

The Transformational Leadership: A Possible TQM Solution to Increase Job Satisfaction?

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Abstract: The leadership style of top management is vital to the successful implementation of various activities in an organization. Moreover, one of the critical elements in total quality management (TQM) is effective leadership within an organization. This study will address the relationship between leadership styles and job satisfaction among academicians at an institution of higher education in Malaysia that has adopted TQM in an early stage. Based on a review of the literature, the majority of the studies have identified a positive relationship between leadership style and job satisfaction in various fields of industries. The results of this study support these findings. Transformational leadership style is found to have significant impact to job satisfaction and is pivotal to the success of TQM implementation.

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1. Introduction

The provision of leadership by the management team in organizations is universally acclaimed by quality management experts as critical to the successful implementation of total quality management (TQM). Therefore, it is important to examine the particular traits of leadership that can successfully leading staff to be satisfied and high performing (Nwabueze, 2011).

Leadership is one of the critical factors in enhancing an organization's performance (Riaz and Haider, 2010). Leaders in any organization are expected to carry out tasks with limited resources to the maximum level in order to maintain the competitive edge and to sustain the profitability position of the organization (Riaz and Haider, 2010). Leadership is also affirmed by various researchers as the major element in preserving and improving an organization's competitive advantage (Zhu *et al.*, 2005; Rowe, 2001; Riaz and Haider, 2010). According to Kotter (1999), leadership is about setting a direction or developing a vision of the future together with the strategies necessary for producing the changes needed to achieve this vision. Another definition of leadership by Bennis and Nanus (1985) and Hamidifar (2010) is: "Leadership is an influence relationship among leaders and followers to perform in such a way to reach a defined goal or goals". Leadership therefore is a fundamentally important element for the success of an organization, regardless of the nature of its activities. It includes the success of TQM implementation: regardless of their being profit or charity orientated, private or government linked organizations.

The objective of this study is to examine the independent variables, which are the leadership styles that may affect staff job satisfaction in an institution of higher education that adopts TQM. High job satisfaction of staff can definitely improve staff work commitment. More importantly, it can also increase work quality and productivity (Larsson & Vinberg, 2010). The appropriate leadership style used by leaders may be the most effective in overcoming the low job satisfaction of staff in an organization.

2. Literature Review

Total Quality Management (TQM) is a process that begins with a vision that is actively promoted by the organizational leader. Its achievement requires an effective leadership that will be able to build a healthy organizational culture that later under this leadership will be easily transformed into a TQM. According to studies in the area of quality control, the behavior and expectation of top management, the importance of leadership and its different styles or the leader's personal characteristic are important in understanding the critical success factors of an organizations. Furthermore, transformational leadership are found able to facilitate effort in the TQM implementation process (Nwabueze, 2011). Trofino (2001) also argues that transformational leadership style is a strategy to move organizations beyond traditional values and approaches by building upon the core values of total quality management (TQM).

2.1 Leadership Styles:

Transformational leadership: Transformational leadership is a term that was coined by Downton (1973) (cited by Northouse, 2010). It is one of the more popular approaches to leadership and has been focused on by many researchers since the early 1980s (Northouse, 2010). According to Bryman (1992), transformational leadership is part of the “New Leadership” paradigm, which gives more attention to the charismatic elements of leadership.

A transformational leader is defined as one who is able to stimulate, inspire, and transform his or her subordinates to strive harder in order to achieve extraordinary outcomes (Robbins *et al.*, 2010). Daft (2010), states that this type of leadership inspires followers to believe in their own potential, so as to create a better future for the organization while believing in the leader personally.

In contrast to the earlier theories on traits or characteristics or situational approaches that concentrate on the leaders, transformational leadership focuses on the leader and follower relationship. A transformational leader is expected to be able to provide a clear vision and mission, inspire self-esteem and gain trust and respect through charisma (Bass, 1990). Bass (1990) highlights the fact that a transformational leader will ask his or her subordinates to go beyond self-interest for the benefit of the team, the organization, as well as society. Moreover, this type of leader will give serious consideration to the long-term need for self-improvement and development rather than the short-term needs.

The performance of the organizations is the result of goals established by the leaders and the level of personnel involvement. These companies' leadership is of a transformational type, it focuses on human resources and innovation and defines goals which try to motivate individuals in order to reach excellence and effectiveness of performance. Transformational leaders establish learning goals, change and high performance related to the sustainability of the organization (Nwabueze, 2011).

Transactional leadership: Transactional leadership focuses on completion and the accomplishment of the tasks on hand. This type of leader maintains harmonious working relationships coupled with promises of rewards for better than satisfactory performances (Dessler and Starke, 2004).

This form of leadership focuses on leader-follower exchanges in which subordinates are expected to carry out their duties and perform according to instructions. The followers then expect that they will be compensated positively in line with the results generated by them. This also includes negative actions such as punitive and penalties in the

event that the subordinates fail to perform as instructed. Rewards include complimentary comments, praise, and recognition upon successful compliance with the instructions from the leaders resulting in the achievement of their objectives (Riaz and Haider, 2010). Similarly, Avolio (1991) suggests that transactional leaders should be expected to communicate frequently and regularly with their followers, particularly with regard to explanations concerning work instructions and guidance. On the successful completion of an assigned task, any rewards should also be conveyed to his or her co-workers (Hamidifar, 2010).

Laissez-faire leadership: In contrast to transformational and transactional leaderships, Laissez-Faire leadership is a passive leadership style. This type of leader generally gives his or her subordinates complete freedom to make decisions or to complete a task in whichever way they deem appropriate (Robbins *et al.* 2010). It also is interpreted as a non-transactional kind of leadership style in which prompt decisions are not made or made with delays in the actions taken. This is coupled with a disregard of leadership responsibilities and the non-exercise of authority. Hamidifar (2010) comments that leaders who are practicing this leadership style usually have no concern for issues that arise in the organization.

Laissez-Faire can be taken as a “hands-off” or “let-things-ride” approach, as is suggested by the original French phrase. Laissez-Faire leaders are said to relinquish responsibility, give no feedback, delay decision making and are not keen on helping followers satisfy their needs (Northouse, 2010).

Job satisfaction: Job satisfaction has been defined as the relationship between what one wants from one's job and what one perceives it to be offering (Lund, 2003). Jones and George (2004) stress that job satisfaction is the collection of feelings and beliefs that staff have about their jobs. A staff general attitude toward his or her job is also referred to as job satisfaction (Rezaiean *et al.* 2010). It is an important concern for the employer since satisfied staff are more likely to show up for work on time, have higher levels of performance, and will remain longer with an organization (Robbins *et al.*, 2010; Taboli, 2013). Job satisfaction is also referred to as a staff positive attitude toward his or her assigned tasks (Daft, 2010).

Like leadership, job satisfaction has been widely studied by researchers and theorists in various organizational contexts, industrial or professional, over the last four decades (Currivan, 1999) (Lund, 2003). Researchers and theorists from different continents have been exploring and developing various theories on job satisfaction. These include the exploration of the relationship between job

satisfaction and organization variables such as performance, cohesion, organizational commitment, age and gender, and organizational environment (Lund, 2003).

Theorists such as Maslow (1954), Herzberg (1966) and Bryman (1992) have investigated and developed various theories related to job satisfaction. For instance, Maslow's theory on the hierarchy of needs proposes that people are motivated by multiple needs in a hierarchical order. Lower-order needs must be fulfilled before higher-order needs are satisfied. These, in sequence, are physiological needs, safety needs, belongingness needs, esteem needs and self-actualization needs (Daft, 2010).

Another popular theory on motivation is Herzberg's two-factor theory. This suggests that work behavior or characteristics associated with dissatisfaction are different from those related to satisfaction. Herzberg points out two separate dimensions that contributed to staff behavior during work. These are termed the hygiene and motivator factors. The hygiene factors are those outside the specific task such as overall working conditions, salary, security, company policies and forms of supervision. The Motivator factors are such elements as opportunities for achievement, recognition, responsibility, personal growth, and challenges on the job that are intrinsic to the work itself (Dessler and Starke, 2004). When motivator factors are absent workers are neutral toward their work. However, workers are highly motivated and satisfied in the presence of these factors. Herzberg comments that advancement, i.e. to provide intrinsic motivation (Akinyele, 2007).

2.2 Direct Relationships among Research Variables

The relationship between leadership styles and job satisfaction: Several studies have been conducted on the education profession (Silins and Mulford 2002; Blogler 2002; Rossmiller, 1992). A study by Silins and Mulford (2002) has revealed a high level of teacher satisfaction in secondary school systems where transformational leadership is implemented. Similarly, some previous investigations of job satisfaction among teachers reveal that lack of effective leadership skills had negatively affected their job satisfaction, as shown in Blogler's (2002) study. Other empirical studies, such as that carried out by Rossmiller (1992) reveal that a teacher's perception of their principal's transformational leadership skills has a significant impact on their job satisfaction and conclude that the principles of the school practicing transformational leadership are more likely to foster and enhance job satisfaction among teachers, as compare to those principles who

are not transformative in their leadership styles.

Ejimofofor (2007) has conducted a study to investigate the relationship between a teacher's perception of his or her principal, transformational leadership skills possessed by teachers, and job satisfaction in two large Local Government Areas in Southeastern Nigeria. Participants include 518 secondary teachers and 48 principals, and the results of the study show that a teacher's perception of his or her principal's transformational leadership skills have a substantial impact on job satisfaction.

Further studies, with similar aims to explore the relationship between leadership and job satisfaction, have been carried out by Ramey (2002), who has conducted a study to examine the relationship between leadership styles of nurse managers and job satisfaction of registered staff nurses in hospital settings in an Appalachian state of the USA. A total of 200 participants from the total registered nurses of 7190 were selected using a simple random sampling method. Similar to other research studies, such as those mentioned earlier, a positive and moderate association was found between the job satisfaction of the registered staff nurses and the nurse managers who were practicing transformational leadership. The association between job satisfaction of staff nurses and their superiors who practicing transactional and laissez-faire leadership was found to be contrary. These findings further support the conclusion that there exists a positive relationship between transformational leadership styles and staff job satisfaction. However, Robbins et al (2010) argue that leader using the style laissez-faire could increase job satisfaction among employees because of freedom given to them to make decisions when is needed.

Hamidifar (2010) also conducted a similar study on the relationship between leadership and staff job satisfaction at Islamic Azad University 16 Branches in Tehran, Iran. 400 questionnaires were distributed using the random sampling method and 386 were completed. The results of the study are consistent with similar studies, which have shown the significant positive influence of transformational leadership factors on staff job satisfaction. This study undertaken by Hamidifar also shows that there no significant influence of transactional leadership on a subordinate's job satisfaction.

Walumbwa *et al.* (2004) have conducted a study on the relationship between transformational leadership and work outcomes by using a sample of 402 staff in China and India in the banking and finance sectors. The results have again demonstrated a positive relationship between transformational leadership and job satisfaction as well as organizational commitment.

Choi *et al.* (2007) have found that transformational leadership in sport is closely associated with the head coach's altruistic behavior, effective commitment, and job satisfaction. Another study of a sport organization, quoted by Yusof and Shah (2008), has found that an athletic director exercising transformational leadership leads to greater job satisfaction among coaches. In another recent study by Burton and Peachey (2009) in the same field, the results reveal that transformational leadership of the athletic director is positively associated with satisfaction, regardless of gender.

Jaskyte (2004) have conducted an exploratory study of leadership and organizational culture on a sample of nonprofit human services organizations. This study shows a significant relationship between leadership and cultural variables exists. Positive relationships among transformational leadership, organizational values, and cultural consensus (the degree of agreement among staff on those values) indicate that leadership practices employed in this sample created strong cultural consensus with regard to values that may increase job satisfaction in the organization.

Wells and Peachey (2010) have conducted a study in the USA on 200 participants from National Collegiate Athletic Association Division I softball and volleyball assistant coaches. They investigated the relationship between leadership behavior (transformational and transactional), satisfaction with the leaders, and voluntary turnover intentions. The results reveal a significantly negative association between transformational leadership behavior and voluntary organizational turnover intentions, as well as a correlation between transactional leadership behavior and voluntary organizational turnover intentions. Moreover, these two leadership styles can be said to be positively related to job satisfaction.

The research conducted by Yun *et al.* (2007) has examined how a team's organization with respect to citizenship related to leadership and job satisfaction. They find a positive relationship between transformational leadership styles and job satisfaction and no effect with respect to transactional leadership styles and job satisfaction.

Rowold and Rohmann's (2009) study looks into the effectiveness of transformational and transactional leadership styles in the domain of German nonprofit orchestras, while exploring the role of the emotions within these leadership styles. Positive emotions among leaders were associated with both transactional and transformational leadership in this study. This implies that leaders that are directly in control of their emotions increase significantly the job satisfaction of their subordinates.

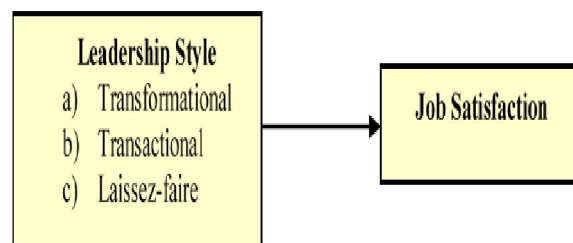


Figure 1: Conceptual Framework

The research hypotheses and their conceptual framework: This study would like to explore the linkage between leadership style and job satisfaction as shown in the author's conceptual model (Figure 1). To this end, the following hypotheses have been established:

- **H1:** The transformational leadership style is positively related to job satisfaction
- **H2:** The transactional leadership style is positively related to job satisfaction
- **H3:** The laissez-faire leadership style is positively related to job satisfaction

3 Research Methodology

3.1 Research Design

This study has investigated the effect of leadership style on job satisfaction by means of a descriptive and analytical methodology. A mixed mode of quantitative and qualitative research designs were adopted. The quantitative study has applied a survey type of research design. Interviews of selected respondents have been used in the qualitative research method.

The survey method using a structured questionnaire obtained primary data from the participants. The data has been analyzed using Statistical Package for Social Sciences Version 16 (SPSS 16). The collected data was then analyzed using descriptive statistics and Pearson's correlation analysis. A multiple regression analysis has been used to test the hypotheses.

In this method selected respondents are asked several questions base on a structured interview technique. This standardized approach ensures that responses are comparable among interviews. The selected respondents are the Heads of Department (HOD) of the faculties in a College. These respondents are the leaders and immediate superiors of lecturers of the College. The purpose of the interview is to determine if the interviewee's (lecturer's) rating of his or her leader's leadership style matches the self-evaluation of the HODs on their leadership style.

3.2 Research Sample and Data Collection

An Institute of Higher Education has been

selected in the state of Johor, the southern most state in West Malaysia. The population of this study consists of the whole academic staff. The primary tasks of the participants are teaching and tutoring, which involves the provision of in-depth knowledge that educates the students in compliance with the subject's syllabus materials approved and accredited by the Ministry of Higher Education Malaysia for the respective programs conducted by the college. The name of the college is withheld for the purpose of confidentiality. The college was established 20 years ago and now has more than 1000 students. The college offers certificate, diploma, and twinning degree programs. The top management of the college is at the initial stage of adopting TQM as the guiding principle for running the operations of the college. It has a total of 51 academic staff members including those on a part-time basis. Thirty two of them are full-time staff members. The overall response rate for the survey is 92% (47 completed forms have been returned). Respondents were asked describe how their leaders behaved. Lecturers were asked to rate their immediate supervisor, Head of Department (HOD) as their leader, while the HODs rated the College's President as their leader since they report directly to the President.

3.3 Research Instruments

The distributed questionnaire comprises of three main parts:

a) Demographic Profile

Demographic data are collected for seven items, which include gender, age, marital status, education background, position, tenure of status, and salary range.

b) Measurement of Leadership Styles

The Multifactor Leadership Questionnaire (MLQ) (Bernard Bass and Bruce Avolio, 1997, as cited by Ramey 2002) has been used to measure transactional and transformational leadership styles. An earlier version of the MLQ was developed by Bass (1985) for interviews conducted by him and his associates on 70 senior executives in South Africa. Bass further asked these executives to describe how their leaders behaved and what these leaders did to effect change. He then constructed questions from these responses combined them with other interviews with both junior and senior executives.

Transformational leadership style is measured using 5 factors: (a) Idealized Influence (attributed), (b) Idealized Influence (behavior), (c) Inspirational Motivation, (d) Intellectual Stimulation, and (e) Individual Consideration.

Transactional leadership style is measured using 3 factors: (a) Contingent Reward, (b) Management-by-Exception (passive), (c) Management-by-Exception (active), and Laissez-Faire.

The MLQ consists of 45 items or questions each using the 5 Likert scale (0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly open, and 4 = frequently, if not always) and has been set into each of the nine factors.

c) Measurement of Job Satisfaction

The Minnesota Satisfaction Questionnaire (MSQ) (cited in Chan *et al.* 2010) has been used for measurement of job satisfaction. An MSQ includes the measurement of staff intrinsic job satisfaction, extrinsic job satisfaction, as well as general satisfaction (Kuchler) (Chan *et al.* 2010). An MSQ with 20 items measuring intrinsic, extrinsic, and general job satisfaction has been adopted in this research

Responses based on the 5-point Likert Scaling from 1 = Very Dissatisfied; 2 = Dissatisfied; 3 = Neither Satisfied or Dissatisfied; 4 = Satisfied and 5 = Very Satisfied, have been used for the adopted short-form MSQ in this study.

3.4 Content Validity of the Research Instrument

A content validity research instrument has been developed with help from three full-time senior lecturers from the college. Cooper D. R. *et al.* (2006) comment that content validity is used to measure the degree to which the content of the items in the instrument adequately represents the universe of all relevant items under study. Lecturers participating in this content validity exercise were requested to complete a "Research Instrument Validation" form which was attached to the research instrument. There were no major changes on the questionnaires base on the feedback from the participants. The questionnaires are deemed to be clear, suitable, and in a language understandable by the participants.

3.5 One-on-One Interviews

A general interview-guide approach was used to ensure that the same general areas of information were collected from the various interviewees. This interview approach provides more focus than the conversational approach but still allows for a degree of freedom and adaptability in obtaining information from the interviewees (De Bruyn & Roodt, 2009). Interview guidelines ensure the good use of limited interview time, make the interviewing of multiple subjects more systematic and comprehensive, and help to keep interactions focused. In keeping with the flexible nature of qualitative-research design, interview guidelines can be modified over time to focus attention on the areas of particular importance or to exclude questions that the researcher finds unproductive for the goals of the research (Sekaran, 2001). Below are some structured questions used in the interview session;

a) How you describe your style in leading your staff?

- b) Are you satisfied with the current work performance of your subordinates?
 c) How do you monitor your subordinates work activities?
 d) In what way do you motivate your subordinates?

The data were gathered and coded for analysis. Transcripts were examined and explored for themes and patterns. The task of coding by a researcher is to recognise recurrent words, phrases and themes within the data. The coding system was managed manually.

4. Results

4.1 Reliability Analysis

A reliability analysis was conducted to test the reliability of the research instrument. The Cronbach alpha value has been used to analyse the instrument. The alpha values for all the variables are above 0.7. According to Kerlinger (1973), any measurement instrument should have a reliability value of more than 0.70. These statistical results therefore confirm the reliability of the measurement scales used for this study.

The Cronbach alpha value obtained for the items measuring transformational leadership is 0.92. A reliability analysis was also conducted on each of the five factors examined under transformational leadership style. These included idealized influence - behavior (0.83), idealized influence – attribute (0.72), inspirational motivation (0.92), intellectual stimulation (0.86), and individual consideration (0.73).

The alpha value obtained for the items measuring transactional leadership is 0.86. A reliability analysis was also conducted on each of the three factors examined under transactional leadership style. These included contingent reward factors (0.83), management-by-exception (active) factors (0.76) and management-by-exception (passive) factors (0.85).

Laissez Faire leadership was measured with four items and the reliability statistics show an alpha reading of 0.90.

Reliability statistics (Cronbach alpha) for items measuring the job satisfaction variable are also well above 0.70. It is to be noted that both intrinsic, with twelve items, and extrinsic factors, with six items, have been recorded with alpha readings of 0.92 and 0.80 respectively. These results assure acceptable reliability scales for subsequent analyses.

4.2 Demographic Profile Information

Table 4.1 below summarizes the demographic profile of the respondents, which include gender, age, marital status, education qualifications, position, tenure status, and salary scale. Data from a total of 47 respondents have been collected and included in the analysis.

Table 4.1

Demographic Profiles of Respondents (N=47)

Demographic variables	Categories	Frequencies	Percentages
Gender	Male	23	48.1
	Female	24	51.9
Age	21-30 years old	15	31.9
	31-40 years old	17	36.2
	41-50 years old	10	21.3
	> 51 years old	5	10.6
Marital Status	Single	22	46.8
	Married	25	53.2
Education	Bachelor	20	42.6
	Masters & above	27	57.4
Position	Lecturer	40	85.1
	HOD cum Lecturer	7	14.9

4.2.1 Leadership Style Measurement

The descriptive statistical measurements for leadership styles are shown in table 4.2. Transformational leadership styles scored highest among the three leadership styles with a mean of 2.25. Laissez Faire leadership scored lowest with a mean of 1.56. The mean scores are similar to those of a study by Jones and Rudd (2007). Based on the response of 56 Deans of the Colleges of Agricultural and Life Sciences in USA, the highest mean score (3.28) was on the Transformational leadership style and mean score of 2.24 for Transactional leadership style. Laissez Faire leadership scored the lowest at 0.88. Therefore, this study confirms the conclusion that the transformational leadership style is the favourite among academic staff in education institutions.

Table 4.2

Descriptive Statistics for Leadership Styles

	N	Mean	Std. Deviation
Transformational	47	2.2537	.78261
Transactional	47	1.9136	.73033
L-Laissez Faire	47	1.5556	1.13792

4.3 Job Satisfaction Measurement

Table 4.3 and 4.4 present the descriptive statistical measurements for job satisfaction. It is to be noted from Table 4.3 that the overall job satisfaction scored a mean of 3.37. These results indicate that participants are moderately satisfied with their job. In addition, Table 4.4 shows the level of job satisfaction base on three factors, i.e. intrinsic

factors, extrinsic factors and general factors. Significant here is the fact that the extrinsic factors have obtained the lowest mean score of 2.83, while the intrinsic factors scored highest with a mean of 3.72. The results indicate that participants are not satisfied with extrinsic factors but are satisfied with the intrinsic factors provided by their work environment.

Table 4.3
Descriptive Statistics for Job Satisfaction

	N	Mean	Std. Deviation
Job Satisfaction	47	3.3663	.50684

Table 4.4
Items Descriptive Statistics for Job Satisfaction (Intrinsic/Extrinsic/General factors)

	N	Mean	Std. Deviation
JS-Intrinsic	47	3.7160	.61336
JS-Extrinsic	47	2.8272	.72129
JS-General	47	3.5556	.68407

4.4 Correlation among the Variables

The relationships between the variables of the study were analyzed using Pearson's correlation coefficient analysis and the results are presented in Table 4.5.

Table 4.5
Pearson's Correlation Analysis of Leadership Styles and Job Satisfaction

Variables	1	2	3	4
1. Transformational Leadership	1			
2. Transactional Leadership	.251	1		
3. Laissez Faire	-.313	.424 [†]	1	
4. Job Satisfaction	.532 ^{**}	.184	-.173	1

[†] Correlation is significant at the 0.05 level.

^{**} Correlation is significant at the 0.01 level.

This table shows Pearson's correlation analysis of leadership styles and job satisfaction, and indicates a significant correlation between transformational leadership and job satisfaction (0.53) while a non-significant correlation (0.18) was found between transactional leadership and job satisfaction. A negative and insignificant correlation was noted between laissez faire leadership and job satisfaction.

4.5 Multiple Regression Analysis

A multiple regression analysis, which involves ANOVA (Analysis of Variance), and a coefficient analysis have been used in the study to examine the relationship between independent variables and dependent variables. Regression measurements such as R, R², Adjusted R², standard error of the estimate, F-statistics, significant value, t-value, tolerance and VIF are tabulated in Table 4.6.

Table 4.6
Multiple Regression Analysis between Leadership Styles and Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.537 ^a	.288	.195	.454			
	F	Sig.	Standardized Coefficients			Collinearity Statistics	
	3.099	.047				Tolerance	VIF
			Beta	t	Sig.		
1	(Constant)			7.308	.000		
	Transformational Leadership		.495	2.390	.025	.722	1.385
	Transactional Leadership		.082	.379	.708	.656	1.524
	Laissez Faire		-.053	-.241	.811	.632	1.582

a. Predictors: (Constant), Laissez Faire, Transformational Leadership, Transactional Leadership.

b. Dependent Variable: Job Satisfaction.

The multiple regression analysis between leadership styles (Independent variables) and job satisfaction (a dependent variable) is shown in table 4.6 above. The R value, which measures the correlation between the observed value and the predicted value of the dependent variable, is recorded as 0.54, which indicates that there is a significant correlation among the variables of the study. The R² is valued at 0.29 and shows a positive relationship among the independent variable (leadership styles) and dependent variable (job satisfaction). The ANOVA analysis has recorded a substantial value of 0.047 and indicates significant effect of leadership styles on job satisfaction. A higher Beta value (0.49) has been found between transformational leadership and job satisfaction when compared to transactional and laissez faire leadership styles. Tolerance values and VIF, which measures the correlation between the independent variables for the three leadership styles, has recorded values of 0 and 1 and therefore found no collinearity between the independent variables in the study.

Base on the above results, this study obviously supports Hypothesis 1 (H1). However, it rejects hypothesis 2 (H2) and Hypothesis 3 (H3).

4.6 Structured Interviews

The interview data from five HODs have been collected and analyzed. They have been used to verify and support data collected through the survey method on the perception of the leaders' superior style of leadership (transformational, transactional and laissez faire). The findings relating to these themes, together with selected verbatim quotes, are presented below.

From the outset, the majority of the respondents recognized the importance of leadership style and how it gives impact to staff job satisfaction. Some data clearly indicate the characteristics of the transformational leadership approach. For example, in a fairly typical response when discussing this issue,

one respondent stated:

Leaders need to look after their staff and constantly needed to be motivated... We do our best to keep everybody happy in the department. [R1]

Similarly, another respondent made the following comment when describing the leadership style used over recent years:

We need to acknowledge that for the past few years there has been much focus on people. However, we need to do more to ensure our staff are loyal with us... I normally state clearly our department goals to our lecturers, so that all of us can move forward together [R2]

Another respondent added:

...lecturers must consistently upgrade their skills and knowledge in teaching and their field of expertise. I encourage all my lecturers to learn new skills including taking up post graduate studies for their career progression at the college. [R1]

Several respondents focused on a result orientated approach, which characterizes the transactional leadership style. One respondent elaborated:

...what I care most about is the outcome and student satisfaction with the lecturer. If there are many complaints about a certain lecturer, we will investigate and corrective action will be taken. However, this sort of case is rare in my department... Once good feedback is obtained consistently from the students, I will normally try to recommend this lecturer to the top management for higher incentive encouragement in the yearly evaluation. [R3]

The support from top management is vital to enable the HODs to upgrade the morale of the lecturers. One respondent acknowledged the inadequacy of the current compensation policy, especially when addressing the reward schemes of academic staff. One respondent provides more detailed statements about this issue. For example:

Top management must work hand in hand with us to support us in increasing the satisfaction of our lecturers. Performance evaluation exercises which are done yearly are vital on this matter... I can see that some lecturers here are not very satisfied with the outcome of this exercise. [R4]

Another respondent stressed that their leadership style is vital in motivating the lecturer. This respondent stressed the following:

...they (the lecturers) always complain about being overloaded... However, they never fail me in completing their tasks in time due to their trust and respect for me as their leader. I always share my thoughts and give them an opportunity to become involved in decisions... [R5]

The above statement shows that a leadership style that allows staff involvement in decision

making can improve job satisfaction. This practice is vital as staff participation in decision making is a core element in TQM. Based on the statements of the above interviewees (HODs), there is evidence that most HODs practice transformational leadership style.

5. Discussion

The results of this study reveal a strong and significantly positive relationship between transformational leadership and job satisfaction as compared to transactional leadership. The transformational leadership style is preferred over transactional leadership style for the improvement of staff job satisfaction. This is consistent with the bulk of the previous research conducted by Silin and Mulford (2002), Rossmiller (1992), Ejimofor (2007), Ramey (2002), Hamidifar (2009), Walumbwa (2010), Wells *et al.* (2010), Choi *et al.* (2007), Yusof *et al.* (2008), Burton and Peachey (2009) and Yun *et al.* (2007).

In addition, a negative correlation was found between Laissez Faire leadership and job satisfaction. This is in agreement with Hamidifar's (2010) research conducted at a university in Tehran, Iran. This may be due to the huge amount of freedom given to the staff without proper direction and supervision from their superior. The above results support the conclusion that a transformational leader may be expected to provide a clear vision of the organization's mission as well as inspiring his or her followers and gaining trust and respect through charisma (Bass *et al.* 1990). Followers under such leadership styles can be expected to be more satisfied with their leaders. Lakshman (2006) stress the fact that the theoretical framework of leadership for quality developed here builds on the three core principles of total quality management and develops propositions for each of the principles. The three generally accepted core principles of total quality management are customer focus, participation and teamwork, and continuous improvement which provides the building blocks for the theory of leadership for quality, with the associated values and behaviour of leaders forming the key constructs of the theory. Therefore, transformational leadership style fits perfectly into these core principles of TQM.

In contrast, transactional leadership is claimed to be based on the concept of an exchange between leaders and followers in which leaders provide rewards in exchange for task accomplishment. It has been found this does not hold parties together once the transaction or task is completed (Hughes 2012). Similarly, laissez faire leadership, which refers to leaders who avoid responsibilities and decision making and are absent when they are needed and fail to follow up on followers' requests, negatively affect

the job satisfaction of their followers, should be avoided (Hughes *et al.* 2012).

6. Conclusion

Understanding the impact of leadership style on job satisfaction is a critical and integral part of the success of an organization. Leaders must realize that the style of leadership is pivotal and will significantly effect staff job satisfaction. A good understanding of leadership style is vital in supporting human resource management and is likely to be a key factor in determining the success of both the leaders as individual and their followers and they constitute the organization.

The shift from a management style based on control attitudes and commands to a style characterized by attitudes of transformational leadership produces a positive impact in the TQM context (Correia *et al.* 2010). It is expected that leaders define the mission and the organizational strategy, establish values and management principles that are inspired by the best management practices designed for the highest quality. Thus, the transformational leadership style serves as a TQM solution to improve job satisfaction in an organization.

6.1 Practical Implications

This research, which was carried out on the full-time academic staff within the college, offers an important message concerning the constructive direction for the management to take in their effort to improve staff satisfaction. Low job satisfaction of the academic staff is potentially compromising to the quality of teaching and consequentially a barrier to the success of the college in fully implementing TQM. Needless to mention, a low level of job satisfaction among the academic staff will have a direct impact on the academic achievement of the students. It definitely is an obstacle in providing high-quality service to its internal and external customers.

The following recommendations are made on the basis of the results of this study:

- a. In order to enhance job satisfaction among the academic staff, the management of the college: the president, vice presidents, deans and heads of each department, should emphasize the practice of transformational leadership styles over transactional or laissez faire styles. Appropriate training programs to develop and cultivate transformational leadership styles and associated skills should be organized and conducted periodically at all schools. This will also create an awareness of the linkage between transformational leadership style and the guiding principle of TQM.

- b. Greater emphasis on the provision of extrinsic factors for job satisfaction among academic staff within the college is recommended in order to improve satisfaction among the academic staff. Extrinsic factors such as advancement, compensation, recognition, with supervision of human relations and technical skills not neglected. It is important to create a harmonious work-place environment, one which is able to motivate good performance and develop a staff committed to employment on a long term basis.
- c. In addition to the above mentioned factors, it is also advisable for the management teams, particularly the deans and heads of each department and human resources personnel, to conduct regular interviews and hold meetings with their respective academic staff for a better understanding of the difficulties, unhappiness, or complaints that may arise from time to time during their employment with the college. Such interviews and meetings can be structured on an individual or group basis depending on the needs of the parties concerned. This will enhance mutual understanding between parties and lead to a better level of job satisfaction.

6.2 Implications of the Research

As cited by Brooke (2006), limited studies have explored the relationship between leadership style and job satisfaction in non-profit organisations when compared to profit organisations. Further research of this kind is therefore highly recommended on profit-orientated and government funded education institutes within the region for the purpose of useful comparisons. Similar research might be considered beyond the state level and extended to the national level.

Future research should also be carried out in a detail manner to explore the relationship between job satisfaction and the demographic characteristics of academic staff. These demographic characteristics should include gender, age, education level, and tenure status of the academic staff. These results, upon analysis, will enable the management and the human resource personnel of education institutes to have an in-depth understanding of the various factors which effect the job satisfaction of their academic staff. For example, Rosener (1990) has carried out survey research that has identified several differences in how men and women describe their leadership experience. Perhaps research could be conducted to explore further the impact of gender on both transformational and transactional leadership practices in similar institutes or organisations. Future research also should be designed to link the transformational leadership style to organizations that have already successfully implemented TQM.

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