows that employees in the Babylon Educational Directorate have high sense of satisfaction with their jobs. The general Means of job satisfaction is 4.090, while a total average of satisfaction and Standard Deviation is 0.9704. Therefore; the policies of job satisfaction in the research population are well established; whether the policies are based on material or on no material dynamics. Undoubtedly, leadership patterns are plying a major role in such kind of satisfaction. The Techniques played in transformational pattern for job satisfaction are basically from self- realisation, feeling to be important or to be part of something so important and belongingness. Whereas, the aspiration of job satisfaction in transactional leadership pattern are safety needs or job security.

12- Data analysis also shows that the managers of Babylon Educational Directorate practicing both leadership patterns transactional and transformational. The coefficients of both leadership patterns are have significant and a positive impact on job satisfaction in the research population. But the data analysis reports that the transformation leadership pattern have the further impact on the job satisfaction than transactional and transformational is the preferred model of leadership in the Babylon Educational Directorate. This result may led us to more than explanation, it is could be seen as aching directive of leadership model within the research population and the managers are shifting toward transformational model and they are no longer telling to their employees what to do, but the get them initiate what to do

by new and creative methods. On the other hand, Managers of Babylon Directorate may be looking to capture all the potential factors that influence the job success and career satisfaction in a way that is better aligned with the attainment goals.

**Conclusions:**

Based on the main findings of this study, the following conclusions can be drawn:

First- Empirical results from this study support significant and positive correlations between the patterns of leadership (transactional and transformational) and employees' job satisfaction in the Babylon Educational directorate. This confirms the fact that the results of the study in the research population refer to the accompanying conclusions. Regression and the data analysis revealed that the managers in the Babylon Education directorate practicing both leadership patterns transactional and transformational to enhance employees job satisfaction. Regression analysis demonstrated a significant impact of both leadership patterns on stimulating employee satisfaction. This conclusion follows with that of (Bass, 1985) who explained that The theories of the transactional and transformational leadership were not polar opposites of the continuum, but rather that that increase in transformational leadership led to complete the transactional leadership completed.

This result also aligns with that of (Spitzbart Irene, 2013) and (Kashagate Reina, 2013) who suggested that there are significant and strong correlations to the transaction and transformational leadership patterns and the employee's job satisfaction. In the similar vein, this result was observed by the researcher during an interview with the sample of managers in the research population who confirmed that the institution's management sees both patterns of (transactional and transformational) have a positive influence on increasing employee satisfaction.

Second- The research study reveals the high statistical significant correlations between all dimensions of transformational leadership patterns and employees job satisfaction in the Babylon Educational directorate. The data analysis showed that transformational leadership pattern in the research population has a strong influence on advancing employees job success and career satisfaction. This means that the study population is very familiar with the dimensions of this style of leadership dynamics. This result aligns with that of (Yalew Fasika, 2016) and (Voon and Ayob, 2011) who suggested that the all transformational leadership style dimensions were

found to be significant strongly correlated with employees' job satisfaction and found to be important strongly and correlated with employees' job satisfaction.

On the other hand, this result at variance with that of (Javed Hafiz and Rahim Muzahir, 2014) who suggested that the all transactional leadership style dimensions were had positive correlated with the employee's job satisfaction, while the effects of the dimensions of transformational leadership style were lower than transaction leadership. They also confirmed that the majority of the respondents prefer a transactional leadership style as compared to transformational leadership style, and the transactional leadership style was more adopted by managers in the private banking sector of Pakistan.

Third- The current research study reveals the high statistical significance of all dimensions (contingent and reward, management-exception (active), management-exception (Passive) of transactional leadership pattern on employee job satisfaction in the Babylon Educational Directorate. This result at variance with that of (Ojulu Peter, 2015) who suggested that the correlations between transactional leadership style dimensions and some of the aspects of the employee satisfaction may be negative except the contingent reward were funded to had a positive relationship with the employee's job satisfaction. That finding also at variance with that of (Voon and Ayob, 2011) while shows the positively relationship between contingent behaviour and employee satisfaction was funded.

Whilst, this result aligns with that of (Thai Hovan and Chien Vu Manh, 2016) who suggested appositive and significant relationship between all dimensions of transactional leadership model and the job satisfaction. therefore, the key empirical results align with the results of the latest study which confirmed the positive and strong relationship between both styles of leadership transactional and transformational on job satisfaction and the transformational leadership style was better than transactional leadership style as a predictor of employees' job satisfaction in Vietnamese Local Companies.

#### Recommendations and Practical Implications:

Based on the main empirical result of this study that support the fact that effective (charismatic) leadership contributes to create stimulating environment that enhance job success, in addition to the conclusions of the research study on strong and positive correlations to transactional and transformational leadership patterns and

the employees job satisfaction, managers of the Babylon Educational Directorate should consider the following factors:

- 1- Transformational leadership has become a leading pattern in various developed and developing countries and can be applied in several cases it could be supported with transaction leadership pattern where appropriate. Positive motivation, reward and benefits should be provided in such a way as to take into account the personal and socio-economic conditions of the employees, so as to raise their performance.
- 2- The relationship between supervisors and subordinates also needs to be correct. Reprimands; criticism and sanctions are not successful means of solving work problems. Correcting the failure and making it an opportunity to train and educate subordinates ensure that the performance is indicated to what you expected.
- 3- Supervisors practice leadership tasks should take into account the environment which employees are working. According to the results of our study, the positive results of the both leadership patterns transactional and transformational to the conformity between the leaders' behaviours and prevailing conditions in the environment. Consequently, the transformational leader should capture the potential factors correlated with the transactional leadership pattern to achieve work success and enhance the job satisfaction of employees.
- 4- Given the crucial role of leadership for generating higher level of employee's satisfaction in today's organizations, Leaders should focus on training and developing the largest number of managers to be leaders. The organizations should take into consideration that manager's education and training should be systematic and receive increased attention of the top management.

#### Recommendations for Future Research:

The Basic Educational Schools of the Babylon Directorate consists of more than 1000 principals, employees and teachers. Conducting a study using a larger sample examining the effect of principles leadership style on education quality seems to be a good suggestion. Further studies can be conducted on the impact of leadership

styles in two different sectors to strengthen understanding of transactional and transformational concepts.



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## APPENDIX

<b>1. Attach-A: Questionnaire Form.....</b>	<b>104</b>
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**Attach-A: Questionnaire Form**

UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION

INSTITUTE OF SOCIAL SCIENCES

Department of Management

Master of Management Program

Field Research Survey

Dear Respondent:

My name is Hawraa Al-Darwash. Currently studying for master degree in business administration at the University Of Turkish Aeronautical Association Institute Of social science department of business administration.

My Research Topic is "The Role of Leadership Patterns in the Achievement of the Job Satisfaction". I humbly appeal to you for your co-operation in this research study.

I would appreciate it very much if you would kindly complete the attached questionnaire. Please note that your answers are very important to note the test the effect of leadership styles on job satisfaction in Iraqi organizations.

Confidentiality of the information will be respected.

Thank you for your co-operation.

Researcher

Hawraa Al-Darwash

Supervisor

Assist Prof. Dr. Tuğba YAŞIN

Section One: Demographic Information:

1- Gender:             Male                     Female

2- Age:                 18-20                     26-33             34-41  
                               42-49                     50 and more

3-Qulification:       High School       Diploma       Bachelor  
                               Master               PhD

4- Career Status:     Director General     Deputies director General  
                               Head of Section     Administrator of Division  
                               Employee

5- Job Experience:    1-5                       6-10               11-15  
                               16-20                   21-25  
                               26-30                   30 And more.

## Section Two: Leadership Styles A- (Transformational Leadership)

Indicate your choice to the following statement and tick your answer in the convenient answer box. Where: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

**Table A.1:** Leadership styles A- (Transformational Leadership)

Variables	1	2	3	4	5
<b>Idealized Influence</b>					
1- I respect my supervisor for his continuous pursuit of the organization's mission and values and he stimulate me to adopt them.					
2- My supervisor has the ability to motivate others and build confidence with them.					
3- I have a sense of pride in working with my supervisor.					
4- My supervisor is not using his position as a leader to get personal interests.					
<b>Inspirational Motivation</b>					
1- I feel proud when my supervisor allows me to participate in a discussion at work.					
2- The supervisor trusts in the ability of the employees to do right things.					
3- My supervisor speaks optimistically about the future.					
4- My supervisor makes the employees pursuing goals beyond what's required.					
<b>Intellectual Stimulation</b>					
1- My supervisor has the ability to show different views to solve the problem.					
2- My supervisor is always looking for new methods to complete the work and achieves the department objectives.					
3- The supervisor gives me a great support to enhance work capabilities.					
4- The supervisor sharing his employees in the decision-making process and goal setting.					
<b>Individualized Consideration</b>					
1- My supervisor has important feature is recognition of individual achievement.					
2- In our organization supervisors are very interested in training employees.					
3- My supervisor gives a great deal to everyone who needs to do the job well.					
4- In my organization, there is a focus by managers on personal attention of each individual according to his needs.					

**Table A.1 (Continued): Leadership styles Leadership Styles: B- (Transactional Leadership)**

Leadership Styles: B- (Transactional Leadership)					
Variables	1	2	3	4	5
<b>Contingent Reward</b>					
1- There is an interesting by supervisors in clarifying job requirements and distributing rewards					
2- In our organization supervisors seem to cooperate with people by providing ideas to overcome the critical situations we face at work.					
3-Staff are informed of what to do for the bonus For his or her efforts during the term of work.					
4-The supervisor motivates the employee when he or she achieves more than is expected toward achieving the organization's goals.					
<b>Management by Exception (Active)</b>					
1- Supervisor gives me, thanks when I am going beyond what is expected to work.					
2- My supervisor gives me a great attention to what I need in achieving tasks.					
3- My supervisor deals with mistakes as valuable opportunities for improvement rather than reprimand.					
4- My supervisor shows great interest in knowing the details of the tasks and how to accomplish them.					
<b>Management by Exception (Passive)</b>					
1- In our organization supervisors do not take action until after mistakes.					
2- My supervisor delays in taking action until the mistake occurs.					
3- In our organization, we follow the supervisor's behavior and values.					
4- Supervisor is delayed answer questions about important things that could hinder the achievement of the organization's goals.					

### Section Three: (Job Satisfaction)

Indicate your choice to the following statement and tick your answer in the convenient answer box. Where: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

**Table A.2:** Job satisfaction.

Job Satisfaction	1	2	3	4	5
1-I feel that salaries and compensation are distributed fairly in this organization.					
2-I believe that my efforts at work may be appreciated.					
3-When I do a good job, get recognition.					
4-I enjoy with coworkers.					
5-In my organization the working environment is convenient.					
6-I have good relations with coworkers.					
7-I am organization managers who want to solve problems that occur in the working environment immediately.					
8-My manager gives me, thanks when submitting a proposal to contribute to solving work problems.					
9-My Department is very interested in day-to-day activities in my workplace.					
10-I feel that people who do their job have a good opportunity to upgrade.					
11-Performance evaluation standards in our organization are fair.					
12-Our Organization has an effective communications system.					
13-I feel provides high-quality service to customers					
14-Managers care about me in motivating me at work.					
15-The benefits we receive are as good as most other organizations.					

## **CURRICULUM VITEA**

### **PERSONAL INFORMATION**

Name, Surname : Hawraa Al-Darwash  
Nationality : Iraqi  
Place and Date of Birth : Baghdad, 1980  
Marital Status : Marriage  
Address : Cankaya /Ankara  
E –mail address : sara44hw32@gmail.com  
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### **EDUCATION**

University : Faculty of Management and Economics, Kufa-2005  
Master degree : Türk Hava Kurumu Üniversitesi, Ankara-2017

### **WORK EXPERIENCE**

Head of Department in a Public Institution, 2006

### **FOREIGN LANGUAGE**

English