

The role of leadership styles on staff's job satisfaction in public organizations

El papel de los estilos de liderazgo en la satisfacción laboral del personal de organizaciones de educación pública

Aida Mehrad*, Bahareh Fallahi**

ABSTRACT

Satisfaction is a most important factor among staff at public educational organizations. Job satisfaction is located as an inner principle feeling that is created by various elements at work environment. Due to the role of various items on job satisfaction, educational organizations should be conscious of right leadership styles. Because lack of attention to this organizational behavior lead to multiple abnormal reactions between staff. This paper presents a literature review to identify the essential role of leadership styles on job satisfaction among staff at public educational organizations. Substantial attention should be dedicated to the precise leadership style at an organization. In the same way, specific leadership styles as external factors have an important role on job satisfaction at public educational organization because these styles can improve the commitment of staff toward organizations. This initiative is about enhancing satisfaction among staff and finding an effective style which is one of the main parts of educational organization improvement.

RESUMEN

La satisfacción es el factor más importante entre el personal de las organizaciones educativas públicas. La satisfacción en el trabajo se encuentra como un sentimiento de principio interior que se crea por diversos elementos del ambiente de trabajo. Por la función de los diferentes puntos comprendidos en la satisfacción laboral, las organizaciones educativas deben concientizarse de los estilos de liderazgo adecuados. Debido a que la falta de atención a este comportamiento organizacional conduce a múltiples reacciones anormales entre el personal. Este artículo presenta una revisión de la literatura para identificar el papel esencial de los estilos de liderazgo en la satisfacción laboral entre el personal de las organizaciones educativas públicas. Se debe dedicar atención sustancial al estilo de liderazgo preciso en una organización. Asimismo, tanto los estilos de liderazgo específicos como los factores externos tienen un importante papel en la satisfacción laboral dentro de una organización educativa pública debido a que estos estilos pueden mejorar el compromiso del personal hacia las organizaciones. Esta iniciativa trata de mejorar la satisfacción de los empleados y la búsqueda de un estilo eficaz, que es una de las partes principales de la mejora en la organización educativa.

Recibido: 24 de enero de 2014

Aceptado: 04 de junio de 2014

Keywords:

Leadership styles; job satisfaction; staff; educational organization.

Palabras clave:

Estilos de liderazgo; satisfacción laboral; personal; organización educativa.

Cómo citar:

Mehrad, A. & Fallahi, B. (2014). The role of leadership styles on staff's job satisfaction in public organizations. *Acta Universitaria*, 24(5), 27-32. doi: 10.15174.au.2014.597

INTRODUCTION

Human resource is assumed as one of the basic parts in every organization supported by internal and external factors at an organization. One of the main items that improves human resource is job satisfaction (Maharjan, 2012; Noordin, 2009). Job satisfaction has an effective role on successful staff and their performance at public educational organization (Al-zu'bi, 2010; Ismail, 2012; Tella, Ayeni & Popoola, 2007). Therefore, it can develop the amount of creativity, work experience; organization outcomes among staff (Khera & Gulati, 2012; Mohammad, Habib & Alias, 2011; Sohail & Delin, 2013).

* Department of Social and Development Science, Faculty of Human Ecology, University Putra Malaysia (UPM), Serdang, Selangor, Malaysia. Phone: +60102609060. E-mail: aida_238@yahoo.com

** Department of Resource Management and Consumer Study, Faculty of Human Ecology, University Putra Malaysia (UPM), Serdang, Selangor, Malaysia. Phone: +60102714204. E-mail: bahar.fallahi@yahoo.com

The presence of job satisfaction can increase personal efforts, communications, staff abilities, the amount of personnel tendency toward their job and totally helps to growth of an organization (Aziri, 2011). There are many issues around effective factors that encourage satisfaction and change in to dissatisfaction such as inappropriate leadership styles at a public educational organization. Furthermore, it seems that the educational organizations confront with some unknowledgeable managers at public educational organization (Beckmann, Binz & Schauenberg, 2007; Čiarnienė, Kumpikaitė & Vienažindienė, 2010; Tazekand, Nafar & Keramati, 2013). In reality, lack of attention to this inner feeling leads to some abnormal reactions such as turnover, absenteeism, dissatisfaction, insufficient behavior with other personnel at the organization (Ahmad, Ahmad & Ali Shah, 2010). According to previous studies, external factors have a direct association with job satisfaction that drives from environmental items. Therefore, satisfaction is linked to a lot of external factors such as leadership styles which effect on staff's feeling and change their attitudes about job (Ahmad *et al.*, 2010; Azizi, Ghytasivand & Fakhmanesh, 2012; Bahadori, 2012; Bahrami *et al.*, 2012; Khera & Gulati, 2012; Nasir, Fatimah, Mohammadi, Shahrazad & Khairudin, 2011; Olorunsola, 2012; Tiwari & Saxena, 2012; Yeop Yunus & Ishak, 2012).

Leadership styles are as an essential predictor and have a central role at public educational organizations. In other word, leadership is a management subordinate which is mostly directed towards persons and social communication (Wu, 2004). This external factor assumed as motivator that can change basic human needs by its styles (Tella *et al.*, 2007; Voon, Lo, Ngui & Ayob, 2011). There are numerous investigates carried out in different countries and showed that there is a close relation between leadership styles and the job satisfaction. As a matter of fact, this external motivation can change the amount of satisfaction (Berson & Linton, 2005; Chiok Foong Loke, 2001; Dunham-Taylor, 2000; Rad & Yarmohammadian, 2006; Seo, Ko & Price, 2004; Stordeur, D'hoore & Vandenberghe, 2001; Vance & Larson, 2002).

The purpose of present research is to review the role of leadership styles on job satisfaction. In point of fact, these styles have great effect on the amount of satisfaction and organizational behaviors. In this case, present literature just focuses on development of right leadership style, job satisfaction, and the relationship

between these two variables. Due to meaningful role of human resource at public educational organizations, lack of proper knowledge to this external factor as great motivation for job satisfaction and ignoring it probably developed devastation and irreparable phenomenon among staff at public educational organization (Bahrami *et al.*, 2012; Tan & Waheed, 2011). In addition, it creates negative effects on staff's performance and organization's outcomes (Alam, 2009).

Staff's job satisfaction

Job satisfaction is a combination of physiological and psychological items that staff feeling satisfy toward his or her job. In reality, job satisfaction is identifying effective directions of individuals about their organization part. On the other hand, job satisfaction is a set of positive and negative feelings, attitudes and beliefs that personnel have about their job. Additionally, it is an inner feeling linked with internal and external motivations and changed by them (Aziri, 2011; Olorunsola, 2012). This internal feeling considered as an underlying principle in most of human resources fields and has a lot of usages at organization. Job satisfaction refers to the enjoyment feeling originated from performing a job and motivations related to an organization (Maharjan, 2012; Noordin, 2009).

In other words, job satisfaction is the main internal feeling created by numerous factors. This basic human need is identified as individuals feeling about their work and its environment (Randazzo *et al.*, 2012). In reality, job satisfaction is one of the organizational behavior that illustrates various reactions toward job. Actually, it obtains positive and negative energies existing in personal and social life. Because both items are impressive on the amount of satisfaction (Dhanapal, Alwie, Subramaniam, Vashu, Business & Campus, 2013). Al-zu'bi (2010) has been mentioned that organization as great social system should be supported human resources because these resources have noticeable role to achieve the organization's goals. Furthermore, attention to staff satisfaction can be considerable because this basic human need is a key variable that effects on an organizational performance. In addition, Mansoor, Fida, Nasir & Ahmad (2011) have been found that job satisfaction is a known factor in emergence of behavioral organization and shows staff's inner feelings toward their work. So, increasing or decreasing this fundamental need has direct effect on content of organization's outcome.

There are a lot of factors that effect on satisfaction. Furthermore, recognizing each of these factors can be helpful for improving staff job satisfaction. These factors divided in two main groups that in Maslow's hierarchy and Herzberg theory assumed as internal and external motivations (Ahmed, Nawaz, Iqbal, Ali, Shaukat & Usman, 2010; Dhanapal *et al.*, 2013; Randazzo *et al.*, 2012; Reid-Cunningham, 2008; Tan & Waheed, 2011). Instead, external and internal factors have noticeable role in creating and satisfy these needs (Yeop Yunus & Ishak, 2012). But, in some cases these motivations create negative effect on job satisfaction and lead to some abnormal reactions among staff at organization (Alam & Fakir Mohammad, 2010). Due to dissatisfaction issue, Wegge, Schmidt, Parkes & Dick (2007) have been explained that low levels of satisfaction are essential indicator for some abnormal behaviors such as absence and return intentions.

Moreover, cognition internal and external factors can control and limit negative effects of motivations and change satisfaction to dissatisfaction. These affected motivations can conduct the way of staff performance (Aziri, 2011). Based on previous studies internal and external factors have vital role on job satisfaction (Tella *et al.*, 2007). Actually, these factors have several sources. Internal factors refer to within individual and have psychological values. In contrast, external factors drive from environmental factors (every item that is related to outside of individual). External factors originated from environment and depend on situation (Mohammad *et al.*, 2011). One of the major external factor is leadership styles that should be considered and supported by public educational organization (Olorunsola, 2012). For the reason that lack of attention to each of these styles indicates widespread problems that may take long time for solving them. One of the main problems is dissatisfaction that appear among staff automatically (Ahsan, Abdullah, Gun Fie & Alam, 2009; Akintayo & Babalola, 2012; Alam, 2009; Bahrami *et al.*, 2012; Ćiarnienė *et al.*, 2010).

Effect of leadership styles on job satisfaction

Leadership is a widespread human phenomenon and observed from ancient to modern period (Madlock, 2008). In fact, the amount of leadership meanings are the same as the number of the persons who have ever defined it. Numerous definitions are made from leading followers to obtain a specific success pointing diverse aspects. Also, leadership is the procedure of

influencing a person or a group in endeavor towards attain a goal (Bargh, Scott, Smith & Boccock, 2000). Additionally, leadership can be an interpersonal plan that a leader efforts to find followers' potential needs and gratifies them. Therefore, the aims of the organization can be achieve by influencing followers (Owen, 2011). Leadership is a set of relevance perspective which improve the propensity and behaviors of others in order to meet shared group purpose and needs that included some styles (Eagly, Johannesen-Schmidt & Van Engen, 2003). As a matter of fact, leadership styles determine goal, direction and staff program at organization. These styles are authoritarian, paternalistic leadership, democratic, laissez fair, transactional and transformational (Martindale, 2011). Authoritarian style refers to strictly control over personnel for protecting the rules of organization. Paternalistic style mentions supportive role among staff and plays as a father in a big family (Erben & Guneser, 2008). Another style of leadership is democratic that refers indications sharing ideas about organization policies (Foster, 2002). Laissez fair style refers to decision making and power that transfer to staff, completely. Transactional discusses about external motivations such as rewards and punishments offered to staff. Finally, transformational style shows personnel needs in different forms. Based on prior studies, there is no just one precise style rather the professional manager should recognized the best style between other styles in a particular situation at public educational organization (Martindale, 2011). Consequently, by using adequate leadership styles, managers can effect on staff job satisfaction, commitment and productivity. In addition, Managers should be exerted right styles based on condition. Moreover, applying these styles need to have an educational policy supported by a government and public educational organization in order to obtain a high level of knowledge and performance between staff. This effective policy performs via training and appropriate planning (Rucinski & Bauch, 2006). Leadership style is a series of managerial propensity, behaviors and skills based on person and organizational values, leadership interests and reliability of personnel in different positions (Rad & Yarmohammadian, 2006). The continued search for good managers has resulted in the development of many leadership theories. Based on behavioral approach all styles of leadership have direct relation with staff reactions and organizational behavior at workplace (Bandura, 2002). In reality, these reactions are different between gender

roles of males and females that influence leadership style characteristics (Eckman, 2004; Fridell, Belcher & Messner, 2009; Meier, O'Toole & Goerdel, 2006; Silva, 2009; Walumbwa, Mayer, Wang, Wang, Workman & Christensen, 2011).

Relationship between leadership style and staff's job satisfaction

Based on brilliant role of leadership on job satisfaction among staff at public educational organization and importance of satisfaction as basic human needs, there is a considerable research about this fact and the findings shown that leadership styles and job satisfaction have significant relationship (Cable & Judge, 2003; Chen & Silverthorne, 2005; Rad & Yarmohammadian, 2006; Sancar, 2013). Furthermore, leadership styles can change the amount of job satisfaction among staff and it has considerable role in organizational behavior and society (Bahadori, 2012; Danish & Usman, 2010; De Nobile & McCormick, 2008; Noordin, 2009; Sohail & Delin, 2013). In line with, some researchers found that there is significant positive relationship between leadership and job satisfaction among staff's and an illustrated meaningful relevance between these two items at workplace (Lok & Crawford, 2004; Yousef, 2000; Zigrang, 2000). In this regard Voon *et al.* (2011) found that leadership styles can influence on staff's job satisfaction and these variables have a strong association. By the way, the role of leadership styles is as noticeable critical factor on satisfaction at educational organization that applying right styles of leadership can develop the amount of staff potential (Janssen & Van Yperen, 2004; Rad & Yarmohammadian, 2006). Consequently, it will be useful for reaching the goals of the organization and rising organization effectiveness to clearly comprehend the relationship between these two important elements (Korkmaz, 2007).

CONCLUSIONS

Improper leadership style is a problem for each public educational organization. The most important abnormal response is the dissatisfaction that appear among staff at educational organizations which considerably reduces the amount of their performance. Managers' role is to recognize the right style of leadership based on various condition and relation for applying it at an educational organization.

Many managers do not have adequate awareness and skill for generating suitable atmosphere among staff and to apply precise style at workplace. Hence, all educational organizations need to have correctly educated and aware managers for improving and managing affairs of the organization. This paper shows the necessity of training managers by leadership styles and applying the specific style to achieve satisfaction among staff.

REFERENCES

- Ahmad, H., Ahmad, K. & Ali Shah, I. (2010). Relationship between job satisfaction, job performance attitude towards work and organizational commitment. *European Journal of Social Science*, 18(2), 257-267.
- Ahmed, I., Nawaz, M., Iqbal, N., Ali, I., Shaukat, Z. & Usman, A. (2010). Effects of motivational factors on employees job satisfaction a case study of University of the Punjab, Pakistan. *International Journal of Business and Management*, 5(3), 70-80.
- Ahsan, N., Abdullah, Z., Gun Fie, Y. D. & Alam, S. (2009). A study of job stress on job satisfaction among University Staff in Malaysia: Empirical study. *European Journal of Social Science*, 8(1), 121-131.
- Akintayo, D. I. & Babalola, S. S. (2012). The impact of emotional intelligence on workers' behaviour in industrial organizations. *Journal of Human and Social Psychology*, 4(2), 83-90.
- Alam, M. M. & Fakir Mohammad, J. (2010). Level of job satisfaction and intent to leave among Malaysian nurses. *Journal of Business Intelligence*, 3(1), 123-137.
- Alam, M. M. (2009). The relationships between the emotional intelligence and job satisfaction. *Empirical Findings From Higher Education Institution in Malaysia*, 5(2), 124-139.
- Al-zu'bi, H. A. (2010). A study of relationship between organizational justice and job satisfaction. *International Journal of Business and Management*, 5(12), 102-109.
- Aziri, B. (2011). Job satisfaction. *A literature review. Journal of management research and practice*, 3(4), 77-86.
- Azizi, S., Ghytasivand, F. & Fakharmanesh, S. (2012). Impact of brand orientation, internal marketing and job satisfaction on the internal brand equity: The case of Iranian's Food and Pharmaceutical. *International Review of Management and Marketing*, 2(2), 122-129.
- Bahadori, M. (2012). The effect of emotional intelligence on entrepreneurial behavior: A case study in a Medical Science University. *Asian Journal of Business Management*, 4(1), 81-85.

- Bahrami, M. A., Ezzatabadi, M. R., Jamali, E., Dehghani Tafti, A., Tehrani, A. G. & Ardakani Entezarian, S. (2012). Job motivation factors: a case study of an Iranian Medical University. *Journal of Management and Business Studies*, 1(10), 345-352.
- Bandura, A. (2000). Cultivating competence, self-efficacy and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41(3), 586-598.
- Bargh, C., Scott, P., Smith, D. & Boccock, J. (2000). *University leadership: The role of the chief executive*. Buckingham: Open University Press.
- Beckmann, M., Binz, A. & Schauenberg, B. (2007). Fixed-term employment and job satisfaction: Evidence from individual-level data accounting for selectivity bias. *Center of Business and Economics*, 3(7), 1-30.
- Berson, Y. & Linton, J. D. (2005). An examination of the relationships between leadership style, quality, and employee satisfaction in R&D versus administrative environments. *R&D Management*, 35(1), 51-60.
- Cable, D. M. & Judge, T. A. (2003). Managers' upward influence tactic strategies: the role of manager personality and supervisor leadership style. *Journal of Organizational Behavior*, 24(2), 197-214.
- Čiarnienė, R., Kumpikaitė, V. & Vienožindienė, M. (2010). Expectations and job satisfaction: Theoretical and empirical approach. *The 6th International Scientific Conference "Business and Management 2010"* (Selected papers pp. 978-984). Vilnius, Lithuania. doi:10.3846/bm.2010.131
- Chen, J. C. & Silverthorne, C. (2005). Leadership effectiveness, leadership style and employee readiness. *Leadership & Organization Development Journal*, 26(4), 280-288.
- Chiok Foong Loke, J. (2001). Leadership behaviors: effects on job satisfaction, productivity and organizational commitment. *Journal of nursing management*, 9(4), 191-204.
- Danish, Q. R. & Usman, A. (2010). Impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan. *Journal of Business and Management*, 5(2), 159-167.
- De Nobile, J. J. & McCormick, J. (2008). Organizational communication and job satisfaction in Australian Catholic primary schools. *Educational Management Administration & Leadership*, 36(1), 101-122. doi:10.1177/1741143207084063
- Dhanapal, S., Alwie, M., Subramaniam, T., Vashu, D., Business, F. & Campus, L. S. (2013). Factors affecting job satisfaction among academicians: A comparative study between gender and generations. *International Journal of Management Excellence*, 2(1), 128-139.
- Dunham-Taylor, J. (2000). Nurse executive transformational leadership found in participative organizations. *Journal of Nursing Administration*, 30(5), 241-250.
- Eagly, A. H., Johannesen-Schmidt, M. C. & Van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing women and men. *Psychological bulletin*, 129(4), 569.
- Eckman, E. W. (2004). Similarities and differences in role conflict, role commitment, and job satisfaction for female and male high school principals. *Educational Administration Quarterly*, 40(3), 366-387.
- Erben, G. S., & Guneser, A. B. (2008). The relationship between paternalistic leadership and organizational commitment: Investigating the role of climate regarding ethics. *Journal of Business Ethics*, 82(4), 955-968.
- Foster, D. E. (2002). A method of comparing follower satisfaction with the Authoritarian, Democratic, and Laissez-faire styles of leadership. *Journal of Communication Teacher*, 16(2), 4-6.
- Fridell, M., Belcher, R. N. & Messner, P. E. (2009). Discriminate analysis gender public school principal servant leadership differences. *Leadership & Organization Development Journal*, 30(8), 722-736.
- Ismail, N. (2012). *Organizational commitment and job satisfaction among staff of higher learning education institutions in Kelantan* (Master thesis). Universiti Utara Malaysia, Malaysia.
- Janssen, O. & Van Yperen, N. W. (2004). Employees' goal orientations, the quality of leader-member exchange, and the outcomes of job performance and job satisfaction. *Academy of Management Journal*, 47(3), 368-384.
- Khera, S. N. & Gulati, K. (2012). Job satisfaction: A ray of sunshine even in burn-out times: Perceptual analysis of IT organizations. *International Journal of Management & Information Technology*, 1(3), 111-117.
- Korkmaz, M. (2007). The effects of leadership styles on organizational health. *Educational Research Quarterly*, 30(3), 23-55.
- Lok, P. & Crawford, J. (2004). The effect of organizational culture and leadership style on job satisfaction and organizational commitment: A cross-national comparison. *Journal of Management Development*, 23(4), 321-338.
- Madlock, P. E. (2008). The link between leadership style, communicator competence, and employee satisfaction. *Journal of Business Communication*, 45(1), 61-78.
- Maharjan, S. (2012). Association between work motivation and job satisfaction of college teachers. *Journal of Administrative and Management Review*, 24(2), 45-55.
- Mansoor, M., Fida, S., Nasir, S., & Ahmad, Z. (2011). The impact of job stress on employee job satisfaction a study on telecommunication sector of Pakistan. *Journal of Business Studies Quarterly*, 2(3), 5056.
- Martindale, N (2011). Leadership styles: How to handle the different personas. *Journal of Strategic Communication Management*, 15(8), 32-35.
- Meier, K. J., O'Toole, L. J. & Goerdel, H. T. (2006). Management activity and program performance: Gender as management capital. *Public Administration Review*, 66(1), 24-36.
- Mohammad, J., Habib, F. Q. & Alias, M. A. (2011). Job satisfaction and organizational citizenship behaviour: An empirical study at higher learning institutions. *Journal of Asian Academy of Management*, 16(2), 149-165.

- Nasir, R., Fatimah, O., Mohammadi, M. S., Shahrazad, W. S. W. & Khairudin, R. (2011). Demographic variables as moderators in the relationship between job satisfaction and task performance. *Journal of Social Science and Humanities*, 19, 33-40.
- Noordin, F. (2009). Levels of job satisfaction amongst Malaysian Academic Staff. *Journal of Asian Social Science*, 5(5), 122-128.
- Olorunsola, E. O. (2012). Job satisfaction and personal characteristics of administrative staff in South West Nigeria Universities. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(1), 46-50.
- Owen, J. E. (2011). Assessment and evaluation of leadership. In S. R. Kornives, J. Dugan, J. E. Owen, C. Slack, & W. Wagner (Eds.). (2011). *The Handbook for Student Leadership development (2nd ed., pp. 177-202)*. San Francisco, CA: Jossey. Bass.
- Rad, A. M. M. & Yarmohammadian, M. H. (2006). A study of relationship between managers' leadership style and employees' job satisfaction. *Leadership in Health Services*, 19(2), 11-28.
- Randazzo, F., Biagini, A., Orzac, D., Vincelli, P. D., Motta, G., Scierrone, R., & Nogues, M. (2012). *Journal of Educational and Social Research Editor in Chief*, 2(3). doi: 10.5901/jesr.2012.v2n3
- Reid-Cunningham, A. R. (2008). *Maslow's theory of motivation and hierarchy of human needs: a critical analysis*. California: Berkeley.
- Rucinski, D. A. & Bauch, P. A. (2006). Reflective, ethical, and moral constructs in educational leadership preparation: effects on graduates' practices. *Journal of Educational Administration*, 44(5), 487-508.
- Sancar, M. (2013). *State School principals' perceived leadership behaviors in relation to english language and other subject area teachers' job satisfaction in TRNC* (Ph.D. Thesis). Eastern Mediterranean University: Gazimağusa, North Cyprus.
- Seo, Y., Ko, J. & Price, J. L. (2004). The determinants of job satisfaction among hospital nurses: a model estimation in Korea. *International Journal of Nursing Studies*, 41(4), 437-446.
- Silva, A., (2009). What determines leadership style? In Honors Projects in History and Social Sciences (paper 6). Retrieved from http://digitalcommons.bryant.edu/honors_history/6/
- Sohail, T. M. & Delin, H. (2013). Job satisfaction surrounded by academic staff: a case study of job satisfaction of academic staff of the GCUL, Pakistan. *Journal of Contemporary Research in Business*, 4(11), 126-137.
- Stordeur, S., D'hoore, W. & Vandenberghe, C. (2001). Leadership, organizational stress, and emotional exhaustion among hospital nursing staff. *Journal of Advanced Nursing*, 35(4), 533-542.
- Tan, T. H. & Waheed, A. (2011). Herzberg's motivation-hygiene theory and job satisfaction in the Malaysian retail sector: the mediating effect of love of money. *Asian Academic of Management Journal*, 16(1), 73-94.
- Tazekand, E. F., Nafar, N. & Keramati, R. (2013). The relationship between marital satisfaction and job satisfaction among employees of Social Welfare Organization at Tehran Branches. *Life Science Journal*, 10(6s), 804-812.
- Tella, A., Ayeni, C. & Popoola, S. (2007). Work motivation, job satisfaction, and organisational commitment of library personnel in academic and research libraries in Oyo state. *Library Philosophy and Practice*, 9(11), 1-16.
- Tiwari, P. & Saxena, K. (2012). Human resource management practices. *Journal of Pakistan Business Review*, 13(4), 669-705.
- Vance, C. & Larson, E. (2002). Leadership research in business and health care. *Journal of Nursing Scholarship*, 34(2), 165-171.
- Voon, M. L., Lo, M. C., Ngui, K. S. & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International Journal of Business, Management and Social Science*, 2(1), 24-32.
- Walumbwa, F. O., Mayer, D. M., Wang, P., Wang, H., Workman, K. & Christensen, A. L. (2011). Linking ethical leadership to employee performance: The roles of leader-member exchange, self-efficacy, and organizational identification. *Organizational Behavior and Human Decision Processes*, 115(2), 204-213.
- Wegge, J., Schmidt, K. H., Parkes, C. & Dick, V. R. (2007). Taking a sickie: Job satisfaction and job involvement as interactive predictors of absenteeism in a public organization. *Journal of Occupational and Organizational Psychology*, 80(1), 77-89. doi:10.1348/096317906X99371
- Wu, M. (2004). A review of relationship between principal's leadership style and teacher's job satisfaction. *Journal of Meihu Institute of Technology*, 23(2), 235-250.
- Yeop Yunus, K. N. & Ishak, S. (2012). The relationship between internal satisfaction and external satisfaction amongst hotel customers in Malaysia. *International Journal of Economics Business and Management Studies*, 1(1), 21-29.
- Yousef, D. A. (2000). Organizational commitment: a mediator of the relationships of leadership behavior with job satisfaction and performance in a non-western country. *Journal of Managerial Psychology*, 15(1), 6-24.
- Zigrang, C. B. (2000). *The correlation between a principal's leadership style and personality, as perceived by the teacher, and its effect on teacher job satisfaction*. (Unpublished doctoral dissertation). Regent University.