



LEADERSHIP STYLES AND ORGANIZATIONAL CULTURE IN HIGHER EDUCATIONAL INSTITUTES

Maj Gen Kulpreet Singh¹, Dr. Avikshit²

¹ Retired

² Professor and Dean, Rayat and Bahra School of Management, Punjab,
India

Abstract

In this paper, the impact of various leadership styles on the organizational culture in higher education institutes of District Mohali, Punjab, has been evaluated. The paper also suggests suitable measures to improve organizational culture in higher education institutions in District Mohali. The relationship between the dimensions of leadership styles (Participative, Laissez Faire, Autocratic and Situational) and Organizational Culture (Autocratic, Bureaucratic, Technocratic and Entrepreneurial) in relation to Higher Educational Institutions in Mohali has been presented. The link between the scales of transformational and transactional leadership style and organizational culture has been demonstrated by this study. Educational institutions should concentrate on utilizing the transformational leadership style to increase employee work satisfaction.

Keywords: *Leadership Styles, Organizational Culture, Higher Education Institutes*

1. Introduction

Any educational institution in the globe that wants to grow over the long term must consider the applicability of leadership styles, job happiness, and organisational culture. As the variable factors of educational achievement and performance, they probably rank alongside professional knowledge and abilities, centre competencies, educational resources, and methods. When someone feels efficient in their behaviour, professional knowledge, skills, and central competencies occur. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. The higher education institutes in Mohali, Punjab are facing tremendous problems since students and parents are attracted towards professional courses for various reasons and as a result admissions into these colleges have been falling. All these colleges are going through a crisis and the leaders in these colleges face a greater problem in terms of their role and functions. Most of the teachers are appointed on temporary basis in the colleges and they often lack dedication and devotion to their job. This forms the basis of carrying out the present study. The present study will evaluate the impact of various leadership styles on the organizational culture in higher education institutes of District Mohali, Punjab.

1.1.HIGHER EDUCATION SCENARIO IN INDIA

Education is the key parameter in the growth strategy of any developing nation and has rightly been accorded an important and venerable place in the society.

India's higher education system is the third largest in the world, after USA and China. The state of higher education in India is neither good nor it is bad. At the time of independence there were only 20 universities and 500 colleges with 0.1 million students while, In the year 2019, as per UGC, India has 901 universities, which include central, state, and private universities and approximately 40,000 colleges and 12000 stand-alone institutions. There is growth in number of colleges, universities, students, and teachers year after year. Some institutions of India such as Indian Institute of Technology (IITs) and Indian Institute of Management (IIMs) have been globally acclaimed for their standard of education. However, Indian Universities still lag universities such as Harvard, Cambridge and Oxford.

1.2. IMPORTANCE OF LEADERSHIP IN HIGHER EDUCATION

The main goals of higher education are the dissemination of knowledge, use of information networks and mass media technologies, helping in the improvement of productivity, which may be defined as a way of ensuring the prospect of employ-ability and employment. The need to expand the system of higher education; the impact of technology on the educational delivery; the increasing private participation in higher education and the impact of globalization have necessitated marked changes in the Indian Higher Education system and the role of its leaders is constantly changing. Leadership in Higher Education must evolve at a fast pace in order to keep up with the changing demands on Higher Education. The maintenance and improvement, of the quality of Higher Education Institution, must be the responsibility and full commitment of institutional leadership. To survive in the twenty-first century, we need a new generation of leaders - leaders not managers.

The distinction is an important one. Leaders conquer the context - the volatile, turbulent, ambiguous surroundings that sometimes seem to conspire against us and will surely suffocate us if we let them - while managers surrender to it. The direction of educational leadership research is changing. The emphasis is now on the leadership roles of teaching and learning after 15 years of attention being paid to successful school management. The researchers emphasized that being a leader entails creating a vision, bringing people together, communicating with them, and encouraging them. Leaders are those who do the right things, while managers do the right things. Consequently, management focuses on finding order and stability to deal with complexity, whereas leadership focuses on finding adaptive and positive change to deal with change. Therefore, it is essential to comprehend "Leadership."

1.3. ORGANIZATIONAL CULTURE

The concept of organizational culture first emerged in the 1970s, and soon became one of the most influential concepts in management research and practice. There are many definitions ranging from notions of accepted behavioural rules, rituals, and norms, to shared values, ideologies and beliefs. The hardest aspect of an organisation to change is its culture, which outlasts all other physical characteristics, including founders, leadership, goods, and services. Schein's (1985) concept of organisational culture is the most extensively used. The Schein model states that culture exists simultaneously on three levels: fundamental precepts, values, and artefacts. Fundamental presumptions are accepted notions about reality and human nature and are found at the deepest and most intractable level of civilization. Values refer to

opinions about what should happen in the organisation and are societal concepts, ideologies, aims, and standards that are thought to have intrinsic worth. The audible, visible, and tactile effects of behaviour that is based on values and presumptions are called artefacts. The organizations culture develops in large part from its leadership while the culture of an organization can also affects the development of its leadership. Organisational culture and leadership philosophies are interdependent. According to research, leadership and organisational culture interact constantly (Bass and Avolio, 1993). They discovered that the leaders of an organisation shape its culture, and that culture influences how its leaders are developed. Effective leaders must pay close attention to the assumptions, attitudes, and beliefs that make up an organization's culture. These leaders can comprehend the feelings of their followers and how organisational culture affects the situation since they have greater levels of emotional intelligence (Barling and Kelloway, 2000). This knowledge of culture and its impact on organisational members may be used by leaders to help them choose the best leadership modalities.

2. Review Of Literature

The importance of Leadership in Higher Educational Institutions has not been given its due importance in the Indian context. In fact, this aspect has not been fully understood especially since the functions of Higher Education have been undergoing radical changes in the Indian context during the last few decades. Where the Higher Education Institutions were once citadels of learning, today they exist only to provide a stepping stone to jobs, both for the students and parents also. On the other hand, Agencies like National Assessment and Accreditation Council (NAAC), University Grants Commission (UGC) and others lament about the lack of research emerging out of these Higher Education Institutions, the main reason being the lack of funding by the government and other private sources. The functions and objectives of Higher Education as a field have become very incoherent and confusing. Higher education is caught up in a perfect dilemma of hiked student fees, intensifying threats from international competitors, falling standards of school education, and changing attitude of society. Leaders in Higher Education Institutions are bewildered by the lack of clarity of their roles and by the plethora of societal expectations of their roles. The need of the hour is to understand better what leaders in Higher Education Institutions do and to what level they affect the organizational culture and job satisfaction of the faculty working in institutions of Higher Education. Galup (2008) asserts that successful businesses typically have content employees, but unsatisfied workers can seriously harm a business. There are several different satisfaction elements as well as total or general job satisfaction. It is influenced by several variables, including the communication style of the supervisors, communication satisfaction, the effects of gender, and the supervisors' nonverbal immediacy displays. Lee and Ahmad (2009) found that job satisfaction affects levels of job dissatisfaction, absenteeism, grievance expression, tardiness, low morale, high turnover, quality improvement and participation in decision-making. These in turn affect the overall performance of the organization.

3. Objectives of the Study

This study aims to examine the impact of leadership style on organizational culture in higher education institutions in District Mohali, Punjab with the following objectives:

- To study the impact of leadership styles on organizational culture in higher education institutions in District Mohali.
- To suggest suitable measures to improve organizational culture in higher education institutions in District Mohali.

Based on the theoretical foundation previously covered, the following hypotheses are put forth:

Hypothesis 1: There exists a significant relationship between the dimensions of Leadership Style and Organizational Culture in Higher Educational Institutes.

Hypothesis 2: There exists a significant impact of Leadership Styles on Organizational Culture in Higher Educational Institutes

4. Research Methodology

The present study will cover the Impact of Leadership styles on Organisational culture in Higher Education Institutes of District Mohali, Punjab. Chandigarh and Mohali are the centers for education in Punjab and there are approximately 138 government, aided and private colleges (Target Study 2019) in Mohali. Study was conducted in 15 of these higher education institutes considering all three types of institutes, ie, government, aided and private. These colleges selected by the researcher include Government, Aided and Private educational institutions to assess the styles of leadership and its impact on organizational culture and job satisfaction of teachers who are members and of these colleges.

5. Results And Findings

5.1: The relationship between the dimensions of leadership styles (Participative, Laissez Faire, Autocratic and Situational) and Organizational Culture (Autocratic, Bureaucratic, Technocratic and Entrepreneurial) in relation to Higher Educational Institutions in Mohali has been presented in the table 1.1.

Table 1.1: Relationship between Dimensions of Leadership Style and Organizational Culture

Correlations		Autocratic	Bureaucratic	Technocratic	Entrepreneurial
Participative	Pearson Correlation	.521 **	.324 *	.471 **	.465 **
	p-value	.000	.005	.000	.000
Laissez faire	Pearson Correlation	.248 **	.435 **	.316 **	.469 *
	p-value	.000	.001	.000	.000
Authoritarian	Pearson Correlation	.104 **	.066	.184 **	.327 *
	p-value	.043	.202	.000	.000
Situational	Pearson	.332 **	.483 **	.344 **	.564 *

	Correlation				
	p-value	.000	.000	.000	.000
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Source: Primary Survey

The results in the table 1.1 show that Participative Leadership Style is Positively and Significantly correlated with Autocratic Organizational Culture ($r=0.521$, $p<0.01$), Technocratic Organizational Culture ($r=0.471$, $p<0.01$) and Entrepreneurial Organizational Culture ($r=.465$, $p<0.01$) at 1 percent level of significance. Further Participative Leadership Style is Positively and Significantly correlated with Bureaucratic Organizational Culture ($r=0.324$, $p<0.05$) at 5 percent level of significance. Laissez faire Leadership Style is Positively and Significantly correlated with Autocratic Organizational Culture ($r=0.248$, $p<0.01$), Bureaucratic Organizational Culture ($r=0.435$, $p<0.01$) and Technocratic Organizational Culture ($r=0.316$, $p<0.01$) at 1 percent level of significance. Further Laissez faire Leadership Style is Positively and Significantly correlated with Entrepreneurial Organizational Culture ($r=0.469$, $p<0.05$) at 5 percent level of significance. Authoritarian Leadership style is Positively and Significantly correlated with Entrepreneurial Organizational Culture ($r=.327$, $p<0.05$) at 5 percent level of significance. However, Authoritarian Leadership style is Positively and Significantly correlated with Autocratic Organizational Culture ($r=0.104$, $p<0.01$) and Technocratic Organizational Culture ($r=0.184$, $p<0.01$) at 1 percent level of significance. Situational Leadership Style is Positively and Significantly correlated with Autocratic Organizational Culture ($r=0.332$, $p<0.01$), Bureaucratic Organizational Culture ($r=0.483$, $p<0.01$) and Technocratic Organizational Culture ($r=0.344$, $p<0.01$) at 1 percent level of significance and Positively and Significantly correlated with Entrepreneurial Organizational Culture ($r=.564$, $p<0.05$) at 5 percent level of significance. Whereas, Authoritarian Leadership style has insignificant correlation with Bureaucratic Organizational Culture both at 1 percent level of significance and at 5 percent level of significance.

The positive and significant correlation between all dimensions of leadership style viz; Participative, Laissez Faire, Autocratic and Situational and Organizational Culture viz; Autocratic, Bureaucratic, Technocratic and Entrepreneurial in relation to Higher Educational Institutions in Mohali except insignificant correlation between Authoritarian Leadership style and Bureaucratic Organizational Culture reveals that leadership style plays an important role in shaping the employee's perception towards their organizational culture. Participative Leadership Style led to all four dimensions of Organizational Culture, but has highest correlation with Autocratic Organizational Culture ($r=0.521$, $p<0.01$).

Laissez Faire Leadership Style led to all four dimensions of Organizational Culture, but has highest correlation with Entrepreneurial Organizational Culture ($r=0.469$, $p<0.01$). It implies that employees want to grow organically too while serving in the organization.

Authoritarian Leadership style has highest degree of correlation with Entrepreneurial Organizational Culture ($r=.327$, $p<0.01$) indicates that controlling nature of leaders influence the entrepreneurial urge of respondents. Further, insignificant correlation of Authoritarian

Leadership style with Bureaucratic Organizational Culture depicts that Authoritarian Leader does not influence the employee's perception towards Bureaucratic Organizational Culture. Situational Leadership Style has strong and significant correlation with all the four dimensions of organizational culture, but, has highest degree of correlation with Entrepreneurial Organizational Culture ($r=.564$, $p<0.01$). Situational Leadership Style gives leaders the liberty to follow their own path and mend rules according to situations as Situational Leadership Style is a dynamic form of leadership. Therefore, this style of leadership helps in turning Employees to Intrapreneur which further enhances their and Satisfaction and Commitment to their job.

5.2: Impact of Leadership Style on Organizational Culture

In order to analyze the Impact of Leadership Style (Independent Variable) on Organizational Culture (Dependent Variable) in relation to Higher Educational Institutions in Mohali, Linear Regression Analysis has been used.

Table 1.2: Impact of Leadership Style on Autocratic Organizational Culture

a) Model Summary

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	p-value
1	0.634	.513	.411	4.4532	55.350	.0001**

Source: Primary Data Significant at 1 percent level of Significance

Independent Variable: Leadership Style

Dependent Variable: Autocratic Organizational culture

b) Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.158	1.803		2.861	.000
	Participative	.380	.038	.378	10.128	.000
	Laissez faire	.035	.052	.057	.672	.000
	Authoritarian	-.105	.071	-.047	-1.476	.141
	Situational	.280	.079	.293	3.541	.000

Source: Primary Data Significant at 1 percent level of Significance

Independent Variable: Leadership Style

Dependent Variable: Autocratic Organizational culture

The summary of the coefficients shown in the Table 1.2 (b) reveals that the Participative, Laissez Faire and Situational leadership style is a significant predictor of criterion variable (Autocratic Organizational culture) with β value as 0.378, 0.057 and 0.293 respectively at 1

percent level of Significance. However, the negative β value (-0.047) reveals that Authoritarian leadership style is not a significant predictor of Autocratic Organizational culture.

Table 1.3: Impact of Leadership Style on Bureaucratic Organizational culture

a) Model Summary

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	p-value
1	0.453	.536	.033	5.54356	4.185	.001**

Source: Primary Data Significant at 1 percent level of Significance

Independent Variable: Leadership Style

Dependent Variable: Bureaucratic Organizational culture

b) Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.900	1.828		9.790	.0001**
	Participative	.038	.038	.065	.986	.000
	Laissez faire	.065	.053	.071	1.230	.000
	Authoritarian	-.002	.072	-.011	-.024	.981
	Situational	.148	.080	.220	1.843	.000

Source: Primary Data Significant at 1 percent level of Significance

Independent Variable: Leadership Style

Dependent Variable: Bureaucratic Organizational culture

The summary of the coefficients shown in the Table 1.3 (b) reveals that the Participative, Laissez Faire and Situational leadership style is a significant predictor of criterion variable (Bureaucratic Organizational culture) with β value as 0.065, 0.071 and 0.220 respectively at 1 percent level of Significance. However, the negative β value (-0.011) reveals that Authoritarian leadership style is not a significant predictor of Bureaucratic Organizational culture.

Table 1.4: Impact of Leadership Style on Technocratic Organizational Culture

a) Model Summary

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	p-value	
1	0.454	.206	.198	4.14373	24.356	.0001**	

Source: Primary Data Significant at 1 percent level of Significance

Independent Variable: Leadership Style

Dependent Variable: Technocratic Organizational culture

b) Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.874	1.367		2.835	.000**
	Participative	.178	.028	.320	6.248	.0001
	Laissez faire	-.070	.040	.105	-1.759	.000
	Authoritarian	.041	.054	-.038	.767	.444
	Situational	.303	.060	.299	5.058	.0001

Source: Primary Data Significant at 1 percent level of Significance

Independent Variable: Leadership Style

Dependent Variable: Technocratic Organizational culture

The summary of the coefficients shown in the Table 1.4 (b) reveals that the Participative, Laissez Faire and Situational leadership style is a significant predictor of criterion variable (Technocratic Organizational culture) with β value as 0.320, 0.105 and 0.299 respectively at 1 percent level of Significance. However, the negative β value (-0.038) reveals that Authoritarian leadership style is not a significant predictor of Technocratic Organizational culture as well.

Table 1.5: Impact of Leadership Style on Entrepreneurial Organizational Culture

a) Model Summary

Model Summary							
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	F-value	p-value
1	0.789	.882	.881		4.14373	24.356	.0001**

Source: Primary Data Significant at 1 percent level of Significance

Independent Variable: Leadership Style

Dependent Variable: Entrepreneurial Organizational culture

b) Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.874	1.367		2.835	.000**
	Participative	.178	.028	.420	4.654	.0001
	Laissez faire	-.070	.040	.305	3.541	.000
	Authoritarian	.041	.054	-.068	-.467	.444
	Situational	.303	.060	.411	3.061	.0001

Source: Primary Data Significant at 1 percent level of Significance

Independent Variable: Leadership Style

Dependent Variable: Entrepreneurial Organizational culture

The summary of the coefficients shown in the Table 1.5 (b) reveals that the Participative, Laissez Faire and Situational leadership style is a significant predictor of criterion variable (Entrepreneurial Organizational culture) with β value as 0.420, 0.305 and 0.411 respectively at 1 percent level of Significance. However, the negative β value (-0.068) reveals that Authoritarian leadership style is not a significant predictor of Entrepreneurial Organizational culture as well.

The result of Linear Regression Analysis depicts that out of four dimensions of Leadership Style, Authoritative Leadership Style does not contribute significantly and positively to any dimension of Organizational culture. Therefore, the policy makers or the decision makers shall keep this in their mind while formulating any policy. The employees need to work in a culture that give them that space to grow and learn. The various initiatives like Employee Engagement, Employee Involvement and Employee Motivation need to be adopted by the organization to have satisfied and committed employees.

6. Discussion

The results show that Participative Leadership Style is Positively and Significantly correlated with Autocratic Organizational Culture, Technocratic Organizational Culture and Entrepreneurial Organizational Culture. Participative Leadership Style is Positively and Significantly correlated with Bureaucratic Organizational Culture. Laissez faire Leadership Style is Positively and Significantly correlated with Autocratic Organizational Culture, Bureaucratic Organizational Culture and Technocratic Organizational Culture. Laissez faire Leadership Style is Positively and Significantly correlated with Entrepreneurial Organizational Culture. Authoritarian Leadership style is Positively and Significantly correlated with Entrepreneurial Organizational Culture. However, Authoritarian Leadership style is Positively and Significantly correlated with Autocratic Organizational Culture and Technocratic Organizational Culture. Situational Leadership Style is Positively and Significantly correlated with Autocratic Organizational Culture, Bureaucratic Organizational Culture and Technocratic Organizational Culture. Situational Style Leadership is Positively and Significantly correlated with Entrepreneurial Organizational Culture. Authoritarian Leadership style has insignificant correlation with Bureaucratic Organizational Culture. The positive and significant correlation between all dimensions of leadership style viz; Participative, Laissez Faire, Autocratic and Situational and Organizational Culture viz; Autocratic, Bureaucratic, Technocratic and Entrepreneurial in relation to Higher Educational Institutions in Mohali except insignificant correlation between Authoritarian Leadership style and Bureaucratic Organizational Culture reveals that leadership style plays an important role in shaping the employee's perception towards their organizational culture. Participative Leadership Style led to all four dimensions of Organizational Culture, but has highest correlation with Autocratic Organizational Culture. Laissez Faire Leadership Style led to all four dimensions of Organizational Culture, but has highest correlation with Entrepreneurial Organizational Culture. It implies that employees want to grow organically too while serving in the organization. Authoritarian Leadership style has highest degree of correlation with Entrepreneurial Organizational Culture indicates that controlling nature of leaders influence

the entrepreneurial urge of respondents. Further, insignificant correlation of Authoritarian Leadership style with Bureaucratic Organizational Culture depicts that Authoritarian Leader does not influence the employee's perception towards Bureaucratic Organizational Culture. Situational Leadership Style has strong and significant correlation with all the four dimensions of organizational culture, but, has highest degree of correlation with Entrepreneurial Organizational Culture. Situational Leadership Style gives leaders the liberty to follow their own path and mend rules according to situations as Situational Leadership Style is a dynamic form of leadership. The summary of regression model depicts the strength of association between Leadership Style and Autocratic Organizational culture in Higher Educational Institutions in Mohali. The high value of R indicates a strong relationship between Leadership Style and Autocratic Organizational culture. The value of R square depicts that leadership style contributes significantly and predicts 51.3 percent variance in the Autocratic Organizational culture. The summary of the coefficients reveals that the Participative, Laissez Faire and Situational leadership style is a significant predictor of criterion variable (Autocratic Organizational culture). The negative β value reveals that Authoritarian leadership style is not a significant predictor of Autocratic Organizational culture. Summary of regression model depicts the strength of association between Leadership Style and Bureaucratic Organizational culture in Higher Educational Institutions in Mohali. The high value of R indicates a strong relationship between Leadership Style and Bureaucratic Organizational culture. The value of R square depicts that leadership style contributes significantly and predicts 53.6 percent variance in the Bureaucratic Organizational culture. The summary of the coefficients reveals that the Participative, Laissez Faire and Situational leadership style is a significant predictor of criterion variable (Bureaucratic Organizational culture). The negative β value reveals that Authoritarian leadership style is not a significant predictor of Bureaucratic Organizational culture. The summary of regression model depicts the strength of association between Leadership Style and Technocratic Organizational culture in Higher Educational Institutions in Mohali. The high value of R indicates a strong relationship between Leadership Style and Technocratic Organizational culture. The value of R square depicts that leadership style contributes significantly and predicts 20.6 percent variance in the Technocratic Organizational culture. The summary of the coefficients reveals that the Participative, Laissez Faire and Situational leadership style is a significant predictor of criterion variable (Technocratic Organizational culture). The negative β value reveals that Authoritarian leadership style is not a significant predictor of Technocratic Organizational culture as well. The summary of regression model depicts the strength of association between Leadership Style and Entrepreneurial Organizational culture in Higher Educational Institutions in Mohali. The high value of R indicates a strong relationship between Leadership Style and Entrepreneurial Organizational culture. The value of R square depicts that leadership style contributes significantly and predicts 88.2 percent variance in the Entrepreneurial Organizational culture. The summary of the coefficients reveals that the Participative, Laissez Faire and Situational leadership style is a significant predictor of criterion variable (Entrepreneurial Organizational culture). The negative β value reveals that Authoritarian leadership style is not a significant predictor of Entrepreneurial Organizational culture as well. The result of Linear Regression Analysis

depicts that out of four dimensions of Leadership Style, Authoritative Leadership Style does not contribute significantly and positively to any dimension of Organizational culture.

7. Conclusion

The link between the scales of transformational and transactional leadership style and organizational culture has been demonstrated by this study. Educational institutions should concentrate on utilizing the transformational leadership style to increase employee work satisfaction. The limited sample size of this study is one of its key drawbacks, preventing generalization of its findings. The issue of the respondents' sincerity in the study's participants is related to another weakness of this research. This might influence the survey's outcomes. Future studies may concentrate on determining how the components of transformative leadership and work satisfaction relate to one another.

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