A STUDY OF RELATIONSHIP BETWEEN LEADERSHIP STYLES AND
EMPLOYEES' JOB SATISFACTION IN ISLAMIC AZAD UNIVERSITY
BRANCHES IN TEHRAN PROVINCE, IRAN

By

FATEMEH RAVA

A Thesis submitted in partial fulfillment
of the requirements for the degree of

Master of Business Administration

Graduate School of Business
Assumption University
Bangkok, Thailand
January
2010

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Examined on: 27ᵗʰ January 2010
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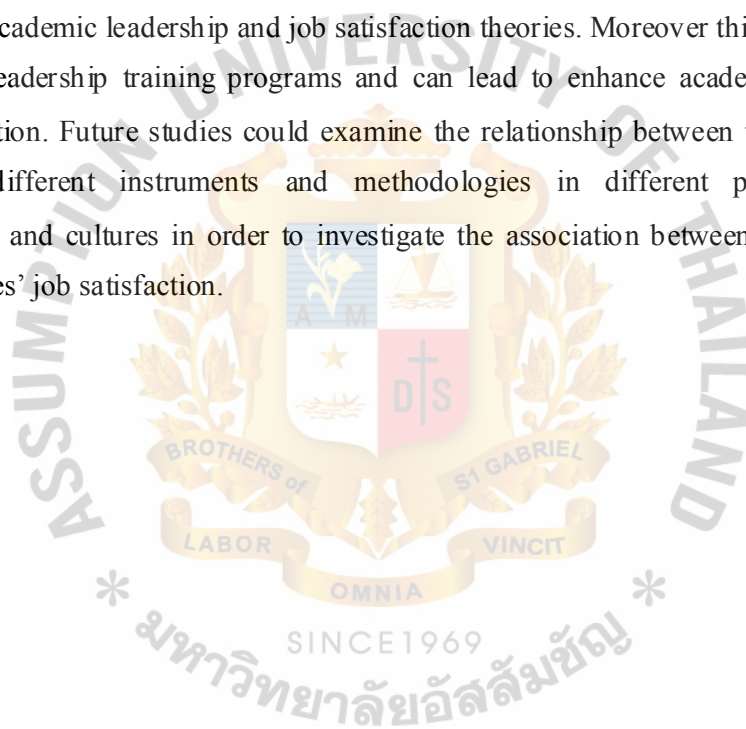Bangkok, Thailand
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ABSTRACT

The Islamic Azad University in Iran contributes important roles in the higher education by innovation in cultural section and developing scientific and research section. The employees of IAU are one of the important elements of human resources to achieve organizational goals and their relationship with directors has a significant effect on their job satisfaction to perform effectively. The objective of this study is to explore how independent variables (leadership styles) influence dependent variables (employees' job satisfaction factors) at the Islamic Azad University branches in Tehran province, Iran. The conceptual framework and hypothesis are established after reviewing the literature and previous studies. The leadership styles in this study were adapted from Full Range Leadership Model which were categorized as transformational, transactional, laissez fair and the employees' job satisfaction were adapted from JSS model in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work, and communication.

This research seeks to explore and identify the influence role of the leadership styles on employees' job satisfaction at the Islamic Azad University branches in Tehran province, Iran. Through random sampling the researcher distributed questionnaires among 400 employees; a total of 386 questionnaires were completely answered (96.5% effective reply rate). This study concentrates only on non-teaching staff of the 16 Islamic Azad University branches in Tehran province. The researcher utilizes two instruments of MLQ, uses a 5-point Likert scale 1 to 5 represents different leadership characteristics are most frequently, and JSS uses 6-point Likert scale from 1 to 6 represent the level of employees' satisfaction. All the hypotheses are examined by employing the multiple regression analysis and the findings indicate that all the 9 null hypotheses are rejected.

Through descriptive and inferential analysis, the researcher finds the dominant leadership styles of directors are transformational and transactional. The mean score of transformational leadership is 3.12, transactional leadership is 3.10 and laissez faire is 1.96.The mean score of employees' job satisfaction is 3.75 which consider being moderate satisfaction. The findings show that the employees have less satisfaction with operating procedure and have more satisfaction with supervision and communication. After testing the hypotheses the results show that different factors of leadership style have different impact on employees' job satisfaction components; individualized consideration and laissez-faire are strong predictors of all the job satisfaction factors which indicates individualized

consideration of transformational leadership significantly and positively influence on job satisfaction factors and on the other hand laissez-faire leadership significantly and negatively influence on job satisfaction factors.

Employees' job satisfaction depend on many different factors which in this study nine sub- variables styles of leadership are measured to examine the impact of leadership styles on employees' job satisfaction factors ; yet the directors should choose the right leadership style to adjust with the culture of the organization and employees' needs and desires. In spite of the fact that this study was accomplished in Iran, the findings could have application on wider range. The results of this study may be helpful to develop the knowledge of human resource and provide some recommendations to directors of IAU, and this feedback can help to develop the academic leadership and job satisfaction theories. Moreover this can also provide a basis for leadership training programs and can lead to enhance academic leadership in higher education. Future studies could examine the relationship between these variables by employing different instruments and methodologies in different population group, organizations and cultures in order to investigate the association between leadership styles and employees' job satisfaction.

ACKNOWLEDGMENTS

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CHAPTER 1

GENERALITIES OF THE STUDY

1.1 Introduction to the Study

It is a recognized fact that in both developed and developing countries education plays a crucial role in uplifting and transforming human and social destiny (UNESCO, 2009). Education has significant values for liberating man from poverty and wants. The situation of the world has been changed due to increasingly growing development of information and communication technologies and as higher education in the knowledge-driven world of the 21st century has a critical role in economic and social progress, changes need to be managed and to be led by effective academic leadership with specific principles and skills. The demand for higher education has increased and will continue to grow. Universities are competing internationally for resources, faculty, the best students and effective employees. Universities are unique kind of productive enterprises different in purpose, process and structure from any of those other enterprises in which the service is delivered by lecturers, accompanied by administrative support and many other services. Increasing student registration requires some additional staffing every year, as 65% to 75% of universities costs are related to teaching and administrative employees, the director has to adapt the best leadership style in manpower management to function optimally. Job satisfaction of employees has a significant association with the productivity which can lower the costs of the organization in terms of reduction in recruitment cost and training cost of new employees.

Higher education enterprises seek dynamic and decisive leadership to build the structure and the process of governance in order to accomplish effective and efficient performance. Wang et al. (2005) explained that an aspect which has a great influence on organizations' performance, directors and subordinate is leadership which is all about how to lead individuals with the intention that they contribute to organizational and group goal. While working toward goal, a manager has to consider the dignity of the whole person. Making individuals to contribute effectively require a positive level of commitment that can only be accomplished as a result of motivation. Leadership and motivation are closely interconnected. In fact director's behavior with the employees influences extensively on their motivation and their dedication. According to Kennerly (1989) generally fundamental factors influencing the effectiveness of an organization are leadership and job satisfaction of subordinates. The important resource of every organization is employee and through the

psychological, physical and environmental satisfaction of employees which resulted increasing on their job satisfaction, organizations can achieve their goals successfully. One of the main issues influencing on a job satisfaction is leadership which considered as a predictor and essential character. Many studies concerning the relationship between leadership and job satisfaction prove that organization's leader by using motivational methods rather than power or authority has a great influence on employees' job satisfaction to perform effectively over a period of time. Nevertheless, there are few studies concerning the association among leadership and employees' job satisfaction, organizational commitment and job performance.

Today world is changing fast and this change influences on organizations. That also challenges a leadership style. Organizational leadership must continuously adjust its behavior according to the different situations which they are confronting. In every organization effective leader and subordinates are in need to achieve the targets. As Maritz (1995) stated that excellent organizations start on effective leadership and the excellent quality of the employees' performance, in fact, the talents and commitment of the employees become noticeable as result of the quality of the organization's leadership.

Hersey and Blanchard (1997) explained that the development of a particular leadership style is as result of the adapting of leadership behavior with different situations in the organization. Kotter (1996) claimed that a new leadership style is about the way a leader empowers subordinates in order to increase the productivity. Some researchers argued that transformational leadership is an extended form of transactional leadership. Both styles are mostly about exchanging, and that a leader can show different levels of transactional or transformational leadership determined by the circumstances (Pruijn & Boucher, 1994). Avolio, Waldman and Yammarino (1991) explained that transactional leaders describe and communicate the job that must be done by followers, how it will be done, and the rewards followers will receive for successfully completing the stated objectives. Burns (1978) argued that transformational leaders do more with followers and colleagues than set up simple exchanges or agreements. The transformational leader is one who looks for potential motives in followers, seeks to satisfy their higher needs and engages in developing the follower as a full person. This approach to leadership is in actual fact a "Full Range Leadership Development Model". Meyer and Botha (2000) argued that Full Range Leadership is a strategic organization development intervention, designed to enhance the impact on the motivation and performance of individuals, teams and the organizational culture itself. The Full Range Leadership Development Model by Bass and Avolio (1997) provides a theoretical

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framework for the Multifactor Leadership Questionnaire (MLQ) which will be used in this research study.

Leadership is considered one of the important determinants of the job satisfaction and it plays a significant role. The notion of leadership style and employees' job satisfaction has been widely studied in different fields and in many different setting. An extensive amount of findings of these studies are exists; however research of their relationship in higher education is almost absent. Few studies have been carried out in this area but these studies have been focused on the context of academic leadership and teaching faculty job satisfaction of North America and Europe. Therefore this study will be specifically conducted on leadership style and job satisfaction of full time and non teaching employees of Islamic Azad University branches in Tehran province, Iran. This study focuses on the effect of leadership behavior which adapted from "Full Range Leadership Development Model" (Bass & Avolio, 1997) on employees' job satisfaction which adapted from "Job Satisfaction Survey Model" (Spector, 1997) at the Islamic Azad Universities in Tehran province, Iran.

1.1.1 Islamic Azad University (IAU)

Islamic Republic of Iran with an extensive historical background presents a very rich cultural variety in art, music, architecture, literature, industrial and artisan crafts. As it shown in Table 1.1 and Figure 1.1 Islamic republic of Iran has a population of over 70 million which more than two-thirds of the population is under the age of 30 and one-quarter being 15 years of age or younger. Accordingly, the demand for higher education has increased rapidly during three past decades for increasing rate of economic and population growth. In order to reply to the increasing demand of the young population, various set of innovative educational system such as Payame Noor Distance-learning system, Technical Vocational System, private universities and finally Virtual university system have been established.

Figure1.1: Changes in Population in Iran, 2006 Census
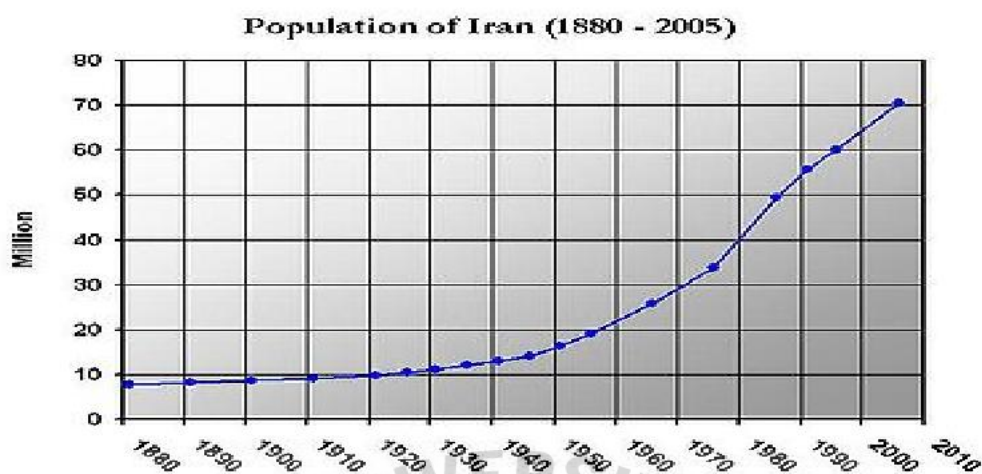
Source: Statistical Center of Iran.

Table 1.1: Islamic Republic of Iran Population by Sex and Major Age Group, 2006 Census

Major age group	Both sexes	Male	Female
Infants (under one year)	1,141,967	586,423	555,544
Children (1-5 years)	5,433,658	278,5719	2647,939
School-age children (6-10 years)	5,601,390	2,867,710	2,733,680
Young adults (11-14 years)	5,504,614	2,823,485	2,681,129
Adults (15-24 years)	17,738,183	8,954,752	8,783,431
Middle-aged (25-64 years)	31,419,379	15,919,889	15,499,490
Aged (65 years and over)	3,656,591	1,928,384	1,728,207
Total	70,495,782	35,866,362	34,629,420

Source: Statistical Centre of Iran.

The Islamic Azad University is Iran's largest private university whose central office is located in Tehran. The Islamic Azad University was established with the support of the founder of the Islamic Republic of Iran in 1982 and in its twenty seventh years of activities, it has more than two million and 500 thousands graduates, one million and 350 thousands students, approximately 30 thousands faculty members, and 31 thousands personnel throughout Iran. Moreover the Islamic Azad University has more than 357 branches and educational centers in an environment more than 14 million square meters educational and recreational environment. It now enrolls 58 percent of all of Iran's university students and with 1.3 million students attending; the university makes a convincing claim to be the world's largest single university. It is growing both within and outside Iran, includes campuses in

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Britain, the United Arab Emirates, Lebanon, Tanzania and Kenya. The Islamic Azad University has 600 schools with approximately 60 thousands students, 114 Sama (Vocational) institute, 10 hospital complex, and 50 growth and technological centers (www.iau.ac.ir, 06/06/2009).

Figure 1.2: Students at Universities and Higher Education Institues and Islamic Azad University Branches by Sex, 2006 Census
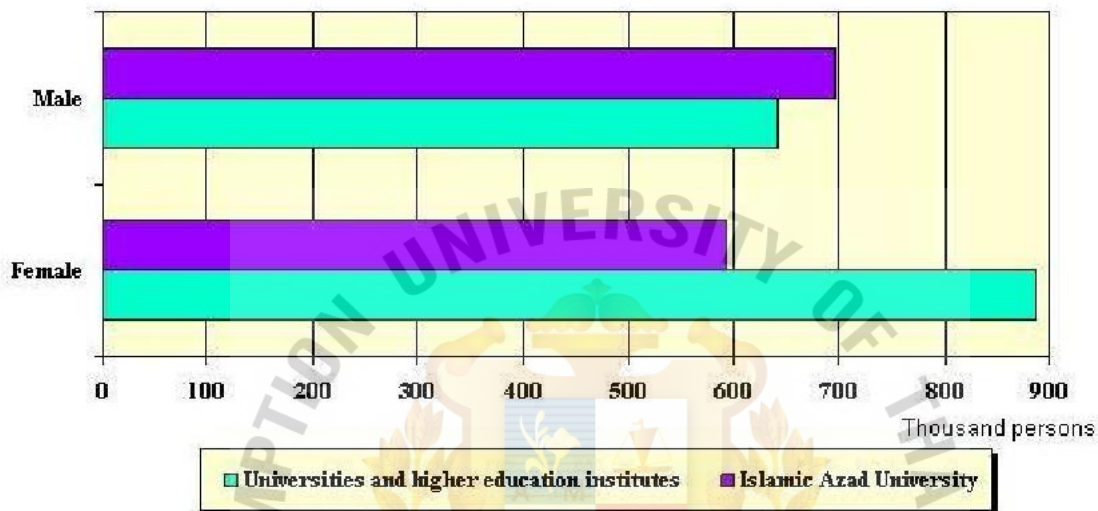
Source: Statistical Center of Iran.

The important role of the Islamic Azad University is visible in scientific and research activities inside and outside Iran. The active presence of faculty members and students in seminars, meetings, and different scientific matches that holds throughout the world usually makes the best honors in different international matches. The Islamic Azad University with thousands laboratories, workplaces, libraries, and research centers considered as the biggest educational complex of the world, and provides service to the Islamic society of Iran. The programs of the Islamic Azad University in 2009 are increasing the educational quality, research, and utilization of all the existing capacities in reaching the goals of the Islamic Republic of Iran in 20 years (www.iau.ac.ir, 06/06/2009).

1.1 Statement of the Problem

Without any doubt the most important and significant mission of the universities at the first stage is training educated people who recognize the social and ethical issues. According to this, universities by reviving values in theory and practice, moralizing science,

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creation and production instead of consumption and imitation, training, research, and cultural growth, reorganization of the Islamic-Iranian identity, and paying attention to the needs, and patterns based on the holy Koran and Etrat (P.B.U.H) put in to agenda the missions that universities and higher education centers and cultural revolution higher association in regard to intentions of the supreme leader and according to Imam Khomeini(RA) the founder of the Islamic republic of Iran always emphasized.

The Islamic Azad University which is considered as the great cultural-educational achievement of the Islamic Republic during the past 30 years, with holding idea in the most important task of growing the Islamic culture and humanistic development among faculty members, scholars and staffs, pays attention to the opportunity for great change in reaching cultural environment in more than half of the scientific society of Iran, and expanding the level of university units in cultural basis. The effectiveness and efficiency of the university is related to the practices in certain areas of leadership. The challenge for academe, more specifically leaders in academe, is to initiate and follow new leadership practices that directly confront unethical, failed and out-of-date methods of campus governance. Due to these issues, academic leadership in Iran has been facing great responsibilities, as well as managerial, organizational, and cultural challenges. Leadership style of supervisor towards the subordinates is one of the most important challenges in higher education to achieve organizational effectiveness, efficiency and productivity. Some researchers argued that the main concern of leadership is turning potential of organization into productivity (Hall & Martiz, 1997). Bass (1985) claimed that successful leadership occurs when the needs and desires of the organization's employees are met in return for a high level of employee productivity. By using appropriate leadership style, managers can improve organizational efficiency. Managers should select the best leadership style according to the organizational culture and employees' organizational maturity.

Some studies have been conducted to investigate impact of academic leadership style on job satisfaction of the teaching staff, yet there have been few studies regarding the job satisfaction of the universities non-teaching employees. Therefore, the researcher has chosen to study the influence of leadership styles factors on non-teaching employees' job satisfaction factors in the Islamic Azad University branches in Tehran province, and provide answers to the following specific research questions:

1. What are the demographic characteristics of a sample of employees at the Islamic Azad University branches in Tehran province?

2. Which leader profile is utilized by Islamic Azad University branches in Tehran province?

3. Is transformational leadership with four sub-variables of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration influence on employees' job satisfaction in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work, and communication?

4. Is transactional leadership with two sub-variables of contingent reward and management by exception influence on employees' job satisfaction in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work, and communication?

5. Is laissez-faire leadership influence on employees' job satisfaction in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work, and communication?

1.2 Research Objectives

This study is to achieve a better understanding of the relationship between leadership styles and job satisfaction of employees in Islamic Azad University branches, Tehran province, Iran. The researcher examines the theoretical literature and empirical studies related to leadership styles and employees' job satisfaction to find out the influence of leadership styles sub-variables on employees' job satisfaction sub-variables. Thus, the objectives of the research can be concluded as follows:

1. To determine the demographic characteristics of a sample of employees at the Islamic Azad University branches in Tehran province.

2. To find out the kind of leadership style is utilized by Islamic Azad University branches in Tehran province.

3. To examine the influence of transformational leadership with four sub-variables of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on employees job satisfaction in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work, and communication.

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4. To study the influence of transactional leadership with two sub-variables of contingent reward and management by exception on employees' job satisfaction in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work, and communication.

5. To examine the influence of laissez-faire leadership on employees' job satisfaction in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work, and communication.

1.3 Scope of the Research

The scope of this study is to explore leadership styles that influence employees' job satisfaction at the Islamic Azad University branches in Tehran province, Iran. The leadership style in this study were adapted from Full Range Leadership Model which were categorized as transformational, transactional, laissez fair and the employees' job satisfaction were adapted from JSS model in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work, and communication. This study concentrates only with non-teaching staff of the 16 Islamic Azad University branches in Tehran province in November and December 2009.

There are 16 university branches in Tehran province which are as following:

- Islamic Azad University of Varamin (1985)
- Islamic Azad University of Islamshahr(1995)
- Islamic Azad University of Damavand (2002)
- Islamic Azad University of Karaj (1984)
- Islamic Azad University of Roodehen (1983)
- Islamic Azad University of Science And Research Campus(1984)
- Islamic Azad University of Tehran-Dental Sciences(1985)
- Islamic Azad University of Tehran-Medical Sciences(1985)
- Islamic Azad University of Tehran-North (1982)
- Islamic Azad University of Tehran-South(1985)
- Islamic Azad University of Tehran-Shahr Rey(1982)
- Islamic Azad University of Tehran-Central (1982)
- Islamic Azad University of Tehran-Region one (2006)
- Islamic Azad University of parand(west of Tehran)(2004)

- Islamic Azad University Firozkoh(1985)
- Islamic Azad University Shahriyar(2001)

In this study the employees' job satisfaction is the dependent variable, while the independent variable is leadership styles which were classified as transformational, transactional, and laissez-faire. The coverage of this research has been limited to Tehran province in November and December of 2009.

1.4 Limitations of the Study

Certainly the research has some inevitabile limitations. Firstly, this study is an attempt regarding private universities whose resources are limited; therefore, the results do not apply to public universities whose performance are assessed in terms of full utilization of budget allocation. Secondly, the findings of this study are limited to the perception of leaders styles and their influence on employees' job satisfaction, so they cannot be generalized to other factors which have affect on job satisfaction; moreover, its findings may not generalized for all the time, because the study was conducted in the specific time frame which was from November to December 2009. Thirdly, the target population is employees who are full time and administrative staff of Islamic Azad University branches in Tehran province; hence the results may not generalize to teaching staff. Fourthly, the administrative employees are not considered to be employees who are cleaners, office boys, janitors, security guards, independent contractors, and part-time employees. Moreover, the target location of the research is Tehran province, where 16 of university branches are located and it is not cover other provinces in Iran, so the finding of this study cannot be generalized to other provinces. Finally, the study did not consider any sudden changeable interior and exterior issues, for instance political impacts and economics indicators.

1.5 Significance of the Study

An understanding of the influence of leadership styles sub-variables on employees' job satisfaction sub-variables is provided by this study. The significant of this study lies in the fact that even though there have been conducted many researches on leadership and job satisfaction, this is unique in examining leadership style as a factor in influencing the employees' job satisfaction in Islamic Azad University branches which is considered as part

of the private sector in Iran; moreover, the finding contributes important implication at theoretical and managerial levels. The researcher hopes to provide a deep understand on the key factors of leadership style that influence subordinates job satisfaction in order to contributes information to IAU directors to employ better strategies for recruiting, promotion and training of university directors and employees; additionally, it could help to add the body of the literature on the Iranian leadership styles and their impact on subordinates work satisfaction as well as developing a series of recommendations that could be useful for further research in the area of leadership. The result of this study can be helpful for developing a new model of leadership which can be applied easily and successfully.

1.6 Definition of Terms

Charismatic leadership: Leaders who have a certain qualities to influence followers, supporting them, demonstrating eagerness and stimulation to be in touch with reality (House, 1995).

Communication: The employees' satisfaction with communication within the organization (Spector, 1985; 1997).

Contingent reward: Leaders who set clear goals and reward followers for meeting expectations (Avolio & Bass, 2006).

Coworkers: The employees' satisfaction with coworkers (Spector, 1985; 1997).

Employees' Job satisfaction: An understanding of the factors involved in satisfaction of employees at work which are important for improving their well being. (Gruneberg, 1979)

Fringe benefits: The employees' satisfaction with other benefits provided by the employer at no charge which is beyond salary or wages (Spector, 1985; 1997).

Idealized influence (attributed): Leaders whose followers are proud to be associated with them (Avolio & Bass, 2006).

<u>Idealized influence (behavior)</u>: Leaders put a priority of others needs over his/her own and displays consistent behavior (Avolio & Bass, 2006).

<u>Individualized consideration</u>: Leaders in the role of a mentor with the ability to help develop follower's potential (Avolio & Bass, 2006).

<u>Inspirational leadership</u>: Leaders have the ability to quickly motivate, appreciate and provide opportunities to followers to inhance thier potential (House, 1995).

<u>Inspirational motivation</u>: Leaders have the ability to communicate a vision and shows enthusiasm (Avolio & Bass, 2006).

<u>Intellectual stimulation</u>: Leaders are able to seek new innovative and creative ideas from followers (Avolio & Bass, 2006).

<u>Laissez-Faire leadership</u> as a non-transactional or non-leadership factor: The absence of leadership which includes a lack of involvement, lack of decision making, and not responding to questions when needed (Avolio & Bass, 2006).

<u>Leadership style</u>: The abilities of leaders (directors) to meet followers(employees) job related needs, represent the group at higher levels, and meet organizational requirements (Avolio & Bass, 2006).

<u>Management-by-exception (active)</u>: Leaders who set standards for fulfillment. Mistakes are tracked and followers may be punished for not being in compliance (Avolio & Bass, 2006).

<u>Management-by-exception (passive)</u>: Leaders who fail to become involved until things go wrong (Avolio & Bass, 2006).

<u>Nature of work</u>: The employees' satisfaction with the type of work done (Spector, 1985; 1997).

<u>Operating procedure</u>: The employees' satisfaction with rules and procedures of the work (Spector, 1985; 1997).

Pay: The employees' satisfaction with salary level they are received (Spector, 1985; 1997).

Promotion: The employees' satisfaction with promotion opportunities (Spector, 1985; 1997).

Recognition: The employees' satisfaction with rewards given for good performance (Spector, 1985; 1997).

Supervision: The employees' satisfaction with the person's immediate supervisor (Spector, 1985; 1997).

Transactional leadership: Exchange process between leaders and followers accordingly leaders reward or discipline the followers based on their performance (Avolio & Bass, 2006).

Transformational Leadership: Leaders are able to bring about significant change by motivating their followers to accomplish high expectations which are more than originally expected (Avolio & Bass, 2006).
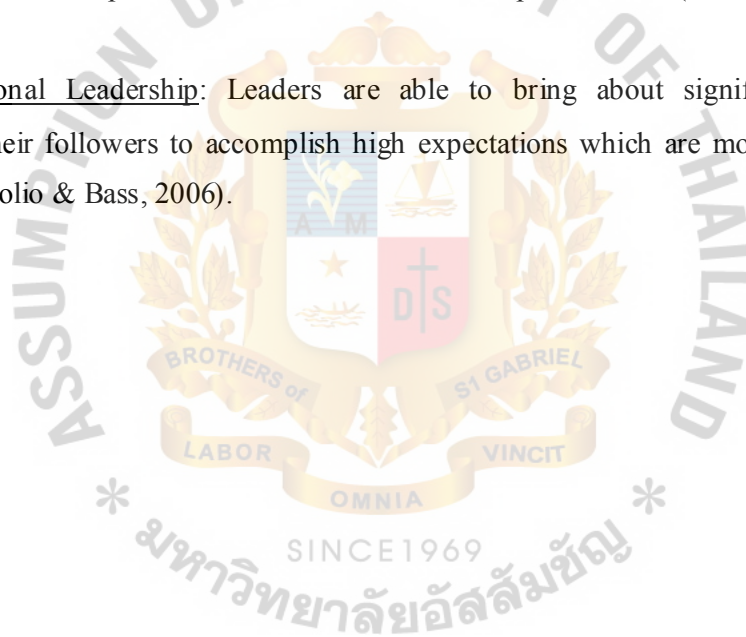
CHAPTER 2
REVIEW OF RELEVANT LITERATURE AND STUDIES

This chapter presents general concepts and a comprehensive literature review of research variables which are the leadership style and employees' job satisfaction. There are various challenging theories of leadership and job satisfaction which presents in this chapter. This chapter begins with theories of leadership style which associated to independent variable of study. The next section deals with theories related to dependent variable which is employee's job satisfaction. Moreover, this chapter also presents theories related to the relationship of leadership styles and employees' job satisfaction. Finally, the last section specifies some of the findings of previous studies which are related to the topic.

2.1 Definition, Features and Theories Related to Independent Variables

2.1.1 Definition of Leadership

Leadership has been a topic of interest to historians and philosophers since ancient times, but scientific studies began only in the twentieth century. Researchers and exports have offered more than 350 definitions of the term "leadership", according to Bass (1985) as the studies of leadership are wide and varied; one specific definition of leadership is a very complex task. He further explained that the study of leadership compete in age with the need of civilization that formed leaders and is still making leaders now.

Generally, leadership is an influence relationship among leaders and followers to perform in such a way to reach a defined goal or goals (Bennis and Nanus, 1985; Burns, 1978). They further explained that influence means the relationship among people is not passive and is multidirectional which means superiors influence subordinates but subordinates also influence superiors. Rutter (1995) stated that leadership is a process of moving people in a direction that is genuinely in their long term interests. Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono and Werner (2002) studied that leadership involves the implement of influence and not intimidation, and that the leader attempts to change the attitudes and actions that are related to specific goals.

Leadership is an important aspect of managing but it should be differentiated from management, as Nel et al., (2002) pointed out that managers are more concerned with short-term problems within organizations, whereas leaders take a much broader perspective and

concern themselves with the environment, internal and external, to the organization. Table 2.1 by Nel et al, (2002) demonstrated some of the important differences between leadership and management.

Table 2.1: Leadership versus Management

Criteria	Leadership	Management
Change	Provide a vision and Initiate change	Implement changes as suggested by the leader
People	Inspire and develop	Control
Power derived from	Ability to influence others	Authority
Task	Do the right things	Do things right
Commitment to goal	Passionate	Impersonal

Source: Adapted from Nel, P.S., Gerber, P.D., Van Dyk, P.S., Haasbroek, G.D., Schultz, H.B., Sono, T. and Werner, A. (2002). Human Resources Management. 5th ed. Cape Town: Oxford University Press. p. 220.

According to Walters (1999) the characteristics of leaders are as follows:

- To have energy and strength to survive through tough times
- To have a vision to motivate individuals to do impossible
- To have an intellectual awareness in order to make effective decisions fast
- To let the group members to develop by giving power, and to perform responsibilities without disruption.
- To have the ability to be admired by individual through improving self-confidence of individuals by considering and facing their emotions properly in different situations.

2.1.2 Theories of Leadership

Burns (1978) studied that leadership is one of the oldest and most interesting topic, and conventionally the effectiveness of any organization relates mostly to the quality of the leadership. Leadership has been studied in many different ways, depending on the researchers' definition of leadership and methodological preferences. Leaders' traits, behavior, power, influence and situational approaches have been covered in much of the leadership research by researchers such as McClelland and Burnham (1976), Mintzberg (1973) and Likert (1967). In recent years, researchers have tried to modernize and integrate these approaches and many studies are focusing on identifying the characteristics and value

of transformational and transactional leadership styles. This research focuses on three types of leadership, which are transformational, transactional and Laissez faire leadership.

Table 2.2 illustrates a summary of the leadership literature. Despite the fact that early theories concentrate on the characteristics of successful leaders, recent theories start to study the role of followers and the correlated nature of leadership.

Table 2.2: Summary of the Leadership Literature

Great Man Theories (Carlyle, 1841)	Based on the belief that leaders are exceptional people, born with inborn qualities, fated to lead. The use of the term 'man' was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories.
Trait Theories (Stogdill, 1948)	The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They represent on virtually all the adjectives in the dictionary which describe some positive or righteous human attribute, from aspiration to enthusiasm for life.
Behavioral Approaches Theories (Lewin, Lipitt and White, 1939)	These concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as 'styles of leadership'. This area has most likely attracted most attention from practicing managers.
Situational Leadership / Contingency Theory (Tannenbaum and Schmidt, 1958)	Situational theories propose that leaders choose the best course of action based upon situational variable. Different styles of leadership may be more appropriate for certain types of decision-making, and Contingency theory is a development of the situational view and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular situations.
Transactional Theory (Burns, 1978; Bass, 1985)	This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers.
Transformational Theory (Burns ,1978; Bass, 1985)	The fundamental concept here is change and the role of leadership in envisioning and implementing the transformation of organizational performance.
Full Range Leadership Development Theory (Bass and Avolio ,1994)	This form of leadership is a combination of both transactional and transformational leadership.

Source: Adapted from Burns ,1978; Bass and Avolio ,1994; Avolio ,1999; Maude ,1978; Stogdill, 1948; Nel et al., 2002; Northhouse,2001; Yukl ,1989; Fiedler ,1964.

2.1.2.1 Trait Theories

The Trait Approach started from the "Great Man" theory as a way of identifying the key characteristics of successful leaders. It was believed that through this approach critical leadership traits could be isolated and that people with such traits could then be employed, and put into leadership positions. Through this approach, which has been commonly used in the military, people with such personalities could put into leadership positions. This model of leadership was based on the assumption that particular social, physical, and personal traits are inherent in leaders (Hellriegel and Slocum, 1999). Maude (1978) stated that the trait approach attempts to explain the leader's effectiveness in terms of the personality and psychological traits of the leader. Bass (1990) analyzed people in positions of power and influence in terms of their age, height and weight, physical type, energy and health levels, expression and look. According to Stogdill (1974) the characteristics and skills of leadership in the trait theories are summarized in Table 2.3 as below:
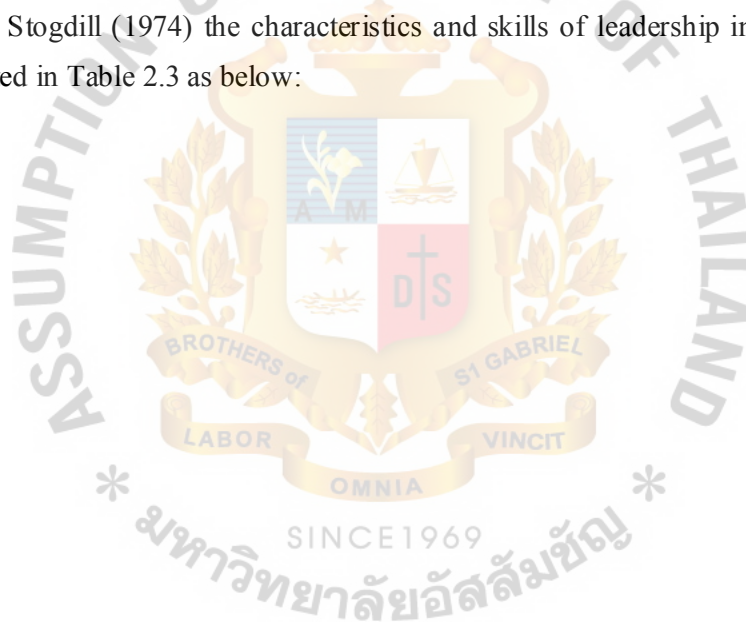
Table 2.3: Summary of the Main Leadership Traits and Skills by Stogdill in 1974

Characteristics	Skills
- Adaptable to situations	- Clever (intelligent)
- Alert to social environment	- Conceptually skilled
- Ambitious and achievement-orientated	- Creative
- Assertive	- Diplomatic and tactful
- Cooperative	- Fluent in speaking
- Decisive	- Knowledgeable about group task
- Dependable	- Organized (administrative ability)
- Dominant (desire to influence others)	- Persuasive
- Energetic (high activity level)	- Socially skilled
- Persistent	
- Self-confident	
- Tolerant of stress	
- Willing to assume responsibility	

Source: Stogdill, R.M. (1974) Handbook of Leadership (1st Ed.). New York: Free Press.

2.1.2.2 Behavioral Approaches

In the late 1930's to the mid 1960's leadership studies mostly emphasized the behavioral theories rather than traits (Nel et al., 2002). These theories concentrated on understanding the human relationship between a leader's behavior and the subordinates' satisfaction along with output and performance in organization. Two main theories to the behavioral approach to leadership are McGregor's X and Y theory and the Leadership Grid of Blake and Mouton. These theories emphasize the successful and unsuccessful actions of leaders which include the way they assign the subordinates, the place and the time of their communication and the manner they do their tasks (Nel et al., 2002).

2.1.2.2.1 McGregor's X and Y Theory

Nel et al. (2002) explained that the leadership strategy is being impacted by leader's belief about the human nature, and then the employees' behaviors have been influenced by the manager's behavior. McGregor's theory recognized two styles of leadership which were Theory X and Theory Y. In theory X mangers believed that the average human being prefer to be told what to do and how to do their tasks , to avoid responsibility and to have security, as a result subordinates must be directed, controlled or punished in order to make them to meet certain standards to achieve organizational goals. On the other hand, in Theory Y managers consider human being under certain conditions can learn to accept responsibilities, to exercise self-direction and self-control to achieve organizational goals, as a result; managers consult with their subordinates and ask for their participation in making decision process.

2.1.2.2.2 The Leadership Grid of Blake and Mouton

This model was originally identified as the Managerial Grid in 1964 (Nel et al., 2002). It has two dimensions:

- Concern for production
- Concern for people

Leaders may be concerned for their people as much as they should be concerned for the completed work. Generally concern for people is interpreted in issues such as the degree of personal commitment to achieve goal, the self-esteem of workers, taking responsibility, trust, good working condition and satisfying interpersonal relations. On the other hands, concern for production is about the attitude of a supervisor to quality of policy decisions, process, research, quality of service, volume of output and work efficiency. Blake and Mouton were developed this theory in the 1960s as it shows in Figure 2.1.

Figure 2.1: Blake and Mouton's Leadership Grid

Concern for People	High	Country Club management		Team management
	Medium		Middle of the road management	
	Low	Impoverished management		Authority-compliance
		Low	Medium	High
		Concern for Production (Task)		

Source: http://changingminds.org/disciplines/leadership/styles/managerial_grid.htm. Oct, 2008

- Impoverished management: Minim effort and lazy approach to avoid as much as work as possible.
- Country Club management: Focus on people's needs by creating friendly environment and low focus on task.
- Authority-compliance: Focus on efficiency of the task and little concern for people.
- Middle of the road management: Focus on both people and task to do enough to get things done.
- Team management: leader is committed to people and people are committed to task.

2.1.2.3 Situational/ Contingency Approaches to Leadership

The contingency approach to leadership recognizes that there exists a communication and an understanding between the followers and the leader which explains various different characteristics of leader behavior, it also is known as the situational theory which was developed in the 1960s as a result of the deficient ability of earlier theories to explain the various different feature of leader behavior (Kast and Rosenzweig, 1973; Pierce and Newstrom, 1995). This approach states that the effective leader should adjust his/her style in a manner consistent with critical aspects of the organizational context, such as the nature of the task, and attributes of employees carrying out the work (Stogdill, 1974; Bass, 1990, Rost, 1991; Buchanan and Huczynski, 1997). This approach came as an answer to the question about the best way to lead, and dealt with the interaction between the leader's traits, the leader's behaviors, and the situation in which the leader exists. The basic assumption of this

approach is that the effects of one variable on leadership are contingent on other variables. This concept was a major insight at the time, because it opened the door for the possibility that leadership could be different in every situation (Saal and Knight, 1988; Pierce and Newstrom, 1995). According to Yukl (2006) there are two types of situational leadership on the basis, situational factor which influence the leader's behavior, and the particular leader behaviors and their effectiveness in different situations. Several theories of situational/contingency approaches to leadership have verified to be more successful than other. The following four models are extensively identified:

2.1.2.3.1 Fiedler's Contingency Model

Fiedler's Contingency Model was developed by Fred Fiedler in 1964. First he suggested there is no single way as a best way to lead and different circumstances require different type of leadership. Moreover he assumed that individuals can develop into leaders by their personality attributes and by various circumstances factors in the communications between leaders and followers. According to his research there are three scopes of the situational leadership recognized:

1) Position power is the degree to which the position gives the power to the leader.
2) Task structure is the extent of tasks for people who are in charge with them.
3) Leader-member relations are the degree of the trust and confidence of group members toward their leader and their willingness to follow their leader.

According to Fiedler (1964) there are two major styles of leadership which are task-oriented and relationship-oriented. Task oriented leaders are likely to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power. They do well when the task is unstructured but position power is strong. Also, they did well at the other end of the scale when the leader member relations were moderate to poor and the task was unstructured. Relationship oriented leaders do better in all other situations. Thus, a given situation might call for a manager with a different style or a manager who could take on a different style for a different situation. Fiedler used a testing technique to measure leadership styles; there are two types of scores according to his research which are as follows:

- Scores on the *least preferred coworker* (LPC)
- Scores on the *assumed similarity between opposites* (ASO)

According to Fiedler (1964) LPC scale is rating made by the individual least favor to work in a group to measure task or relationship oriented of an employee, and ASO scale is rating made by leaders to perceive group members as being like themselves. Today, the LPC scale is used in the most of research. Fielder (1964) found that individuals who rated their colleagues high were those who gained main satisfaction from successful interaction and people who rated their colleagues low were those who gained their main satisfaction from task performance.

2.1.2.3.2 The Hersey-Blanchard Model of Leadership

The Hersey-Blanchard Leadership Model was developed by Ken Blanchard and Paul Hersey in1968. This model considers the levels of a leader's followers which play a significant role in determining the kind of the leadership are most suitable. The proper leadership style can be determined by drawing a vertical line on the scale, from the identified maturity level of the subordinates, to where it crosses the bell-shaped curve.

Figure 2.2: Hersey and Blanchard's Situational Leadership Theory
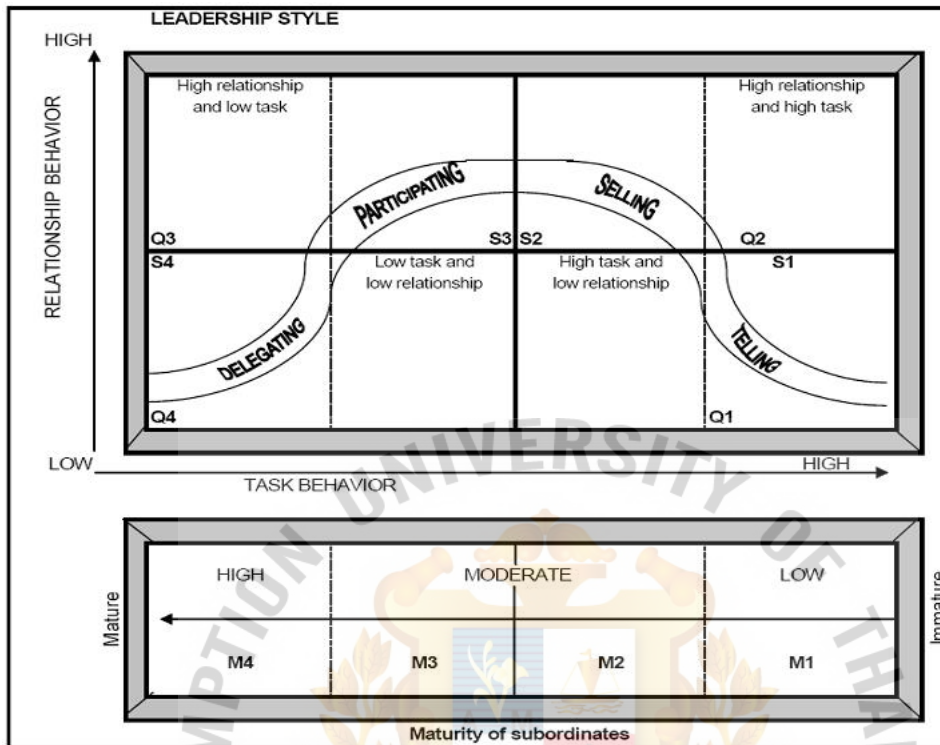
Source: Hersey, P. & Blanchard, K. (1997). Management and organizational behavior: utilizing human resources. New Jersey: Prentice Hall, p. 146.

This model is mostly on the level of maturity of the subordinates and the support of a leader in different situations. Hersey and Blanchard (1997) accepted four different leadership styles in which reflecting the levels of maturity of the followers:

- Directing (Telling): The leader gives clear orders.
- Coaching (Selling): The leader employs two-way communication to build employee's confidence and motivation.
- Supporting (Participating): The leader and subordinates contribute in decision making.
- Delegating: The leader and high proficient followers accomplish a particular task.

The leader has to find out the maturity level of the followers in relation to the particular task in order to determine the appropriate leadership style in a given circumstances.

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Hersey and Blanchard (1997) concluded that the higher level of followers' maturity, the higher level of relationship between leader and followers.

2.1.2.3.3 Tannenbaum & Schmidt's Leadership Continuum

Tannenbaum and Schmidt (1973) suggested the concept of leadership behavior is different from the autocratic to democratic leadership style according to different nature of leadership in different situations. In additional, they explained a leadership variety that illustrates the situational and different nature of leadership. The leadership style changes from leader-centered to subordinate-centered, as the leader exercises less power and allows subordinates more influence and freedom to make their own decisions, as explain in Figure 2.3.

Figure 2.3: The Leadership Continuum of Tannenbaum and Schmidt
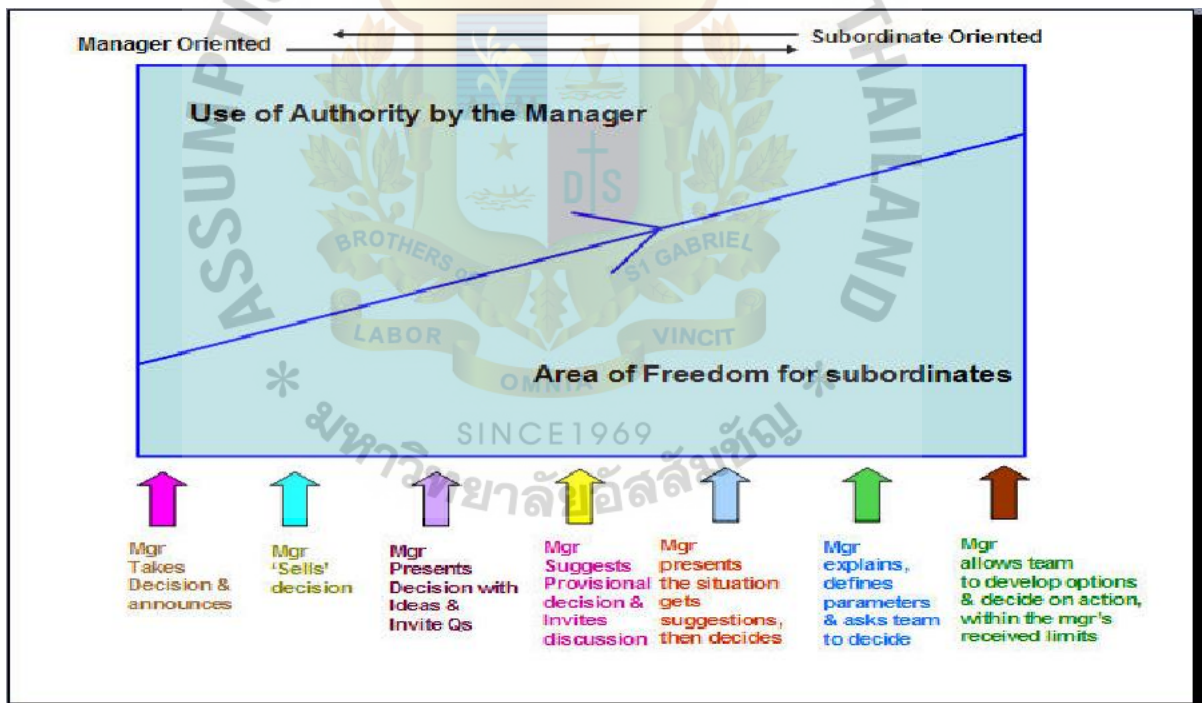
Source: Tannenbaum, R. & Schmidt, W.H. (1973). How to choose a leadership pattern. Harvard business review classic, Vol.51, No. 3, p.167.

Four major leadership styles can be situated at level of such a scale:

• Autocratic: Leaders make the decision and tell subordinates to do the task without asking any question.

• Persuasive: Leaders also make all the decisions for the group without any consultation but the leader believes that individuals can be motivated.

• Consultative: Leaders consult with the followers before taking decisions.

• Democratic: Leaders allow the decisions to be made through the process of group discussion.

The differentiation of this approach from previous types of leadership style is that there is a proper leadership style in each of different situations.

2.1.2.3.4 The Path- Goal Theory

This model proposed by the American psychologist Robert House, (1974 and revised in 1996). It describes that the leader is believed to use the suitable leadership style in spite of preferred traits and behavior in order to motivate followers by understanding the relationship between the followers' own needs and the organizational goals and by removing any barriers. This model also tries to anticipate the effect of different behaviors under different conditions. The subordinates' behavior and the nature of the task have a great influence on the type of leadership behaviors. In this theory nearly the entire job is on the leader, and there is little emphasis identified for the follower. Four types of leadership styles depending on the situation are as follows:

- Directive Leadership. The leader lets followers knowing what is expected to be done when the job assignment are unclear.
- Supportive Leadership. The leader makes work more pleasure for followers by being friendly and showing concern about their wellbeing when the self- confidence of employees are low.
- Participative Leadership. The leader involves followers in decision when the performance incentives are low.
- Achievement-oriented Leadership. The leader sets challenging goals, expects higher level of performance when task challenge is insufficient.

The value added by the choice of leadership style is expected to lead to greater effort by the follower and improve satisfaction and good performance.

2.1.2.4 New Leadership Theories

In new leadership theories, the importance of the leaders' relationship with followers and organizational roles and tasks are focused in order to carry out organizational functions effectively and efficiently.

2.1.2.4.1 Transactional Leadership

Transactional leaders approach followers with focuses on exchanging one thing for another (Burns, 1978). According to Avolio et al. (1991) transactional leaders communicate with subordinate to explain how tasks must be done and if the work is done well, the reward will be made. Transactional leaders identify what subordinates need to do to achieve objectives, clarify organizational roles and tasks, set up an organization structure, reward performance, and provide for social needs of their followers. There are a number of different types of behavior innate in transactional leadership (Bass, 1985), as summarized below:

- Contingent Reward: Subordinates receive rewards for good performance.
- Management by Exception (Active): Subordinates are being monitored and then being corrected if necessary in order to perform effectively.
- Management by Exception (Passive): Subordinates receive contingent punishment in respond to obvious differences from standard performance.

2.1.2.4.2 Transformational Leadership

Burns (1978) mentioned that the leadership method can take place in two ways which are transformational or transactional. Avolio et al. (1991) explained that transformational leaders do more with followers and colleagues than transactional leaders which is a simple exchange and agreement. According to Bass et al. (1990) transformational leaders provide vision and a sense of mission, inspire pride, and gain respect and trust because of having charisma. Transformational leaders utilize different type of behaviors which are presented below:

- Idealized influence: The leader is trusted and respected, maintains high standards of ethical and moral values; the followers seek to imitate the leader with their behaviors.

- Inspirational motivation: The leader who requests expressively and characteristically to subordinates' need to do a good work and help accomplish organizational goals. Bass and Avolio (1994) pointed out that these leaders have an ability to strengthen their followers' responses, and explain important ideas in simple ways.

- Intellectual stimulation: The leader stimulates in subordinates an understanding of problems, and an identification of their own belief and standards.

- Individualized consideration: The leader treats followers as an individual but all are treats equitably; individual's needs are recognized and assignments are delegated to followers to provide learning opportunities.

The characteristics of a transformational leader according to Tichy and Devanna (1996) are as follows:

- To recognize transformational leader as change agents.
- To encourage individuals.
- To believe in people.
- To be value-driven.
- To be lifelong learners.
- To have the ability to deal with complexity, ambiguity and uncertainty.
- To be visionaries.

Many researchers believed that idealized influence and inspirational motivation behaviors of transformational leadership considered being charismatic leadership (Harvey, 2001; De Vries et al., 1999; Bass and Avoli, 1994). According to House (1995) there is a great similarity on the results of studies regarding charismatic leadership and those regarding transformational, inspirational and visionary leadership. Base on the finding of previous studies, the researcher considers charismatic and inspirational to be two components of transformational leadership.

2.1.2.4.3 Full Range Leadership Development Model

The Full Range Leadership Development Model was developed by Bass and Avolio (1994), as it shows in Figure 2.4, which states that the most effective form of leadership is a combination of both transactional and transformational leadership. Bass and Avolio (1994)

used the trait and behavioral approaches to leadership; and the transactional and transformational approaches to leadership within the model. Bass and Avolio (1997) performed inclusive research in both transactional and transformational behaviors, and subsequently identified nine leadership factors. The transformational factors that become known were:

- Idealized influence(attributed)
- Idealized influence(behavior)
- Inspirational motivation
- Individualized consideration; and
- Intellectual stimulation

The transactional factors that emerged were:

- Contingent reward
- Management by exception(active)
- Management by exception(passive)

Laissez-Faire Leadership

Laissez-Faire is the behavior represents a non-transactional kind of leadership style in which necessary decisions are not made, actions are delayed, responsibilities of leadership are ignored and authority remains unused. Laissez-Faire leadership was identified as a non-transactional factor. As there is no relationship exchange between leader and the follower, it is considered non leadership. A leader who displays this form of non-leadership is perceived as not caring at all about others' issues.

Figure 2.4: Full Range Leadership Development Theory
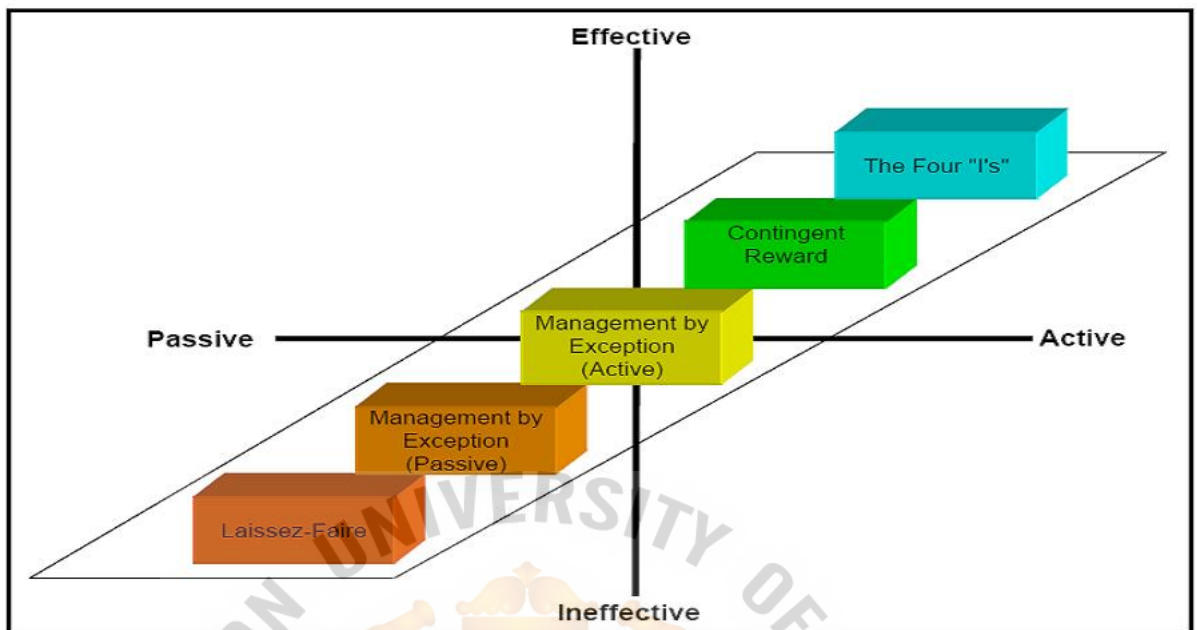
Source: Bass, B.M. & Avolio, B.J. (1997). Full range leadership development: manual for the multifactor leadership questionnaire. California: Mind Garden Inc.

Leaders using the above four transformational behaviors are able to motivate followers to perform above expectations and exceed their own self-interest for the sake of the organization. A number of researchers (Avolio, Bass & Jung, 1999) have tested the Full Range Leadership Development Theory for many years and it has been considered as the benchmark for leadership style.

2.1.3 Measuring Full Range Leadership Development

The Multifactor Leadership Questionnaire (MLQ 5X short form) was developed by Bass (1995), which measures a broad range of leadership types from passive leaders, to leaders who give contingent rewards to followers, to leaders who transform their followers into becoming leaders themselves. The MLQ identifies the characteristics of a transformational leader and helps individuals discover how they measure up in their own eyes and in the eyes of those with whom they work.

The researcher adapted the MLQ with 36 items which refers to three main styles of leadership: *transformational, transactional and laissez-faire. Transformational leadership* encourages subordinates and their leader to motivate each other to accomplish "higher levels of morality and motivation" such as justice and equality (Burns, 1978). *Transactional*

leadership is about agreement and exchanging relationships between the leaders and their followers to achieve organizational goals. *Laissez-faire leadership* is neither provide support or caring for followers nor take any responsibilities for organization. (Bass, 1998)

Table 2.4: Leadership Styles Behaviors in the Multifactor Leadership Questionnaire

Leadership Styles	Behavior	Description
Transformational	Idealized influence	The leader acts and is perceived as a strong role model for followers. The leader is respected and trusted by followers and proved a sense of both mission and vision that others want to follow.
	Inspirational Motivation	The leader communicates high expectations for performance. Through images and emotional appeals, the leader inspires followers to pursue a shared vision over individual self-interests.
	Intellectual Stimulation	The leader stimulates and encourages both creativity and innovation. The leader provides an environment fostering experimentation, empowerment, and new approaches to problem solving.
	Individualized Consideration	The leader actively listens to and cares about the individual needs of follower. The leader acts as a mentor or coach and provides attention and direction to followers individually.
Transactional	Contingent Reward	The leader achieves agreement and performance from followers through negotiated exchange. The leader uses positive

		reinforcement to encourage followers to achieve outcomes.
	Management-by-Exception	The leader uses corrective criticism, negative feedback, and negative reinforcement to encourage followers to achieve outcomes.
Laissez- Fair		The leader has no exchange with subordinates , avoids decision making and responsibility

Source: Northouse P.G. (2001), Leadership Theory and Practice (2nd edition.) Sage Publication, pp. 131-159.

2.1.4 Leadership in Iran

Most of the literature on leadership is based on research conducted in industrialized countries (Dastmalchain, Javidan & Alam, 2001), and indeed there is a substantial collection of knowledge about North America and Europe. However, the understanding of leadership in other contexts and countries like Iran is quite limited (Dastmalchian, 1998, Javidan & Dastmalchian, 2003). Moreover, studies of leadership and management in Iran have focused on industry and product organizations, and the majority of them have been related to the Global Leadership and Organizational Behavior Effectiveness (GLOBE) project which is concentrated on managerial behavioral qualities or leadership styles and community and organizational culture (Bikmoradi, 2009).

Bikmoradi (2009) explained that characteristics of societal and organizational culture in Iran are distinguished by strong values concerning low uncertainty avoidance, in-group collectivism, low societal collectivism, power distance, and masculinity. In addition, high power distance and a male culture orientation reflect a paternal family structure that has historical and cultural roots. This also gives a general picture of the Iranian educational system, which is focused on individualism (Javidan & Dastmalchain, 2003).

One of the common problems in developing countries is male dominance, and Iran is not an exception. In other words, only low gender equality exists in Iranian organizations. Leaders usually prefer to work with male managers, and governmental organizations generally tend to appoint male managers, allowing gender consideration to dominate

capabilities and qualities (Farhangi & Esfidani, 2004). Some researches have included strong positives correlations between job satisfaction and age, work experiences, organizational culture and management style (Aslankhani, 1999).

A number of studies in Iran have focused only on leadership styles or models and the attributes of managements. Although there is not enough knowledge about academic leadership in higher education, the available results propose that the dominant style and model are visionary and charismatic leadership. In Iran traditional values in leadership are similar to characteristic of western transformational leadership. The relationship between leaders and subordinates is very respectful as a result of part of Iranian culture. The leader inspires and guides the followers and at the same time provides care and affection to subordinates (Sinha, 1997). The Iranian view of a visionary leader is a person who has a mental map, shares a new pattern, has a global outlook, is excited about and dedicated to his/her vision, and is a reliable communicator (Dastmalchian, Javidan and Alam, 2001).

The GLOBE studies advocate and point out transformational-charismatic and team-oriented models as the most effective for outstanding leaders in Iran (Yukl, 2006, Dastmalchian, Javidan & Alam, 2001). Iranian employees and managers expect their leaders to be visionary and inspirational moreover to be decisive and willing to make personal sacrifices. As charismatic leaders help to reduce uncertainty through their integrity and performance orientation, there is strong preference for visionary leaders in the Iranian culture. Iranian employees and managers have a strong preference for a collectivist culture, and for honest, cooperative, generous, concerned, modest and self-effacing leaders who are not aggressive and inconsiderate.

Moreover, Iranian employees and managers prefer to have lower levels of power distance and much higher levels of humane orientation. Many researchers believed that Iranian view of their supervisors is the same as their old siblings or parents which is in the strong Islamic culture (Yukl, 2006; Dastmalchian, Javidan & Alam, 2001). Because Iranian employees do not consider participation to be effective attribute of leadership, they do not expect their leaders to be participatory, but they expect their leaders to develop a vision and communicate it to them.

2.2 Theories Related to Dependent Variables

2.2.1 Definition of Employees' Job Satisfaction

According to Küskü (2003) employees' job satisfaction reflects the degree to which the individuals' needs and desires are met and the extent to which this is perceived by the other employees. Staples and Higgins (1998) stated that employees' job satisfaction is generally perceived as the scope of the job and all the positive attitudes regarding the work environment. Gruneberg (1979) studied that since people spend a great amount of their time at work, an understanding of the factors involved in their satisfaction at work is important for improving their well being.

Employees' job satisfaction may be summed up as the achievement of human being's needs and desires within the working environment. When these needs and desires are properly fulfilled, the employees' satisfaction are increased and this lead to effective performance.

2.2.2 Theories of Satisfaction

People are much more than a productive factor in organizational plan. They are member of social system of many organizations such as families, school, trade associations, political parties and many other roles. People act in different roles and they have different needs, different behaviors, and different requirements, different level of awareness and abilities. Unless leaders understand the uniqueness of people, they may misapply the perceptions about motivation, leadership and communication. For that reason, the researcher first decided to explain the theories regarding human needs, motivation and satisfaction and then follows by disputing about what makes employees satisfied with their job.

2.2.2.1 Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs is a satisfaction theory of motivation; Herzberg's Two Factor Theory is another important satisfaction theory. Maslow (1943) considered human needs in the form of a hierarchy, arranging from the lowest to highest.

Figure 2.5: Maslow's Hierarchy of Needs
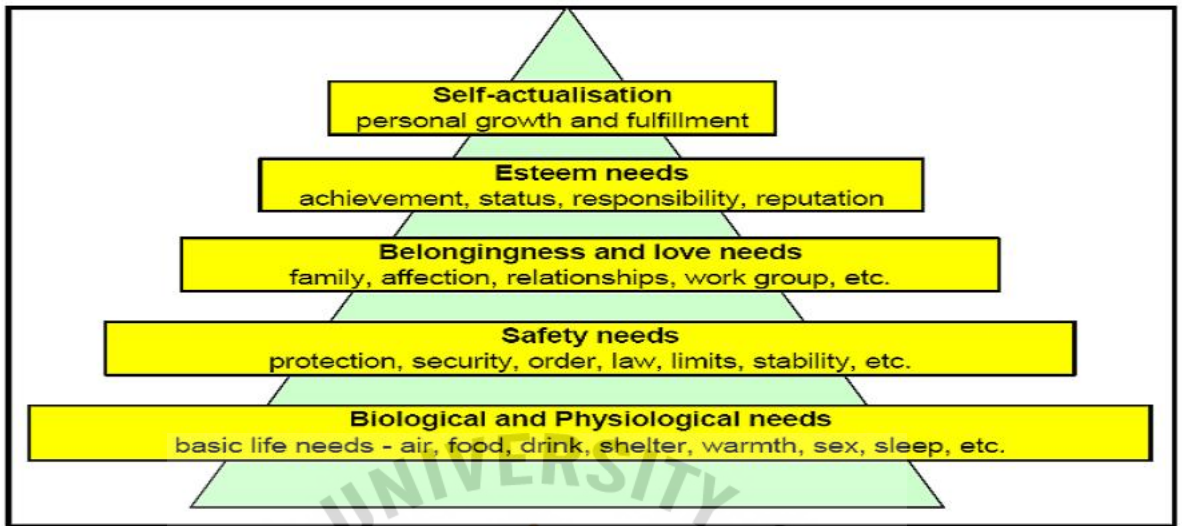
Source: Berl, R.L., Williamson, N.C. & Powell, T. (1984). Industrial Sales Force Motivation: a critique and test of Maslow's hierarchy of need. Journal of Personal Selling & Sales Management, Vol.4, No.1, p. 33.

According to Maslow (1943) needs motivate each human being. These needs are inherent over countless years. In Figure 2.5, Maslow's Hierarchy of Needs shows the lower order of need which is physical; safety and social needs and the higher-order of need are esteem and self-actualization needs which must be fulfilled in turn. First, the basic needs which deals with sustaining human life. If the lower-order needs are fulfilled, there is concern with the higher- order needs. Similarly, if the lower-order needs are not satisfied, there will be no need to be concern about the higher-order needs. According to this model satisfaction of employees relates to level of hierarchy which they lay. According to Berl, Williamson and Powell (1984) employees within the lower-levels of organizations are more expected to be motivated by lower-order needs, and employees within the higher-levels of organizations are more expected to be motivated by higher-order needs.

2.2.2.2 Herzberg's Two-Factor Theory

Herzberg (1968) stated a two-steps approach which is on the basis of satisfier factors and hygiene factors and he developed the theory by studying the job manners of 4000 accountants and engineers to identify employee motivation and satisfaction, as it shows in Figure 2.6.

Figure 2.6: Herzberg's Two-Factor Theory
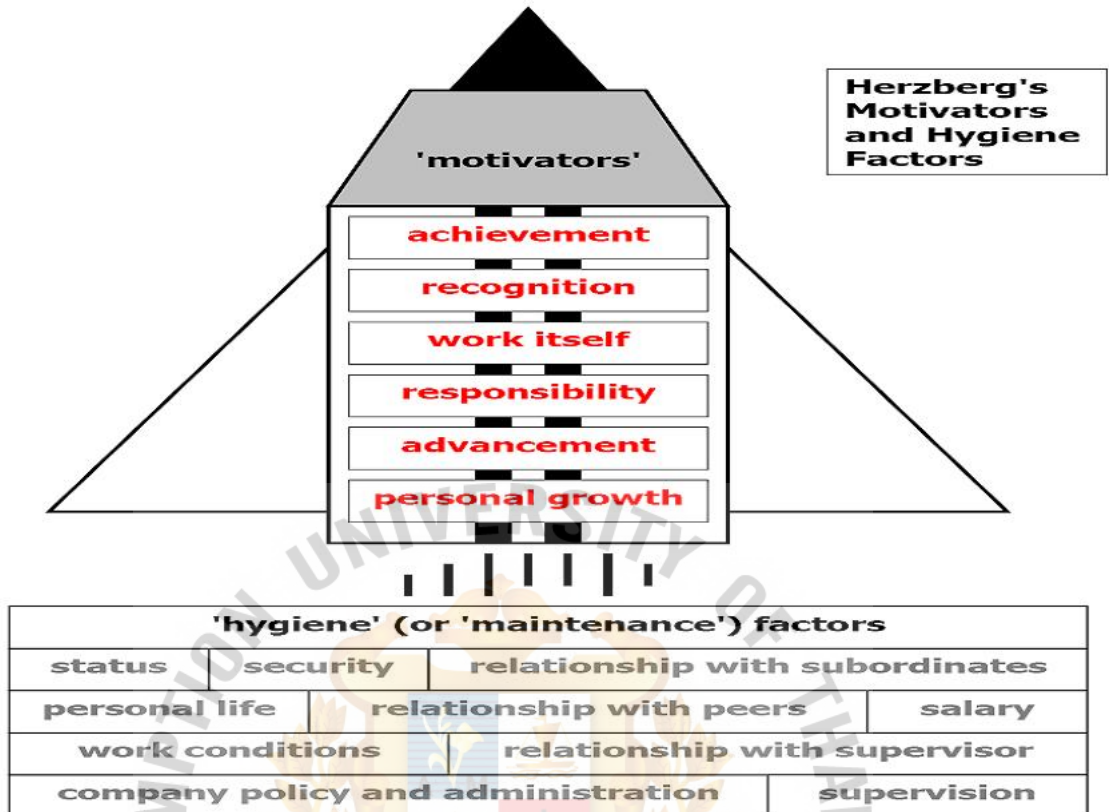
Herzberg (1968) identified two factors which are based on the need for an organization to avoid dissatisfactions at work in order to satisfy the employees. Some hygiene factors are as follows:

- Company Policy and rules
- Pay and Fringe Benefits
- Supervisor quality
- Co-worker Relationships
- Working Conditions
- Security of job

Herzberg (1968) explained that the individual's need for personnel growth bases on motivator factors which are effective to achieve high-level performance. Motivator factors consist of:

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- Personal growth

- Advancement

- Recognition

- Responsibility

- Challenging work

- Achievement

Herzberg's two-factor principles are:

- Improving the motivator factors increases job satisfaction

- Improving the hygiene factors decreases job dissatisfaction

According to Bockman (1971) both Herzberg's and Maslow's theories are about the needs which have to be satisfied to motivate employees. The Herzberg research has not gone unchallenged. Some researchers have questioned Herzberg's investigation methods, which they said tended to bias the results. For example, people always attribute good results to their own efforts and blame others for bad results is considered to have prejudiced in Herzberg's findings.

2.2.2.3 The Vroom Expectancy Theory

Vroom expectancy theory is about the importance of individual needs and motivation. According to Leonard, Beauvais and Scholl (1999) the Vroom expectancy theory bases on extrinsic causes for behaviors exhibited in the workplace. Shamir (1990) argued that motivational theories based on extrinsic motivation assume that the followers make choices to increase self-interest. In detail, individuals' motivation toward doing anything will be determined by the value they place on the outcome of their effort multiplied by the confidence they have that their effort will help to achieve a goal (Weihrich and Koontez,2003). According to Quick (1998) in the expectancy theory, persons have different sets of goals and can be motivated if they believe that:

- There is a positive correlation between efforts and performance,

- Effective performance will result in a pleasing reward,

- The reward will please an important need,
- The desire to satisfy the need is strong enough to make the effort meaningful.

Vroom (1964) suggested that the motivation to work depends on the relationships between the three expectancy factors which are Expectancy, Instrumentality and Valence. Expectancy is a person's belief that working hard will result in a satisfying level of job performance. Instrumentality is an employee's belief that successful performance will be followed by rewards. Valence is the value a person hold with respect to outcomes (rewards). The management implications are willing to work with each person to maximize her or his expectancies, instrumentalities and valences in a way that support organizational goals.

2.2.2.4 The Porter and Lawler Model

According to Sutermeister (1971) Porter and Lawler researched the most comprehensive theory of the satisfaction performance relationship between performance itself and the fair rewards for performance. In the Porter and Lawler model, an individual should focus on a higher level of performance in order to receive the reward. The employee will add to his/her attempt, if he/she recognizes that the increasing attempt will direct to a reward. Also, the individual's performance will also progress if the individual naturally has the essential abilities. In summary, Porter and Lawler theory proves that satisfaction doesn't lead to effective performance but performance leads to satisfaction. In practice, the Porter and Lawler model of motivation means that motivation is not a simple cause and effect matter and organizations should carefully assess their rewards structure through careful planning, managing by objectives and defining duties and responsibility.

Figure 2.7: The Porter-Lawler Model
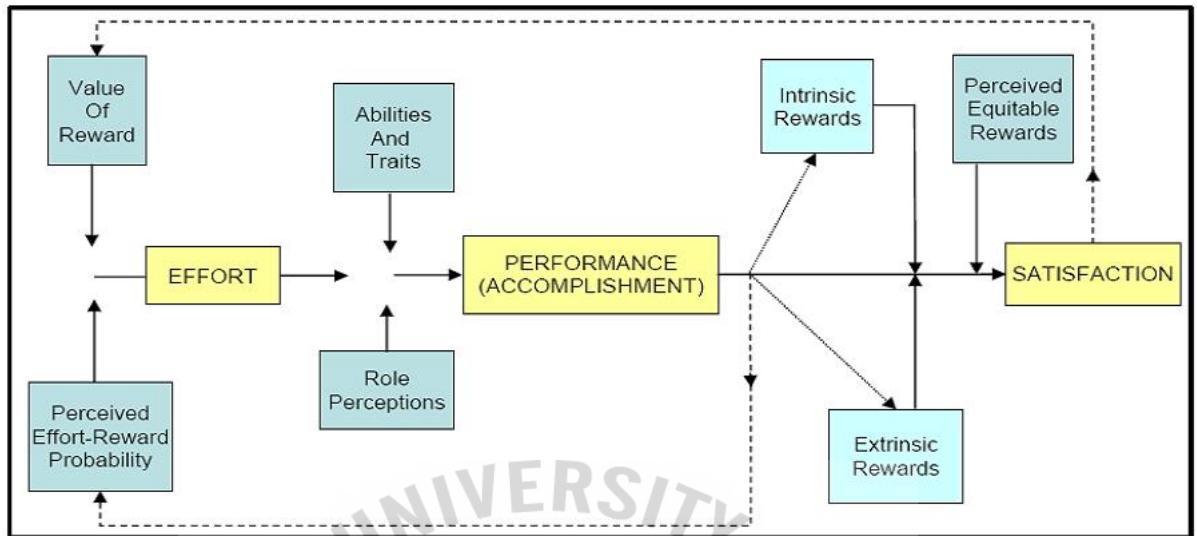
Source: Sutermeister, R.A.(1971). Employee performance and employee need satisfaction –
which comes first. California Management Review, Vol.8, No.4, pp.43-47.

2.2.3 Theories of Job Satisfaction

Job satisfaction may be defined as a positive emotional response from the assessment
of a job or specific aspects of a job (Locke, 1976; Smith et al., 1969). Thus, Job satisfaction
generally describes how satisfied a person is with the job and it is influenced by many factors
such as pay, working conditions, work itself, supervision, policy and administration,
responsibility, advancement, salary, interpersonal relationships, recognition and
empowerment (Castillo & Cano, 2004). Spector (1985) believed that job satisfaction is the
compilation of emotional evaluations; therefore, he develops Job Satisfaction Survey (JSS),
which covers 10 defined areas: work content, management supervision, benefits, and
relationship with coworkers, environmental feedback, work procedures, promotion, salaries,
communication, and overall environment to aid in research. Consequently, employees with
high self-confidence are satisfied with their job and vice-versa. Studies show two main
approaches to determine job satisfaction.

- The facet approach: Factors related to the job in order to provide an overall
  satisfaction, such as salary, promotion, and recognition within the workplace.
  Employees might feel differently towards each aspect of the job, but in this approach
  the collective of each aspect would consider overall satisfaction. According to Thierry

(1998) the facet approach has been criticized on the basis that employees might not consider each of the aspects equally important.

- The global approach: Factors related to individual's overall job satisfaction which is more than the summation of its parts, employees can express dissatisfaction with components of the job and still be generally satisfied (Smither, 1994; Thierry, 1998). It is basically deals with the overall satisfaction, without narrowing down into focusing on any major aspect of job satisfaction, it reflects an individual's overall feeling towards his or her job and it is measured by simply proposing a holistic question about whether an individual is satisfied or not. Researchers dispute that the global approach is too general and therefore replies cannot be effectively interpreted (Rice et al, 1989; Morrison, 1996). On the other hand, various studies, that have employed the global approach, argued that it is more comprehensive (Weaver, 1980; Scarpello and Campbell, 1983; Highhouse and Becker, 1993).

2.2.4 Measuring Job Satisfaction of Employees

Morrison (1996) suggested the use of self-report questionnaires as the dominant approach in measuring job satisfaction. In additional, he explained the measurement techniques that have been most commonly utilized, range from Likert-type scales, Kunin 'faces' scale and list of adjectives. A brief description of the main measuring instruments is provided below:

- The Job Descriptive Index (JDI) developed by Smith et al., (1969) which measures satisfaction by five components (work, supervision, pay, promotion and co-workers). Each component includes a sets of adjectives that the respondents mark with a 'Yes', 'No' or "?" Scores within each category can be summed to show component satisfaction, or all five facet scores can be summed to measure overall satisfaction.

- The Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss et al., (1969) which asks questions about satisfaction and dissatisfaction with different components using a Likert-type scale. The scales can be scored in total to determine overall satisfaction or in subsets to measure the level of extrinsic/intrinsic satisfaction.

- The Kunin 'faces' scale developed by Kunin, (1955), Dunham and Herman (1975). This scale is a one-item global measure of job satisfaction. Respondents are presented

with faces ranging from perfectly happy to deeply unhappy. The respondents choose the 'face' which best represents their attitude or feeling.

- The Job Satisfaction Survey (JSS) developed by Spector (1985) with a 36 items, nine component scale (Pay, Promotion, Supervision, Fringe Benefits, Recognition, Operating Procedure, Coworkers, Nature of Work, and Communication) to measure employee feelings about the job and features of the job. Each component is evaluated with four items, and a total score is computed from all items. A Likert scale format with six choices per item ranging from "disagree very much" to " agree very much"is used.

In this study, job satisfaction corresponds to a group of evaluative feeling about the job; therefore the researcher used the JSS, a standard job satisfaction questionnaire (Spector, 1997) to evaluate the level of job satisfaction among employees in Islamic Azad University.

2.2.5 Employees in Iran

As the Iranian population has increased during last three decades, the employees' recruitment becomes very easy with no trouble getting employees among the well-educated and young applicants. According to Namazie and Frame (2007) Iranian managers prefer to hire best applicants by conducting application forms, professional interviews, medical examination, reference from the police and former employers and general checks on the personal history of the applicant, but the results usually are affected by recommendations and networking which can be related to collectivistic dimension of Iranian culture. Iranian employers consider different criteria for recruitment such as professional skills, education and university diploma and experience. As Iranians have a great consideration for university diploma which due to high power distance and strong sense of class culture, so they continue their education as far as possible (Yeganeh, 2007). Applicant's conformity depends on the nature of each organization whose emphasis usually is more on the reputation and connections of the applicant than on the personal competence. After employment procedures, training for most employees in the Iranian organizations which consists on job supervision during the probationary period starts. When they get the qualification of the training, they become official employees of the organization. New employees in Iranian organizations usually are told about the terms of employment and working conditions in an introductory talk. They also given a written copy of disciplinary rules, and are asked to sign it. Generally very little attention is paid to the introduction of new employees to their work environment;

they have to find their way by themselves. Job placement is usually decided by the human resources department.

Each organization has its own salary policy. A fixed starting salary for employees based on their level of education and their experience and the salaries of employees are increased every year, and generally the amount of the raise is based on the results of an evaluation of the employee's ability and performance by the employee's immediate supervisor, but there is no uniform scale for salary increase. There are disciplinary rules in order to prevent action by employees who might be harmful to the organization. Frequent rewards with less frequent penalties are applied to control the behavior of its employees. In Iran, like other developing countries, there is no national social security plan or age pension for the citizens; however, all public organizations and large private organizations provide a pension for their retired employees. Employees of private organizations that do not provide a pension for their retired employees generally have no financial security in their old age.

Base on the findings of studies Iranian employees were motivated by social rewards, self-actualization need, compensation, and improved working conditions (Cheraghi, 1983; Yeganeh et al., 2008). Moreover, they mentioned that job satisfaction of the Iranian employees was strongly influenced by their attitudes towards their salaries, their promotion, and the promotional policies of the organization. As promotion in Iranian organizations does not bring raise in salary, the importance of promotion for employees must be seen in their need to satisfy their ambitions, their need for status, and their need to be recognized on the basis of their personal abilities, performance, and contribution to the organization. Furthermore Iranian employees' satisfaction links to team oriented leadership who are being group oriented, collaborative, communicative, and administratively skilled. Employees are satisfied with lower levels of power distance and much higher levels of human orientation due to collectivism as well as Islamic principles.

2.3 Relationship between Leadership and Employees' Job Satisfaction

According to Wexley and Yukl (1984) the style of the leader is an important determinant of employees' job satisfaction, the reactions of employee to their leader will usually depend on the characteristics of the employees as well as on the characteristics of the leader. Most studies indicate that employees are more satisfied with the leaders who are considerate or supportive than who are either indifferent or critical towards subordinates (Yukl, 1971). In a job situation in which subordinates roles are quite ambiguous, the

subordinates will prefer a leader who clarifies their requirements as has been obverted by Wexley and Yukl (1984), if subordinates are not capable of figuring out how to perform the work by themselves they will prefer a leader who will provide adequate guidance and instructions, if the subordinates are not highly motivated and they find the work to be unpleasant they will prefer a leader who does not pressure them to maintain a high level performance.

Bogler (2001) examined the influence of leadership styles which are transformational or transactional, major decision- making strategy which is autocratic versus participative, and teachers' occupation attitude on teachers' job satisfaction. Lirng, Mills, and Waltz (2001) studied the effects of nursing directors' transformational and transactional leadership styles on nursing faculty job satisfaction in associate degree nursing programs in Taiwan. Chen (2004) examined particular employee manners related to transformational and transactional leadership and the way they reasonable mediate effects of organizational culture and commitment. Griffith (2004) found that principal transformational leadership is not related directly with either school staff turnover or school-aggregated student achievement progress. Comparatively, principal transformational leadership through staff job satisfaction illustrated that there is not a direct association with school staff turnover (negative) and with student achievement progress (positive). Walumbwa, Orwa, Wang, and Lawler (2005) found that transformational leadership has a significant and positive influence on organizational commitment and job satisfaction.

The relationship of leadership style on employees' job satisfaction is an important issue in changing employment of organization. According to Wilkinson & Wagner, (1993) it is stressful for employees to work with a leader who has hostile behaviors and is unsupportive. Chen & Spector (1991) stated that negative leader-employee relations can result in decreased satisfaction with job, reacting severely to the leader, questioning one's skill on the job and leaving the organization. The quality of the leader-employee relationship has a great influence on the employee's self-esteem and job satisfaction (Chen & Spector, 1991; Brockner, 1988; DeCremer, 2003). The costs of worker in stress, reduced productivity, increased absenteeism, and turnover to the organization can be quite high (Keashly, Trott, & MacLean, 1994; Ribelin, 2003). The management function of leadership is mostly referring to dealing with employee behavior to achieve the final goals for employees' aggressive job involvement and the commitment to companies (Robbins 2003). Employees' job satisfaction can be influenced by the internal organization environment which includes organizational climate, leadership types and personnel relationship (Seashore and Taber, 1975). According

to Robbins (2003) managers with the transformational leadership not only carry out better job performance but also encourage their superior to let them with more job promotion opportunities and the employees' resign rate is less than that of transactional leadership. The improvement of employees' working situation, the satisfaction of needs and accomplished performance are positively related to transformational leadership (Liu et al., 2003).

The constructs of transformational leadership model are not new and could be found in the works of earlier management theorists (Humphreys and Einstein, 2003). Bass' (1985) transformational leadership is considered to be one of the leadership theories that have captured many leadership scholars' attentions more than twenty years. Organizational achievement in reaching its goals relies on supervisors and their leadership style, by employing suitable leadership styles, supervisors can influence employees' job satisfaction, commitment and efficiency. According to Mosadeghrad (2006) leadership style can be studied as a sequence of managerial behaviors and ability found on employee and organizational standards, leadership demands and responsibility of employees in different situations. It is the capability of a leader to encourage followers to perform at their highest ability. Surprisingly little logical research has been conducted on the question of which forms of leadership are associated with employees' job satisfaction in higher education.

2.4 Previous Studies

There are few comprehensive empirical studies that examine the relationships among leadership styles and employees' job satisfaction. The researchers have only started to identify what specific traits and styles of leaders influence on employees' job satisfaction. Mosadeghrad and Yarmohammadian (2006) studied the relationships between manager's leadership styles and employees' job satisfaction in Isfahan University Hospitals, Isfahan, Iran, 2004. The results revealed that the employees' job satisfaction relies on the leadership style of managers, and accordingly they must choose the best leadership style appropriate to the organizational culture and employees' organizational maturity.

Gharoieahangar and Alijanirooshan (2004) examined effectiveness of the transformational leader and the degree of employees' satisfaction with the leadership styles in public sector banks which covered the leadership styles of Regional Heads of public sector banks as perceived by their subordinates who are willing to apply extra efforts. The finding revealed that transformational and the transactional leadership was highly and positively correlated with extra effort, effectiveness and satisfaction. Contingent reward was also positively related to the outcome measures but less than transformational scale ratings. But

Management by exception (Active & Passive) and Laissez Faire were strongly and negatively correlated with the outcome. The result are similar to earlier studies which conducted by many researchers (Avolio and Bass, 2006; Bass, 1985; Avolio et al., 1991).

As-Sadeq and Khoury (2006) explored the importance of leadership styles in the Palestinian industrial sector. The researchers were utilized the full Range leadership Model , and the findings revealed that transactional leadership style was the most frequently than transformational leadership and laissez-faire was considered as the least commonly occurring leadership style and more frequently among the leaders with low educational background, low previous managerial experience, and employee leaders. Moreover, transformational leadership was to encourage satisfaction, willingness to apply extra effort and effectiveness among employees. The survey was done through distribution of the multifactor leadership questionnaire and a structured interview of 220 participants.

Klein and Takeda-Tinker (2009) studied the impact of leadership on community college faculty job satisfaction, and they determined whether a significant relationship existed between the job satisfaction levels of full-time business faculty members' job satisfaction in the Wisconsin Technical College System (WTCS) and the leadership practices of their direct supervisor. The study involved two survey instruments which were adapted from the Leadership Practices Inventory (LPI Model) and the Job Satisfaction Survey (JSS Model), and also included demographic information about each respondent to provide the researcher with data to analyze in regard to the impact demographics may or may not have on job satisfaction of the research participants. The results of the study indicated a strong relationship between faculty satisfaction with supervision and the overall leadership practices of the direct supervisor.

Brook (2007) studied the impact of leadership style on employee job satisfaction in an effort to improve leader-employee relations in nonprofit child care settings. The Leadership Opinion Questionnaire (LOQ), Job Satisfaction Survey (JSS) and demographic data sheets were utilized during the survey. The results of this study showed that there was no significant correlation between leadership consideration and global job satisfaction; while there was a mild positive correlation between leadership structure and global job satisfaction. Furthermore, the results of this research were relevant to directors who hope to increase the job satisfaction of their employees as well as prevent turnover.

Tabbodi and Prahallada (2009) examined the effects of leadership behavior on faculty efficacy of Department of Humanities in University of Mysore (India) and University of Shiraz (Iran). The data were collected from amongst the faculty of the two selected

universities including 174, of whom 93 were from India and 81 from Iran. The instruments used were the Leadership Behavior and the Pareek Faculty Efficacy Questionnaire. The results revealed that there was a significant relationship between leadership behavior and faculty efficacy. Moreover, it was found out that the department heads' leadership behavior and faculty efficacy of the Department of Humanities of the two universities were certainly different. In general, the results indicate that factor of leadership behavior of heads of departments has affected the faculty efficacy, and the coefficient of correlation concerning the two studied factors in Iran is stronger than that in India.

Chang (2003) searched the organizational culture, leadership modes and employee's job satisfaction levels by targeting workers in electric cable companies whose shares are publicly traded through the Taiwan Stock Exchange in 2002, and discovered that there is interaction effect between corporate innovation and the three variables. Transformational leadership modes tend to be more acceptable to employees, and thus affect employees' job satisfaction level and innovativeness.

Chen (2005) utilized the MLQ and the Minnesota Satisfaction Questionnaire (MSQ) to survey 244 nursing school faculties from nine schools. Chen found that Taiwanese nursing directors were more transformational leaders than transactional or laissez-faire. Chen also found that nursing faculty in Taiwan were moderately satisfied with their jobs and they felt that demographic factors and heavy workloads as opposed to the director's leadership style were possible reasons for faculty dissatisfaction with their jobs. Chen et al. (2005) expanded upon Chen (2005) study and surveyed 18 of Taiwan's higher education nursing schools that had a minimum of 20 full-time faculty members utilizing the MLQ and the MSQ. They found that the transformational leadership factor idealized consideration and the transactional leadership factor contingent reward were positively significant predictors of faculty job satisfaction. The passive management-by-exception leadership factor was a negatively significant predictor for faculty job satisfaction.

Lin (2000) examined the behaviors of stock traders working for 74 stock dealers in central Taiwan so as to find out the relationship between the types of leaderships, internal satisfaction, external satisfaction, and the overall satisfaction. The research results pointed out a significant and positive correlation which is the higher the value of leadership, the higher the level of employees' job satisfaction. Previous researches indicate that the characteristics and leadership of senior managers affect the organization's efficiency (Hambrick & Mason, 1984). To find out the influence imposed by supervisors on the organizations, it is, therefore, essential to study the personality and the characteristics of leadership. In this connection,

efficiency is usually demonstrated by the employee's assessment of the administrators and the employees' job satisfaction.

It seems that administrator's leadership style correlates with employees' job satisfaction. Leadership and job satisfaction are known as fundamental factors influencing the overall effectiveness of an organization (Kennerly, 1989). There have not been many leadership theories developed in describing and explaining leadership styles and their influence on job satisfaction.

Table 2.5: Summary of Previous Studies

Researcher/s	Findings
Klein and Takeda-Tinker (2009)	The results of the study indicated a strong relationship between faculty satisfaction with supervision and the overall leadership practices of the direct supervisor.
Tabbodi and Prahallada (2009)	The results revealed that there was a significant relationship between leadership behavior and faculty efficacy. Similarly, the results indicated that factor of leadership behavior of heads of departments has affected the faculty efficacy, and the coefficient of correlation concerning the two studied factors in Iran is stronger than that in India.
Brook (2007)	The results of this study showed that there was no significant correlation between leadership consideration and global job satisfaction, while there was a mild but significant positive correlation between leadership structure and global job satisfaction.
Mosadeghrad and Yarmohammadian (2006)	The results revealed that the employee job satisfaction depends on the leadership style of managers who should select the best leadership style according to the organizational culture and employees' organizational maturity.
As-Sadeq and Khoury (2005)	The results revealed that transformational leadership encourage the greatest satisfaction, willingness to use extra effort and effectiveness among employees.
Chen (2005)	The finding revealed that Taiwanese nursing directors were more

	transformational leaders than transactional or laissez-faire and also the results pointed up that nursing faculty in Taiwan were moderately satisfied with their jobs and they felt that demographic factors and heavy workloads as opposed to the director's leadership style were possible reasons for faculty dissatisfaction with their jobs.
Gharoieahangar and Alijanirooshan (2004)	The finding revealed that leadership scales in order of transformational; the transactional and non-transactional were correlated with extra effort, effectiveness and satisfaction.
Chang (2003)	The results revealed that there was interaction effect between corporate innovation and the three variables (the organizational culture, leadership modes, and employee job satisfaction levels). Transformational leadership modes tend to be more acceptable to employees; and it affected employees' job satisfaction level and innovativeness.
Lin (2000)	The results revealed that there was relationship between the types of leaderships, internal satisfaction, external satisfaction, and the overall satisfaction. The research results pointed out a significant and positive correlation which is the higher the value of leadership, the higher the level of employees' job satisfaction.

THEORETICAL AND CONCEPTUAL FRAMEWORK

This Chapter presents the framework that is used to find out the impact of Full Range Leadership model on employee's job satisfaction which was adapted from Job Satisfaction Survey. The chapter begins with the theoretical frameworks that specify the theories which are used to develop the conceptual framework. In the second part, the conceptual framework and proposed variables to be studied are explained. Then, the research hypotheses are developed in order to obtain a concise understanding of the objectives of this study. Finally, the operationalization of the independent and dependent variable is mentioned.

3.1 Theoretical Framework

There are three research models that are employed in this research. The first research model shown in Figure 3.1 suggests a relationship between transformational leadership and self-concordance goals which are job satisfaction, satisfaction with supervision and organizational commitment.

Figure 3.1: Relationships among Transformational Leadership, Global self Concordance and Job Attitudes
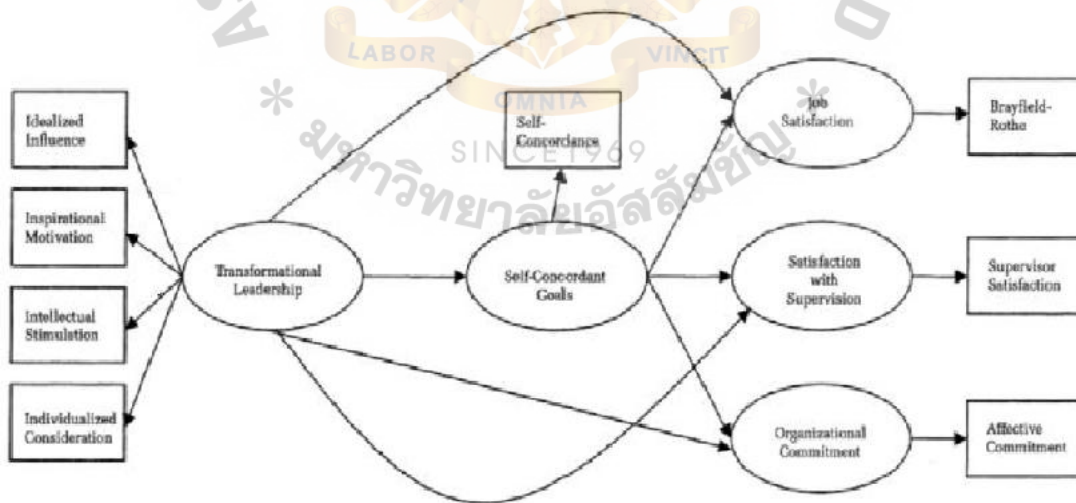
Source: Bono J., Judge T. (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leader. Academy of Management Journal, Vol. 46, No. 5, pp.554-571.

Bono and Judge (2003) in Figure 3.1 designed the self-concept-based theory by relating a number of elements of the theory with the self-concordance model, a motivational theory that links internal self-regulation, goal-directed effort, and goal achievement. The purpose was to achieve a better understanding of the reasons why followers of transformational leaders show increased motivation, job satisfaction, organizational commitment and job performance. Transformational leaders manage the job in terms of ideas and values approved by most followers who see their job as more meaningful and self-expressive and therefore recognize job-related activities as more self-concordant (Burns, 1978). These visions lead to increased inspiration, effort, performance, and satisfaction. The findings suggested that self-concordance partially mediates the relationship between leadership and job satisfaction and organizational commitment. The study made an important input in two ways. First, it provided empirical support to psychological theories of the motivational effects of transformational leadership with respect to follower self- engagement and meaningful work. Second, it explained factors such as transformational leaders can influence the extent to which individuals recognize their job activities to be important, and when individuals have such view, they experience increased job satisfaction.

Figure 3.2: The Additive Effect of Transformational Leadership
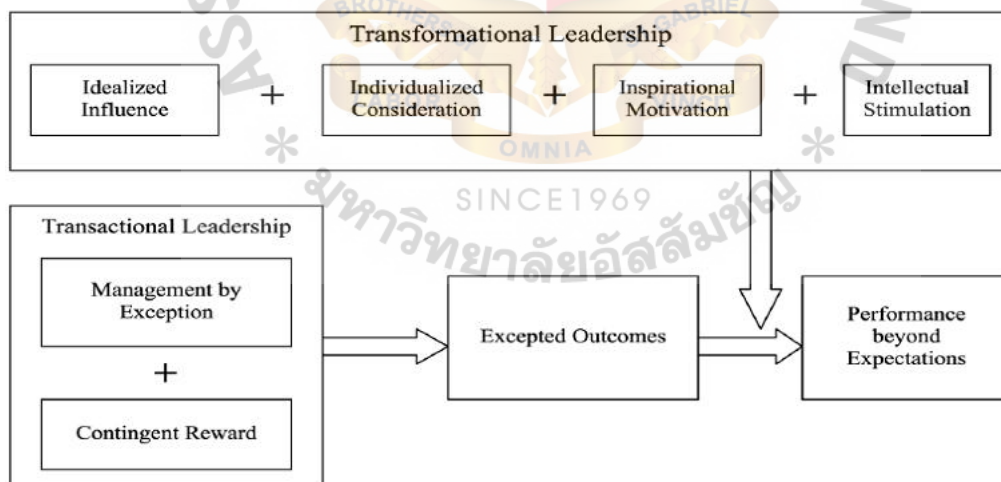
Source: Bass, B.M. & Avolio, B.J. (1990). The implications of transactional and transformational leadership for individual, team, and organizational development, Research in organizational Change and Development, Vol 4 No. 1, p.231.

Another research model in Figure 3.2 by Bass and Avolio, (1990) showed that transformational leadership produces greater effects than transactional leadership. While

transactional leadership results in expected outcomes, transformational leadership results in performance that goes well beyond what is expected. Erkutlu (2006) applied the model to examine the impact of leadership behaviors on leadership effectiveness and organizational effectiveness at the boutique hotels. The results were that leadership and organizational effectiveness were directly influenced by leadership behaviors. All the facets of transformational leadership that are idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration are linked positively to both leadership and organizational effectiveness while the laissez-faire leadership approach is linked negatively. The results are consistent with previous researches showing that transformational leadership is positively related with employee satisfaction, commitment and performance in the most of studies, whereas laissez-faire leadership resulted in lower satisfaction, commitment and performance.

Figure 3.3: Relationship among Leadership, Organizational Culture, the Operation of Learning Organization and Employees' Job Satisfaction Model
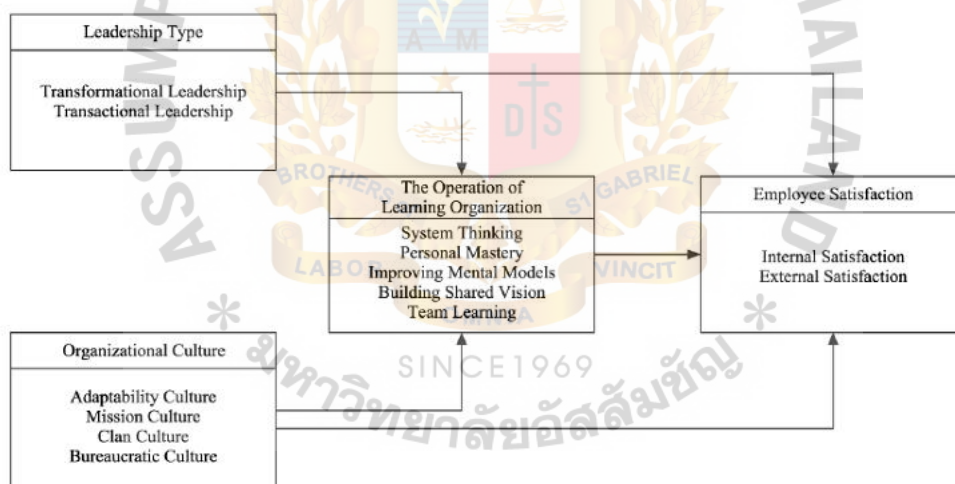
Source: Chang S. & Lee M., (2007). A study on relationship among leadership, organizational culture, the operation of learning organization and employees' job satisfaction. Journal of the Learning Organization, Vol.14 No.2, pp. 155-185.

Chang and Lee, (2007) in Figure 3.3 investigated the relationship among leadership types, organizational culture and the operation of learning organization and also explore the efficiency on job satisfaction of employee affected by leadership types, organizational culture and the operation extents of learning organization. The research findings showed that the different operation extents of learning organization have significant difference under the

scopes of leadership, organizational culture and the operation of learning organization. Both leadership and organizational culture can positively and significantly impact on the operation of learning organization. In addition, the operation of learning organizations has a significantly positive effect on employees' job satisfaction. The research showed that, with the increasing number of knowledgeable workers, it is impossible for administrators to satisfy employees' demands by means of conventional leadership. Therefore, they are required to improve their own abilities in transformational leadership and, by setting a good example to employees, encouraging innovation and learning activities, developing employees' potentials, giving education and training activities, more money incentives, this is necessary to keep people with excellent talents. Moreover, the organizations with highly willing to accept organization-learning activities and understanding the scope of job satisfaction of employee within the learning organizations could get benefit from the results of this study to create more capability advantages for organizations.

3.2 Conceptual Framework

This research conceptual framework is a modified model which is adapted from the three models of theoretical framework. Based on the discussion and review of the theoretical and empirical literature, the framework was developed which showing the relationships among variables in this study.

The framework shows that the *employees' job satisfaction*, in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work and communication, is influenced by three different assessments of leadership style namely, 1) *Transformational leadership* which means the way to improve the higher level for task request of employee so that it is available to inspire the potential capability of employee and it shall allow subordinates with larger responsibility to become an employee with self orientation and self enhancement capability 2) *Transactional leadership* which is based on a simple exchange between the leader and the followers of reward for applied effort and 3) *Laissez faire leadership* which means "leave it be" and is used to describe a leader who leaves his or her colleagues to get on with their work. Therefore, the independent variables in the context of the framework are Transformational sub-variables, Transactional sub-variabes and Laissez faire and employees' job satisfaction components the dependent variables.

In the conceptual framework there are three main leadership styles which are identified as transformational style, transactional style and laissez-faire style. Transformational leadership is comprised of Idealized influence (attributed & behavior), Inspirational motivation, Individualized consideration and Intellectual stimulation, and Transactional leadership is included Contingent reward and Management by exception (active & passive), and Laissez faire leadership. These are adapted from Full Range Leadership theory developed by Bass and Avolio in 1994. They proposed an optimal mix in order to perform active and effective leadership. The employees' job satisfaction which is adapted from Job Satisfaction Survey it was developed by Spector in 2004.

Figure 3.4: Theoretical framework
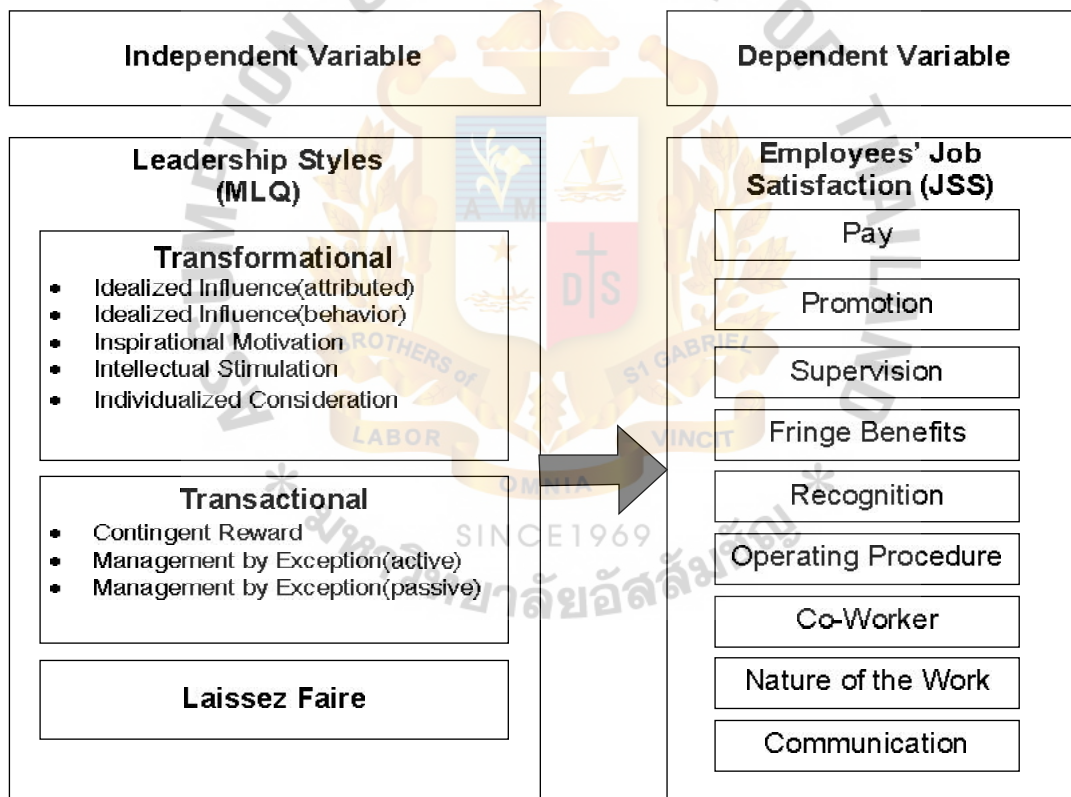
Source: Adapted from Bass, B.M. & Avolio, B.J. (1997); Spector (1985); Chang S. & Lee M., (2007); Bass, B.M. & Avolio, B.J. (1990); Bono J., Judge T. (2003).

3.3 Research Hypotheses

This research has been focused on a better understanding of the link between the attributes or dimensions of leadership styles which is adapted from Full range leadership

development theory and employees' job satisfaction which is adapted from Job Satisfaction Survey. Based on the conceptual framework nine hypotheses were developed to identify the impact of leadership style factors on employees' job satisfaction.

Hypothesis 1:

H1o: Employees' job satisfaction in terms of pay is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H1a: Employees' job satisfaction in terms of pay is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Hypothesis 2:

H2o: Employees' job satisfaction in terms of promotion is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H2a: Employees' job satisfaction in terms of promotion is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Hypothesis 3:

H3o: Employees' job satisfaction in terms of supervision is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H3a: Employees' job satisfaction in terms of supervision is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational

motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Hypothesis 4:

H4o: Employees' job satisfaction in terms of fringe benefit is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H4a: Employees' job satisfaction in terms of fringe benefit is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Hypothesis 5:

H5o: Employees' job satisfaction in terms of recognition is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H5a: Employees' job satisfaction in terms of recognition is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Hypothesis 6:

H6o: Employees' job satisfaction in terms of operating procedure is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H6a: Employees' job satisfaction in terms of operating procedure is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational

motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Hypothesis 7:

H7o: Employees' job satisfaction in terms of co-worker is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H7a: Employees' job satisfaction in terms of co-worker is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Hypothesis 8:

H8o: Employees' job satisfaction in terms of nature of the work is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H8a: Employees' job satisfaction in terms of nature of the work is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Hypothesis 9:

H9o: Employees' job satisfaction in terms of communication is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H9a: Employees' job satisfaction in terms of communication is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

3.4 Operationalization of Variables

3.4.1 Operationalization of Transformational Variables

Variables	Concept of Variables	Operationalize Components	Measurement Scale
Idealized Influence (attributed)	Idealized Influence (attributed) occurs when followers identify with and emulate those leaders who are trusted and seen as having an attainable mission and vision (Bass & Avolio, 1995).	-Instills pride in me for being associated with him/her. -Goes beyond self-interest for the good of the group. -Acts in ways that builds my respect. -Displays a sense of power and confidence	Interval scale
Idealized Influence (behavior)	Idealized influence (behavior) refers to leader behaviors that result in followers identifying with leaders and wanting to emulate them (Bass & Avolio, 1995).	-Talks about their most important values and beliefs, -Specifies the importance of having a strong sense of purpose -Considers the moral and ethical consequences of decisions, -Emphasizes the importance of having a collective sense of mission	Interval scale
Inspirational Motivation	Inspirational motivation is a process through which the transformational leader motivates his or her followers to become committed to and a part of the shared vision in the organization(Bass & Avolio, 1995).	-Talk optimistically about the future - Talks enthusiastically about what needs to be accomplished -Articulates a compelling vision of the future -Expresses confidence that goals will be achieved	Interval scale
Intellectual Stimulation	Intellectual stimulation is one of the capabilities of transformational leaders which play an important role in diversifying process of	-Re-examines critical assumptions to question whether they appropriate -Seeks differing perspectives when solving problems	Interval scale

Variables	Concept of Variables	Operationalize Components	Measurement Scale
	the organizations (Bass & Avolio, 1995).	-Gets me to look at problems from many different angles -Suggests new ways of looking at how to complete assignments	
Individualized Consideration	Paying attention to others is one of the most important aspects of transformational leadership. Individuals are supported by leaders and leaders are concern about their personal feelings and needs (Bass & Avolio, 1995).	-Spends time teaching and coaching - Treats me as an individual rather just as member of a group -Considers me as having different needs, abilities, and aspirations from others -Helps me to develop my strengths	Interval scale

3.4.2 Operationalization of Transactional Variables

Variables	Concept of Variables	Operationalize Components	Measurement Scale
Contingent reward	To influence behavior, the leader clarifies the work needed to be accomplished. The leader uses rewards or incentives to achieve results when expectations are met(Bass & Avolio, 1995).	-Provides me with assistance in exchange for my efforts -Discusses in specific terms who is responsible for achieving performance targets - Makes clear what one can expect to receive when performance goals are achieved, -Expresses satisfaction when I meet expectations	Interval scale
Management by Exception (active)	To influence behavior, the leader actively monitors the work performed and uses corrective methods to ensure the work is completed to meet accepted standards(Bass & Avolio, 1995).	-Focuses attention on irregularities, mistakes, exceptions, and deviations from standards - Concentrates his/her full attention on dealing with mistakes, complains, and failures, -Keeps	Interval scale

		track of all mistakes - Directs my attention towards failures to meet standards	
Management by Exception (passive)	To influence behavior, the leader uses correction or punishment as a response to unacceptable performance or deviation from the accepted standards(Bass & Avolio, 1995).	-Fails to interfere until problems become serious - Waits for things to go wrong before taking action - Shows that he/she is a firm believer in "if it ain't broke. don't fix it." - Demonstrates that problems must become chronic before taking action	Interval scale

3.4.3 Operationalization of Laissez-faire Variables

Variables	Concept of variables	Operationalize components	Measurement scale
Laissez-faire	The leader is indifferent and has a "hands-off" approach toward the workers and their performance. This leader ignores the needs of others, does not respond to problems or does not monitor performance(Bass & Avolio, 1995).	-Delays responding to urgent questions -Avoids making decisions -Avoids getting involved when important issues arise, -Is absent when needed	Interval scale

3.4.4 Operationalization of Employees' Job Satisfaction Variables

Variables	Concept of Variables	Operationalize Components	Measurement Scale
Pay	Satisfaction level towards the wage level, e.g. differences with expectations, or whether it is equal to the expended labor and efforts.	-I feel I am being paid a fair amount for the work I do. - Raises are too few and far between - I feel unappreciated by the bank when I think about what they pay me - I feel satisfied with	Interval scale

		my chances for salary increases.	
Promotion	Satisfaction levels towards the chances of promotion, e.g. whether there are chances for promotion, or whether the said chances are fair.	-There is really too little chance for promotion on my job. -Those who do well on the job stand a fair chance of being promoted. -People get ahead as fast here as they do in other places. -I am satisfied with my chances for promotion.	Interval scale
Supervision	Satisfaction level towards direct supervisors, e.g. a supervisor's personal competence or their impartiality in their conduct.	-My supervisor is quite competent in doing his/her job. -My supervisor is unfair to me. -My supervisor shows too little interest in the feelings of subordinates. -I like my supervisor.	Interval scale
Fringe Benefits	Compensation or other benefit provided by the employer to the employee at no charge that is above and beyond salary or wages	- I am not satisfied with the benefits I receive. -The benefits we receive are as good as most other organizations offer. -The benefit package we have is equitable. -There are benefits we do not have which we should have.	Interval scale
Recognition	Appreciation, recognition, and rewards for good work.	-When I do a good job, I receive the recognition for it that I should receive. -I do not feel that the work I do is appreciated. -There are few rewards for those who work here. -I don't feel my efforts are rewarded the way they should be.	Interval scale

Operating Procedure	Operating policies and procedure which is defined as the employees' satisfaction with rules and procedures.	-Many of our rules and procedures make doing a good job difficult. -My efforts to do a good job are seldom blocked by red tape. -I have too much to do at work. -I have too much paperwork.	Interval scale
Co- workers	One who works with another; a fellow worker.	- I like the people I work with. -I find I have to work harder at my job because of the incompetence of people I work with. -I enjoy my coworkers. -There is too much bickering and fighting at work.	Interval scale
Nature of Work	Whether the work is challenging or meaningful.	-I sometimes feel my job is meaningless. -I like doing the things I do at work. -I feel a sense of pride in doing my job. -My job is enjoyable.	Interval scale
Communication	It is between employees or departments across all levels or divisions of an organization.	-Communications seem good within this university. -The goals of this university are not clear to me. -I often feel that I do not know what is going on within the university. -Work assignments are not fully explained.	Interval scale

CHAPTER 4

RESEARCH METHODOLOGY

This chapter provides the details of the method in which this research was conducted. The research methodology presents the procedure that was used in this study. In the first part, the method of research is explained and the second part discusses the respondents as the target population, the sample size and the sampling procedure. Research instrument is the third part, and the pretesting of the variables is included in the fourth part, the pretesting is done to check the reliability of the research instrument. The fifth part explains the method used to collect data and finally this chapter is concluded by the statistical treatment of data and outlines the statistics which were applied in the study.

4.1 Methods of Research Used

Quantitative analysis is employed in the objective of studying this research. Based on the literature review, there are few comprehensive empirical studies that examine the relationships among leadership styles and employees' job satisfaction in the Iranian higher education. Therefore because of the type of research, the researcher applies descriptive research. As Zikmund (2003) explained, descriptive research is to determine the answers to who, what, when, where, and how questions. The researcher also chooses survey technique to collect the data from respondents. A survey technique is a systematic collection of data from respondents in order to understand and to predict some aspect of behavior of target population. In collecting the data, the researcher distributes questionnaire to respondents who have worked as non-teaching staff of Islamic Azad University branches in Tehran province in November and December, 2009. In order to organize, the Likert scale on 1-5 scales for each component of leadership style and 1-6 scales for job satisfaction, the sum of raw scores of items in each domain was divided by the numbers of items in each domain (four) and for overall job satisfaction; sum of raw scores of items was divided by 36. Higher scores in JSS model indicate better job satisfaction and higher scores in each of three leadership outcomes of MLQ model indicate the kind of the leadership style.

The leadership style referred to the nine conceptually distinct leadership factors and three leadership outcomes. Five scales were identified as characteristic of transformational leadership (Idealized influence attributed and behavior, Inspirational motivation, Individualized consideration, and Intellectual stimulation). Three scales were defined as characteristic of transactional leadership (Contingent reward, Management by exception-

active, and Management by exception-passive). One scale was described as Laissez-faire. Employees' job satisfaction referred to the employees' attitude in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, coworker, nature of the work and communication which is generated from the employees' working experiences. The survey contained three sections, including demographic items, items about leadership styles and employees' job satisfaction. The researcher also uses secondary data in English and Persian which is from articles, internet, journals, magazines and textbooks that are related to the study.

4.2 Respondents and Sampling Procedures

4.2.1 Target Population

The specific groups of people who share some common characteristics are known as target population. According to Black (1999) a population is any group of people who share a common set of behaviors which are of concern to the researcher. According to Zikmund (2003) the complete group of specific population relevant to the research project is target population. Target population in this study is the non-teaching employees of IAU about whom the researcher wants to know more and from whom a sample will be drawn. The non-teaching employees who have worked at least one year or more and who have worked under the three core functions consisted of following departments: administrative of university, human resources of faculties and librarian. Administrative includes of secretary and computer technology. Human resources include all function of human resources in different departments of faculties such as student affairs and finance department. Librarians include employees who work in the library. This survey is not going to include teaching staff that are full-time or part-time of faculty member and students. In this study Islamic Azad University consider private university which is not government-owned. Non-teaching employees referred to employees who work in different administrative departments of the Islamic Azad University branches in Tehran province in November and December of 2009.

4.2.2 Sampling Unit

A sample is defined as a subset or a division of population and should represent the main interest of the study (Hussey, 1997). The Process of sampling involves any procedure

using a small of items or parts of the whole population to make conclusions regarding the whole population (Zikmund, 2003). As a result, the sample of this study include non-teaching employee of Islamic Azad University branches in Tehran province, Iran. Each employee during the survey period which is from November to December of 2009 represents the sampling unit in this research.

4.2.3 Determining Sampling Size

Sample size refers to the total number of respondents targeted for collecting the data for the researcher and it was selected on the basis of random sample. There are many techniques to find the sample size, References from previous empirical research is one technique to determine sampling size (Zikmund, 2003). The sample size of this research was designed by using references from previous study such as Ogunlana and Limsila (2007) examined the performance and leadership outcome correlates leadership style and subordinate commitment by applying MLQ and OCQ questionnaires among the total of 156 participants to measure the kind of the leadership style and organizational commitment of subordinates. Similarly, Tabbodi and Prahallada (2009) examined the effects of leadership behavior on faculty efficacy of Department of Humanities in University of Mysore (India) and University of Shiraz (Iran). The data were collected from amongst the faculty of the two selected universities including 174, of whom 93 were from India and 81 from Iran. Moreover, Brook (2007) studied the impact of leadership style on employee job satisfaction in an effort to improve leader-employee relations in nonprofit child care settings by distributing 174 questionnaires. Also, As-Sadeq and Khoury (2005) explored the importance of leadership through identifying the leadership styles and practices in the Palestinian industrial sector. The researchers utilized the full Range leadership Model. The survey was done through distribution of the Multifactor Leadership Questionnaire and a structured interview of 220 participants. Similarly, Xirasagar (2008) examined the empirical validity of transformational, transactional and laissez-faire leadership and their sub-scales among physician managers by using the Multifactor Leadership Questionnaire 5X-Short, for total number of 269 responses. In addition, Lok and Crawford (1999) studied the relationship between commitments and organizational culture, subculture, leadership style and job satisfaction in organizational change and development in the seven large hospitals with the sample size of 398 respondents. As Zikmund (2003) mentioned that the valid results were generated through a large sample size to represent the entire population. The researcher also confirmed that the larger samples

are more reliable. Thus, the researcher decided to apply a sample of 400 employees both male and female was selected from 10 branches. The researcher distributed an initial sample of 85 respondents which were used as sample for pretest of questionnaires to determine whether the data collection plan for the main study is an appropriate procedure.

4.2.4 Sampling Procedure

Target population in this study is the men and women charged with the everyday operations of the Islamic Azad University branches in Tehran province. The Sampling frame of this study is the non-teaching employees of Islamic Azad University. The sampling procedure used in the study is as follows:

1) Simple random sampling which using drawing technique was used to draw 10 out of 16 branches of Islamic Azad University in Tehran province. Zikmund (2003) declared that simple random sampling is the basic sampling technique where the researcher selects a group of subjects as a sample for study from a larger group as a population, so each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample; as a result, every possible sample of a given size has the same chance of selection which each member of the population is equally likely to be chosen at any stage in the sampling process.

2) Then, quota sampling were used to select 40 respondents who are non-teaching, fulltime employee of Islamic Azad University and have worked more than one year, moreover; employees who are not security guards, independent contractors, or part time employees. The quota sampling is the sampling procedure in order to ensure that certain characteristics of a population sample will be represented to the exact extent that the researcher desires (Zikmund, 2003).

Table 4.1: List of Islamic Azad University Branches in the Sample

No.	Islamic Azad University Branches in Tehran Province	Respondents
1.	Islamic Azad University of Damavand	40
2.	Islamic Azad University of Tehran-Dental Sciences	40
3.	Islamic Azad University of Roodehen	40
4.	Islamic Azad University of Tehran-South	40
5.	Islamic Azad University of Tehran-Region one	40
6.	Islamic Azad University of Tehran-Medical Sciences	40
7.	Islamic Azad University of Tehran-North	40
8.	Islamic Azad University of Science And Research Campus	40
9.	Islamic Azad University of Tehran-Shahr Rey	40
10	Islamic Azad University of Tehran-Central	40
Total Respondents		400

3) Finally, convenience sampling was used to obtain those people who are most conveniently available. According to Zikmund (2003) convenience sampling procedure is used to obtain those units or people most conveniently available. The researcher uses this method to obtain a large number of completed questionnaires quickly and economically.

In this study, the researcher will select 40 respondents from each of university as it shows in Table 4.1.

4.3 Research Instruments

A self administered questionnaire will be the research instrument. This has set alternatives in other words it consists of closed ended questions which serves as a kind of documentary survey. It saves time and reduces the costs associated with collecting data by any other method. It also reduces different type of bias, such as consent bias, social desirability bias and interview. The questionnaire is designed to ask questions base on Leadership Styles, Job Satisfaction and Demographic factors. It is prepared to consist of items about the different variable that have been highlighted in the conceptual framework. The questionnaire consists of seventy-eight items in total. Originally the questionnaire is English and it was translated into the Persian. The translated version was sent to a native

English speaker and two Iranian English exports that checked it against the original English questionnaire for accuracy of translation.

The questionnaire contained three sections, including leadership style items, job satisfaction items and demographics profile items (see Appendix A). Leadership styles items adapted from Avolio and Bass MLQ (1997) and job satisfaction items were adapted from Spector's Job Satisfaction Survey (1994) and the demographics profile items were adapted from the theoretical and empirical previous studies. The researcher modified both MLQ and JSS models into the nine-component scale to facilitate coding and interpreting the data.

Section 1: Leadership styles in which the variable is measured by Multifactor Leadership Questionnaire (MLQ), was developed by Bass in 1995, and it originally consists of 45 items as it shows in Table 4.2., moreover; it is important to consider that the original American scales are coded from 0 to 4. The adapted MLQ is used in this research, and it consists of 36 items to be answered by the leader's subordinates and it measures the main characteristics of leadership. Each four items correspond to one of the nine components of transformational, transactional and laissez faire leadership attributes. The items in the original MLQ-Form 5X Short are presented in Table 4.2.

Table 4.2: Items from the Original MLQ-Form 5X Short

Indicators	Items
1	Provides me with assistance in exchange for my efforts
2	Re-examines critical assumptions to question whether they appropriate
3	Fails to interfere until problems become serious
4	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards
5	Avoids getting involved when important issues arise
6	Talks about their most important values and beliefs
7	Is absent when needed
8	Seeks differing perspectives when solving problems
9	Talk optimistically about the future
10	Instills pride in me for being associated with him/her
11	Discusses in specific terms who is responsible for achieving performance targets
12	Waits for things to go wrong before taking action
13	Talks enthusiastically about what needs to be accomplished

14	Specifies the importance of having a strong sense of purpose
15	Spends time teaching and coaching
16	Makes clear what one can expect to receive when performance goals are achieved
17	Shows that he/she is a firm believer in "if it ain't broke. don't fix it."
18	Goes beyond self-interest for the good of the group
19	Treats me as an individual rather just as member of a group
20	Demonstrates that problems must become chronic before taking action
21	Acts in ways that builds my respect
22	Concentrates his/her full attention on dealing with mistakes, complains, and failures
23	Considers the moral and ethical consequences of decisions
24	Keeps track of all mistakes
25	Displays a sense of power and confidence
26	Articulates a compelling vision of the future
27	Directs my attention towards failures to meet standards
28	Avoids making decisions
29	Considers me as having different needs, abilities, and aspirations from others
30	Gets me to look at problems from many different angles
31	Helps me to develop my strengths
32	Suggests new ways of looking at how to complete assignments
33	Delays responding to urgent questions
34	Emphasizes the importance of having a collective sense of mission
35	Expresses satisfaction when I meet expectations
36	Expresses confidence that goals will be achieved
37	Is effective in meeting my job-related needs
38	Uses methods of leadership that are satisfying

39	Gets me to do more than I expected to do
40	Is effective in representing me to higher authority
41	Works with me in a satisfactory way
42	Heightens my desire to succeed
43	Is effective in meeting organizational requirements
44	Increases my willingness to try harder
45	Leads a group that is effective

Source: Adapted from the MLQ-Form 5X Short (Bass and Avolio, 1996; 2003)

As the research is not as general as that conducted on the original questionnaire, the 36 items questionnaire is used to measure nine sub factors and these items are rated by using a 5 point Likert scale during the administration of the questionnaires to employees by the researcher, to mark the most suitable answer. The scale ranges from 1 to 5 as follows:

- 1 = Not at all
- 2 = Once in a while
- 3 = Sometimes
- 4 = Fairly often; and
- 5 = Frequently if not always

The items in the MLQ establish the leader's style in terms of the transformational, transactional and Laissez-faire leadership factors. For the statistical analysis, provide an objective understanding of which leadership style being practiced within the Islamic Azad University in Tehran province. The items fall into the subscales as it is shown in the following Tables:

Table 4.3: Transformational Leadership Items

Variables	Item No.
Idealized influence (attributed)	10, 18, 21, 25
Idealized influence (behavior)	6, 14, 23, 34
Inspirational motivation	9, 13, 26, 36
Intellectual stimulation	2, 8, 30, 32
Individualized consideration	15, 19, 29, 31

Table 4.4: Transactional Leadership Items

Variables	Item No.
Contingent reward	1, 11, 16, 35
Management by exception (active)	4, 22, 24, 27
Management by exception (passive)	3, 12, 17, 20

Table 4.5: Laissez-faire Leadership Items

Variables	Item No.
Laissez-faire	5, 7, 28, 33

Section 2: Job satisfaction Scale (JSS) which is a 36-item, nine-components scale which was developed by Spector (1994) to evaluate employee's behaviors toward the job and other aspects of the job. Each component is evaluated with four items, with six choices per item ranging from "disagree very much" to "agree very much." Seventeen of the items are written in positive meaning and nineteen items are written in negative meaning which must be scored reversely. A score of 6 representing strongest agreement with a negative meaning item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. The nine components are pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-workers, nature of work, and communication. The items in the original JSS are presented in Table 4.6.

Table 4.6: Items from the Original Job Satisfaction Survey

Indicators	Items
1	I feel I am being paid a fair amount for the work I do.
2	There is really too little chance for promotion on my job.
3	My supervisor is quite competent in doing his/her job.
4	I am not satisfied with the benefits I receive.
5	When I do a good job, I receive the recognition for it that I should receive.
6	Many of our rules and procedures make doing a good job difficult.
7	I like the people I work with.
8	I sometimes feel my job is meaningless.
9	Communications seem good within this university.
10	Raises are too few and far between.
11	Those who do well on the job stand a fair chance of being promoted.

12	My supervisor is unfair to me.
13	The benefits we receive are as good as most other organizations offer.
14	I do not feel that the work I do is appreciated.
15	My efforts to do a good job are seldom blocked by red tape.
16	I find I have to work harder at my job because of the incompetence of people I work with.
17	I like doing the things I do at work.
18	The goals of this university are not clear to me.
19	I feel unappreciated by the university when I think about what they pay me.
20	People get ahead as fast here as they do in other places.
21	My supervisor shows too little interest in the feelings of subordinates.
22	The benefit package we have is equiTable.
23	There are few rewards for those who work here.
24	I have too much to do at work.
25	I enjoy my coworkers.
26	I often feel that I do not know what is going on within the university.
27	I feel a sense of pride in doing my job.
28	I feel satisfied with my chances for salary increases.
29	There are benefits we do not have which we should have.
30	I like my supervisor.
31	I have too much paperwork.
32	I don't feel my efforts are rewarded the way they should be.
33	I am satisfied with my chances for promotion.
34	There is too much bickering and fighting at work.
35	My job is enjoyable.
36	Work assignments are not fully explained.

Source: Adapted from http://shell.cas.usf.edu/~spector/scales/jsspag.html 08/10/2001

The 36 items questionnaire is used to measure nine sub-variables of job satisfaction and these items are rated by using a 6 point Likert scale during the administration of the questionnaires to employees by the researcher, to mark the most suitable answer. The scale ranges from 1 to 6 as follows:

- 1=Disagree very much
- 2=Disagree moderately
- 3=Disagree slightly
- 4=Agree slightly
- 5=Agree moderately
- 6=Agree very much

The items fall into the subscales as it is shown in Table 4.7.

Table 4.7: Job satisfaction subscales items

Variable	Question No.
Pay	1, 10, 19, 28
Promotion	2, 11, 20, 33
Supervision	3, 12, 21, 30
Fringe Benefits	4, 13, 22, 29
Recognition	5, 14, 23, 32
Operating procedures	6, 15, 24, 31
Coworkers	7, 16, 25, 34
Nature of Work	8, 17, 27, 35
Communication	9, 18, 26, 36

Section 3: Demographics data which deals with individuals' demographic characteristics such as: (a) gender; (b) age; (c) marital status; (d) education level; (e) years of working experience; and (f) department they work in.

4.4 Pretest of Questionnaire and Its Reliability

The data gathered shall be tested with the Cronbach's Alpha. It is designed as a measure of internal consistency. It is measures, if all the items within the instrument measure the same thing. According to Bless and Higson-Smith (1995) reliability is measured the consistency of the instrument; and an instrument is reliable when it gives consistent measurement of value. Whitelaw (2001) explained that an instrument has to be reliable before it is valid, and he added that validity tests confirmed how well an instrument measures the items of each component. Cronbach's Alpha coefficient is normally associated with internal consistency, and it is recognized as a coefficient Alpha and its value ranges from 0 to 1(De Vellis, 1991). Sekaran (1992) advised that when calculating Cronbach's reliability coefficient, reliabilities less than 0.6 are considered poor, reliabilities within 0.7 ranges are considered acceptable, and those coefficients over 0.8 are considered good. He also pointed out that the closer the coefficient is to 1.0, the greater the reliability of the instrument.

According to Pruijn and Boucher (1994) the MLQ has been checked for reliability and validity in different situations. Bass (1985), Bass and Avolio (1989) and Yammarino and

Bass (1990) confirmed the consistency and validity of the MLQ. Through test-retest, internal consistency methods and alternative methods, reliability of the MLQ has been confirmed in various times (Bass and Avolio, 1997).

The independent variable in this study is leadership style as measured by the Multifactor Leadership Questionnaire (MLQ) Form 5X-Short. The MLQ is a reliable and valid instrument that has been employed many times in different types of organizations. In this study, it measures three characteristic types of leadership styles (TF, TA, and LF) by using 36 items, with a 5-point 1-5 Likert scale (1 = not at all, 2 = once in a while, 3 = sometimes, 4 = fairly often, and 5 = frequently, if not always). Many studies have revealed that the reliability of the MLQ has been with the Cronbach alpha of > 0.90 (Avolio & Bass, 2004). Multifactor Leadership Questionnaire (MLQ) Reliability for the sample of 85 respondents illustrates in Table 4.8, Table 4.9 and Table 4.10.

Table 4.8: Transformational Reliability Test of Variables Measured Using Cronbach's Alpha

Operational Dimension	Reliability	No. of items	No. respondents
Idealized influence (attributed)	0.713	4	85
Idealized influence (behavior)	0.904	4	85
Inspirational motivation	0.907	4	85
Intellectual stimulation	0.912	4	85
Individualized consideration	0.871	4	85

Table 4.9: Transactional Reliability Test of Variables Measured Using Cronbach's Alpha

Operational Dimension	Reliability	No. of items	No. respondents
Contingent reward	0.877	4	85
Management by exception (active)	0.834	4	85
Management by exception (passive)	0.767	4	85

Table 4.10: Laissez-fair reliability Test of Variables Measured Using Cronbach's Alpha

Operational Dimension	Reliability	No. of items	No. respondents
Laissez-fair	.803	4	85

The dependent variable in this study is employees' job satisfaction which measured by the Job Satisfaction Survey (known as JSS) .This is a 36 items with nine components level to evaluate subordinate manner toward the work and its features. Each component is evaluated with four items and then a total score is calculated from all the items. A computation rating scale format is used with six choices per item which is ranging from "disagree very much" to "agree very much". Seventeen of the Items are written in positive meaning and nineteen items are written in negative meaning which must be scored reversely. Many studies have discovered that the reliability of the JSS has been with the Cronbach alpha of 0.75 for Pay, 0.73 for Promotion, 0.82 for Supervision, 0.73 for Fringe Benefits, 0.76 for Recognition(Contingent Rewards), 0.62 for Operating Procedure, 0.60 for Co-workers, 0.78 for Nature of Work and 0.71 for Communication (http://shell.cas.usf.edu/~spector/scales/jssovr.html08/10/2001).

Table 4.11: Job Satisfaction Survey (JSS) Reliability for the Sample of 85 Persons

Operational Dimension	Reliability	No. of items	No. respondents
Pay	0.944	4	85
Promotion	0.923	4	85
Supervision	0.936	4	85
Fringe Benefits	0.929	4	85
Recognition	0.920	4	85
Operating Procedures	0.643	4	85
Coworkers	0.890	4	85
Nature of Work	0.921	4	85
Communication	0.931	4	85

In the pilot study with the sample of 85 participants the consistency reliability of all the components of JSS are consider good except for operating procedures which is 0.643 which is consider acceptable.

4.5 Collecting of Data

Different methodologies have used in the study of leadership style and job satisfaction. As White (2000) explained that data collection methods are behavioral

observations, survey questionnaires and interviews. According to Thierry, (1998) the selection of methodology depends on a number of consideration as mentioned below:

- The researcher's accessibility to the valid and reliable instruments
- The researcher's obtainable time and money
- The researcher ability to understand the nature of the problem

The researcher uses both primary data and secondary data. For primary data, the researcher use survey methods to collect data and apply one technique of survey which is distribution questionnaires to the employees at Islamic Azad University branches in Tehran province and the respondents participate by filling out a questionnaire in November and December of 2009. Collecting data in Iranian organizations is difficult due to political sensitivities and regulations for conducting research. For overcoming these challenges, researchers had to find a network of influential people to obtain approval and necessary collaboration and in order to maintain the confidentiality of data, name of the university branches were not mentioned in the survey. Procedure of data collection methods are as following:

1. The questionnaire was translated into Persian and validated by three experts in the field of English business. The Persian version of questionnaire was distributed to the respondents for the pretest in the first stage, and it was distributed for the actual sample size.
2. The researcher prepared a letter of request to conduct a research at the selected university branches and this was approved by the Graduate school Dean. This letter was copied and then forwarded to the university branches to obtain permission to distribute questionnaires.(See appendix D)
3. The completed questionnaires were individually be inspected for invalid responses, 400 questionnaires were distributed and after analyzing and checking 386 questionnaires completely answered and 14 questionnaires were considered invalid which means 96.5% respondents had no missing questions for the 78 items. The data analyzed by using the statistical package for Social Science (SPSS).

For secondary data, the researcher collects data in English and Persian from research articles, journals, internet, magazines; textbooks that are provide the useful information for this research project.

4.6 Statistical Treatment of Data

Statistical treatment of data is an important characteristic of all research today and a thorough understanding is necessary to conduct the right research with the right inferences from the data obtained. Statistical treatment of data also involves describing the data. All data were analyzed using the statistical package for the Social Sciences (SPSS 14). Appropriate statistical procedures for description and inference were used. The missing values were checked prior to further statistical analysis.

Descriptive Statistics

Descriptive statistics are presented in this study to summarize the collection of data about population and sample in a clear and understanding way. The best way is through the measures of central tendencies like mean; median and mode which help the researcher explain in short how data is concentrated. Moreover, range, uncertainty and standard deviation help to understand the distribution of the data.

Inferential Statistics

Statistical inference is used to draw inferences from a random sample to a population. It explains the association of variables to one another, and the method used is Multiple Regression Model.

4.6.1 Multiple Regression Model

According to Zikmund (2003) multiple regression method is an analysis of relationship of two or more independent variables and a single interval-scale dependent variable at once. The researcher utilizes this method to study the association in which the effects of nine independent variables on each dependent variable simultaneously to understand how the value of the dependent variable changes while any of the independent

variables is varied when the other independent variables are fixed. In regression equation variables such as unknown parameters refer as β, independent variables X and dependent variable Y should be identified.

Regression equation is a function of variables X and β.

$$Y = f(\mathbf{X}, \boldsymbol{\beta})$$

The Multiple Regression Model can be expressed as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \ldots + \beta_i X_i + \varepsilon$$

Where:

Y = dependent variable

β_0 = Y intercept

$\beta_1, \beta_2, \ldots, \beta_i$ = (Slope) regression coefficients

$X_1, X_2, \ldots, X_i$ = independent variables

ε = error or residual (observed response-predicted response)

In this research there are nine multiple regression models based on the conceptual framework. The Y_1, Y_2, Y_3, ..., Y_9 (employess' job satisfaction in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work and communication) are estimated satisfaction of employees in different component levels. The X_1 (idealized influence-attibuted), X_2 (idealized influence-behavior), X_3 (inspirational motivation), X_4 (intellectual stimulation), X_5 (individualized consideration), X_6 (contingent reward), X_7 (management by exception-active), X_8 (management by exception-passive) and X_9 (laissez-faire) are the different factors of leadership styles called predictors which estimate how satisfied employees are likely to be with their job. The constant β_0 is the intercept on the vertical axis or in other words, when X_1, X_2, ..., X_9 is equal to zero. The β_1, β_2, ..., β_9 denote the slope of the defining the amount of increase in Y_1 for each unit increase in X_1, X_2, ..., X_9. The value of β called coefficients and it measure of how strongly each predictor variable influences the dependent variable. The beta is measured in units of standard deviation.

The Sig. level of constant values in the coefficient table of each model indicates that leadership variables significantly influence on employees' job satisfaction variable in the regression model if the Sig. level of at least one of the constant value is less than 0.05;

accordingly the null hypothesis is rejected. The size and direction of the β weight indicates the positive and negative strength of the independents relationship with the dependent variable. R square is the square of the correlation between the level of dependent variable survey collected from the participants and the levels of the leadership sub-variables. Saunders et al. (2007) declared that multiple regression coefficients are employed to evaluate the association between a dependent variable and two or more independent variables that enable the strength number between 0 and +1. The multiple regression coefficient value of meaning is showed in Table 4.12.

Table 4.12: The Multiple Regression Coefficient Value of Meaning (R^2)

Value of Multiple Regression Coefficients	Meaning
1	All the variations in the dependent variable can be explained statistically by the independent variables
0	None of the variations in the dependent variable can be explained by the independent variables

Source: Saunders and Thornhill (2007). Research Methods for Business Students (4th edition). p.365

According to Saunders et al. (2007) coefficient of multiple determination is R^2, means the percentage of the variance in the dependent variable (Y) that is explained by the variation in the independent variables ($X_1, X_2, \ldots\ldots, X_i$).

CHAPTER 5

PRESENTATION OF DATA AND CRITICAL DISCUSSION OF RESULTS

In this chapter, the researcher looks at analysis of the collected primary data from target population. The data obtained from questionnaires are analyzed by using Statistical program for Social Science (SPSS) 14.0 version. The findings are organized into two sections. The first section is about the profile of the study which is descriptive analysis of demographic characteristics and variables, and the second section is about research objectives and inferential analysis of hypothesis testing by utilizing Multiple Regression Model.

5.1 Descriptive Analysis

According to Zikmund (2003) descriptive analysis refers to quantitatively summarize a group of raw data to present an overall sense of understanding in a more formal way. In other words, it describes or classifies the raw data by means percentages and standard deviations into an easy form such as charts and tables to interpret. In this study, it is set to classify demographic characteristics of respondents by using frequency distributions and percentage distributions and it also compute the mean score and standard deviation score for each aspect of leadership styles and employees' job satisfaction.

5.1.1 Descriptive Analysis for Demographic Characteristics

In response to the first question of the study, employees' demographics are measured in terms of frequencies and percentages by gender, age, marital status, education, work experience and area of work in Islamic Azad university branches in Tehran.

Table 5.1: Demographic Characteristics of the 386 Respondents

Demographics variable	Frequency	Percentage
Gender (n=386)		
Male	227	58.8%
Female	159	41.2%
Age (n=386)		
25 yrs or below	53	13.7%
26 - 35 yrs	270	69.9%
36 - 45 yrs	44	11.4%
46 -55 yrs	5	1.3%
56 yrs or above	14	3.6%
Marital status (n=386)		
Single	105	27.2%
Married	259	67.1%
Divorced	22	5.7%
Educational level (n=386)		
Diploma	59	15.3%
Associate's degree	71	18.4%
Bachelor's degree	203	52.6%
Master's degree	53	13.7%
Work experience (n=386)		
1 -5 yrs	253	65.5%
6 -10 yrs	95	24.6%
11 -15 yrs	14	3.6%
16 - 20 yrs	10	2.6%
21 -25 yrs	14	3.6%
Area of work (n=386)		
Faculty department employee	124	32.1%
Administrative department employee	219	56.7%
Library employee	43	11.1%

The findings of the respondents in Table 5.1 shows that among 386 participants, 227(58.8%) respondents are male and 159(41.2%) are female in this research. It reveals that there are more male participants than those female participants in this survey. On the basis of the last population Census the number of male employees is more than double of the number of female employees in Iran.

The highest age group of respondents is from 26 to 35 years old which is 270(69%) and the smallest age group is from 46 to 55 years old which is 5(1.3%). This is followed by those participants whose age are 23 years or below which is 53(13.7%), 36-45 years which is 44(11.4%) and 56 years or above which is 14(3.6%).

The majority of respondents are married which is 67.1% (259 respondents) and the minority of them which is 22(5.7%) are divorce while only 105(27.2%) of them are single.

The majority of participants have bachelor's degree which is 203(52%) and the minority of them 53(13.7%) are master's degree. The remaining are participants who have diploma which is 59(15.3%) and who have associate's degree which is 71(18.4%).

The highest work experience of the respondents with 1-5 years is 253(65.5%) and the lowest work experience is between 16-20 years which is 10(2.6%). This is followed by respondents who have between 6-10 years of work experience which is 95(24.6%), between 11-15 years which is 14(3.6%) and also between 21-25 years which is 14(3.6%), respectively.

A large number of the respondents are working in the administrative department which is 219 (56.7%), in the faculty department which is 124(32.1%) and in the library which is 43(11.1%).

5.1.2 Descriptive Analysis for Independent Variables (Leadership Styles)

In order to reply to second question of the study in relation to determine the leadership styles of the directors of the Islamic Azad University branches in Tehran province, descriptive analysis are used to compute the mean and the standard deviation for each aspect of leadership.

Table 5.2: Descriptive Analysis of Leadership Styles by Mean and Standard Deviation

Independent variables	Mean	Std. Deviation	Range
Transformational leadership	3.12	.931	1-5
Idealized influence (attributed)	3.05	1.019	1-5
Idealized influence (behavior)	3.28	1.074	1-5
Inspirational motivation	3.32	1.064	1-5
Intellectual stimulation	3.03	.974	1-5
Individualized consideration	2.91	.970	1-5
Transactional leadership	3.10	.461	1-5
Contingent reward	3.18	.916	1-5
Management by exception (active)	3.37	.833	1-5
Management by exception (passive)	2.76	.865	1-5
Laissez-faire leadership	1.96	.552	1-5

The leadership style model was adapted from Bass and Avolio (1994), which is 36 items in nine components. Base on the mean score and standard deviation of each variable, the researcher can measure the distribution of each set of data. According to Table 5.2 the highest mean score is 3.37 regarding management by exception (active) which is one of the factors of transactional leadership and follows by inspirational motivation, one of the factors of transformational leadership with the mean score of 3.32 and the lowest mean score of 1.96 which belongs to laissez-faire leadership. Furthermore, overall transformational leadership mean score is 3.12, overall transactional leadership mean is 3.10 and laissez-faire is 1.96. Among the sub-variables the highest standard deviation score is 1.074 for idealized influence (behavior) and the lowest standard deviation score is .552 regarding laissez-faire leadership.

Table 5.3: Descriptive Analysis of Idealized Influence (Attributed)

Descriptive Statistics

	N	Mean	Std. Deviation
Instills pride in me for being associated with him/her	386	2.82	1.281
Goes beyond self-interest for the good of the group	386	2.73	.986
Acts in ways that builds my respect	386	3.38	1.359
Displays a sense of power and confidence	386	3.30	1.229
Valid N (listwise)	386		

Above Table 5.3 shows that in terms of idealized influence (attributed), "Acts in ways that builds my respect" has the highest mean score which is 3.38, followed by "Displays a sense of power and confidence" that is 3.30 and the lowest mean score is 2.73 which belong to "Goes beyond self-interest for the good of the group." The highest standard deviation score is for idealized influence (attributed), "Acts in ways that builds my respect" has standard deviation which is 1.359, followed by "Instills pride in me for being associated with him/her" that is 1.281 and the lowest standard deviation score is .986 which belongs to "Goes beyond self-interest for the good of the group."

Table 5.4: Descriptive analysis of Idealized Influence (Behavior)

Descriptive Statistics

	N	Mean	Std. Deviation
Talks about their most important values and beliefs	386	3.16	1.220
Specifies the importance of having a strong sense of purpose	386	3.38	1.318
Considers the moral and ethical consequences of decisions	386	3.34	1.218
Emphasizes the importance of having a collective sense of mission	386	3.28	1.066
Valid N (listwise)	386		

According to Table 5.4, in terms of idealized influence (behavior) the highest mean score is "Specifies the importance of having a strong sense of   purpose" which represents 3.38, "Considers the moral and ethical consequences of decisions," "Emphasizes the importance of having a collective sense of mission" and "Talks about their most important values and beliefs," which represent the mean scores of 3.34, 3.28 and 3.16, respectively. The highest standard deviation score is 1.318 for the item "Specifies the importance of having a strong sense of   purpose" and the lowest standard deviation score is 1.066 for the item "Emphasizes the importance of having a collective sense of mission."

Table 5.5: Descriptive Analysis of Inspirational Motivation

Descriptive Statistics

	N	Mean	Std. Deviation
Talks optimistically about future	386	3.41	1.088
Talks enthusiastically about what needs to be accomplished	386	3.39	1.299
Articulates a compelling vision of the future	386	3.19	1.224
Expresses confidence that goals will be achieved	386	3.31	1.160
Valid N (listwise)	386		

As Table 5.5 shows in terms of inspirational motivation, "Talks optimistically about future" has the highest mean score which is 3.41, followed by "Talks enthusiastically about what needs to be accomplished" that is 3.39 and the lowest mean score is 3.19 which belongs to "Articulates a compelling vision of the future." The standard deviation score of inspirational motivation, "Talks enthusiastically about what needs to be accomplished" is the highest which is 1.299, followed by "Articulates a compelling vision of the future" that is 1.224 and the lowest standard deviation score is 1.088 which belongs to "Talks optimistically about future."

Table 5.6: Descriptive Analysis of Intellectual Stimulation

Descriptive Statistics

	N	Mean	Std. Deviation
Re-examines critical assumptions to question whether they appropriate	386	3.03	1.095
Seeks differing perspectives when solving problems	386	3.02	1.126
Gets me to look at problems from many different angles	386	2.89	1.059
Suggests new ways of looking at how to complete assignments	386	3.20	1.051
Valid N (listwise)	386		

According to Table 5.6, in terms of intellectual stimulation the highest mean score is "Suggests new ways of looking at how to complete assignments" which represents 3.20, "Re-examines critical assumptions to question whether they appropriate," "Seeks differing perspectives when solving problems" and "Gets me to look at problems from many different angles," which represent the mean scores of 3.03, 3.02 and 2.89, respectively. The highest standard deviation score is 1.126 for the item "Seeks differing perspectives when solving

problems" and the lowest standard deviation is 1.051 for the item "Suggests new ways of looking at how to complete assignments."

Table 5.7: Descriptive Analysis of Individualized Consideration

Descriptive Statistics

	N	Mean	Std. Deviation
Spends time teaching and coaching	386	3.09	1.306
Treats me as an individual rather just as member of a group	386	2.85	1.135
Considers me as having different needs, abilities, and aspirations from others	386	2.84	1.020
Helps me to develop my strengths	386	2.88	1.040
Valid N (listwise)	386		

Table 5.7 shows that the highest mean score is 3.09 for the individualized consideration which belongs to the item "Spends time teaching and coaching," the lowest mean score is 2.84 for the item "Considers me as having different needs, abilities, and aspirations from others" and followed by mean scores of 2.88 and 2.85 which belong to the items "Helps me to develop my strengths" and "Treats me as an individual rather just as member of a group" respectively. The standard deviations of individualized consideration, "Spends time teaching and coaching" has the highest standard deviation score which is 1.306, followed by "Treats me as an individual rather just as member of a group" that is 1.135 and the lowest standard deviation score is 1.020 which belongs to "Considers me as having different needs, abilities, and aspirations from others."

Table 5.8: Descriptive Analysis of Contingent Reward

Descriptive Statistics

	N	Mean	Std. Deviation
Provides me with assistance in exchange for my efforts	386	3.18	1.139
Discusses in specific terms who is responsible for achieving performance targets	386	3.38	1.092
Makes clear what one can expect to receive when performance goals are achieved	386	3.00	.793
Expresses satisfaction when I meet expectations	386	3.34	1.138
Valid N (listwise)	386		

As Table 5.8 shows in terms of contingent reward, "Discusses in specific terms who is responsible for achieving performance targets" has the highest mean score which is 3.38, followed by "Expresses satisfaction when I meet expectations" that is 3.34," Provides me with assistance in exchange for my efforts" which is 3.18 and the lowest mean score is 3.00 which goes to "Makes clear what one can expect to receive when performance goals are achieved." The standard deviations of contingent reward, "Provides me with assistance in exchange for my efforts" has the highest standard deviation which is 1.139, followed by "Expresses satisfaction when I meet expectations" that is 1.138 and the lowest standard deviation is .793 which belongs to "Makes clear what one can expect to receive when performance goals are achieved."

Table 5.9: Descriptive Analysis of Management by Exception (active)

Descriptive Statistics

	N	Mean	Std. Deviation
Focuses attention on irregularities, mistakes, exceptions, and deviations from standards	386	3.19	1.077
Concentrates his/her full attention on dealing with mistakes, complains, and failures	386	3.29	.873
Keeps track of all mistakes	386	3.59	.971
Directs my attention towards failures to meet standards	386	3.43	1.115
Valid N (listwise)	386		

According to Table 5.9, in terms of management by exception (active) the highest mean score is "Keeps track of all mistakes" which represents 3.59, "Directs my attention towards failures to meet standards," "Concentrates his/her full attention on dealing with mistakes, complains, and failures" and "Focuses attention on irregularities, mistakes, exceptions, and deviations from standards," which represent the mean scores of 3.43, 3.29 and 3.19, respectively. The highest standard deviation score is 1.115 for the item "Directs my attention towards failures to meet standards" and the lowest standard deviation score is .873 for the item "Concentrates his/her full attention on dealing with mistakes, complains, and failures."

Table 5.10: Descriptive Analysis of Management by Exception (passive)
Descriptive Statistics

	N	Mean	Std. Deviation
Fails to interfere until problems become serious	386	2.85	1.144
Waits for things to go wrong before taking action	386	2.84	1.101
Shows that he/she is a firm believer in "if it ain't broke, don't fix it."	386	2.83	1.033
Demonstrates that problems must become chronic before taking action	386	2.53	1.100
Valid N (listwise)	386		

In terms of management by exception (passive) which shows in Table 5.10, "Fails to interfere until problems become serious" has the highest mean score which is 2.85, followed by "Waits for things to go wrong before taking action" that is 2.84,"Shows that he/she is a firm believer in "if it ain't broke don't fix it."" which is 2.83 and the lowest mean score is 2.53 which belong to "Demonstrates that problems must become chronic before taking action." The standard deviations score of this sub-variable of transactional leadership, "Fails to interfere until problems become serious" has the highest standard deviation score which is 1.144, followed by "Waits for things to go wrong before taking action" that is 1.101 and the lowest standard deviation score is 1.033 which belongs to "Shows that he/she is a firm believer in "if it ain't broke, don't fix it.""

Table 5.11: Descriptive Analysis of Laissez-faire
Descriptive Statistics

	N	Mean	Std. Deviation
Delays responding to urgent questions	386	1.88	.773
Avoids making decisions	386	2.06	.679
Avoids getting involved when important issues arise	386	1.90	.682
Is absent when needed	386	2.01	.706
Valid N (listwise)	386		

According to Table 5.11 in the laissez-faire "Avoids making decisions" shows the highest mean score of 2.06, followed by "Is absent when needed" which is 2.01, "Avoids getting involved when important issues arise" with the mean score of 1.90 and the lowest

mean score of 1.88 for the item "Delays responding to urgent questions." The standard deviation score of the item "Delays responding to urgent questions" shows the highest of .773 and the following items "Is absent when needed," "Avoids getting involved when important issues arise" and "Avoids making decisions" with the standard deviation scores of .706, .682 and .679, respectively.

5.1.3 Descriptive Analysis for Dependent Variables (Employees' Job Satisfaction)

The employees' job satisfaction was adapted from Spector (1994), which is 36 items in nine components by using Likert scale format with six choices per item ranging from "disagree very much" to " agree very much"; moreover it must be kept in mind that seventeen of the items in JSS are written in positive meaning and nineteen items are written in negative meaning which must be scored reversely. In the evaluation of the items, the negative meaning items were scored reversely which means a score of 6 for "agree very much" is considered equivalent to a score of 1 for "disagree very much" on a positively worded item. It is meaningful as overall of each component of job satisfaction survey.

Table 5.12: Descriptive Analysis of Employees' Job Satisfaction by Mean and Standard Deviation

Dependent variables	Mean	Std. Deviation	Range
Overall employees' job satisfaction	3.75	.974	1-6
Pay	3.82	1.332	1-6
Promotion	3.63	1.223	1-6
Supervision	3.96	1.259	1-6
Fringe Benefit	3.74	1.116	1-6
Recognition	3.86	1.130	1-6
Operating Procedure	3.05	.664	1-6
Co-worker	3.86	.956	1-6
Nature of work	3.85	1.064	1-6
Communication	3.96	1.074	1-6

According to Table 5.12, the highest mean score is 3.96 which belong to communication and supervision and the lowest mean score is 3.05 which belong to operating procedure. Respectively, the co-worker and recognition mean score is 3.86, nature of the work mean score is 3.85, pay mean score is 3.82, fringe benefit mean score is 3.74 and promotion mean score is 3.63. Furthermore the mean score of overall employees' job satisfaction is 3.75 and standard deviation is .974. The highest standard deviation score in

sub-variables of employees' job satisfaction is 1.332 belong to promotion and the lowest standard deviation score is .664 belong to operating procedure.

Table 5.13: Descriptive Analysis of Pay

Descriptive Statistics

	N	Mean	Std. Deviation
I feel I am being paid a fair amount for the work I do	386	3.97	1.571
Raises are too few and far between	386	4.22	1.450
I feel unappreciated by the university when I think about what they pay me	386	3.90	1.378
I feel satisfied with my chances for salary increases	386	3.58	1.495
Valid N (listwise)	386		

The second and third items have negative meaning and the researcher utilizes reverse score. As in Table 5.13 shows for the pay factor, the highest mean score of positive meaning item "I feel I am being paid a fair amount for the work I do" is 3.97 and "I feel satisfied with my chances for salary increases" has the lowest mean of 3.58. In Table 5.13 indicates, "I feel I am being paid a fair amount for the work I do" has the highest standard deviation score which is 1.571, and the lowest is "I feel unappreciated by the university when I think about what they pay me" with 1.378.

Table 5.14: Descriptive Analysis of Promotion

Descriptive Statistics

	N	Mean	Std. Deviation
There is really too little chance for promotion on my job	386	3.92	1.457
Those who do well on the job stand a fair chance of being promoted	386	3.77	1.659
People get ahead as fast here as they do in other places	386	3.67	1.299
I am satisfied with my chances for promotion	386	3.65	1.525
Valid N (listwise)	386		

In Table 5.14 the first item has negative meaning and the researcher utilizes reverse score. It shows that the highest level of mean score of positively meaning promotion item is 3.77 which belong to "Those who do well on the job stand a fair chance of being promoted,"

followed "People get ahead as fast here as they do in other places" with mean score of 3.67 and the lowest level of mean score is 3.65 which belong to "I am satisfied with my chances for promotion." The highest standard deviation score is 1.659 for "Those who do well on the job stand a fair chance of being promoted" and lowest standard deviation score is 1.299 for "People get ahead as fast here as they do in other places."

Table 5.15: Descriptive Analysis of Supervision

Descriptive Statistics

	N	Mean	Std. Deviation
My supervisor is quite competent in doing his/her job	386	3.91	1.705
My supervisor is unfair to me	386	4.17	1.125
My supervisor shows too little interest in the feelings of subordinates	386	4.12	1.361
I like my supervisor	386	3.72	1.392
Valid N (listwise)	386		

According to Table 5.15 the second and third items have negative meaning and the researcher utilizes reverse score. Therefore "My supervisor is quite competent in doing his/her job" has the highest mean score of 3.91 and "I like my supervisor" has the lowest mean score of 3.72. The standard deviation score of "My supervisor is quite competent in doing his/her job" is 1.705 which is the highest and "My supervisor is unfair to me" is 1.125 which is the lowest.

Table 5.16: Descriptive Analysis of Fringe Benefit

Descriptive Statistics

	N	Mean	Std. Deviation
I am not satisfied with the benefits I receive	386	4.39	1.250
The benefits we receive are as good as most other organizations offer	386	3.60	1.339
The benefit package we have is equitable	386	4.17	1.333
There are benefits we do not have which we should have	386	4.00	1.092
Valid N (listwise)	386		

As Table 5.16 shows for the fringe benefit factor, the first and fourth items have negative meaning and the researcher utilizes reverse score. As a result "The benefit package we have is equitable" has the highest mean score of 4.17, and "The benefits we receive are as good as most other organizations offer" has the lowest mean score of 3.60. In Table 5.16 indicates, "The benefits we receive are as good as most other organizations offer" has the

highest standard deviation score which is 1.339, and the lowest is "There are benefits we do not have which we should have" with 1.092.

Table 5.17: Descriptive Analysis of Recognition

Descriptive Statistics

	N	Mean	Std. Deviation
When I do a good job, I receive the recognition for it that I should receive	386	3.74	1.409
I do not feel that the work I do is appreciated	386	4.25	1.154
There are few rewards for those who work here	386	3.86	1.153
I don't feel my efforts are rewarded the way they should be	386	3.83	1.132
Valid N (listwise)	386		

Table 5.17 shows in terms of recognition, the second, third and fourth items have negative meaning and the researcher utilizes reverse score. Therefore the highest means score is 3.74. The highest standard deviation score is 1.409 which belongs to the item "When I do a good job, I receive the recognition for it that I should receive" and lowest level of standard deviation is 1.32 which belongs to the item "I don't feel my efforts are rewarded the way they should be."

Table 5.18: Descriptive Analysis of Operating Procedure

Descriptive Statistics

	N	Mean	Std. Deviation
Many of our rules and procedures make doing a good job difficult	386	3.22	.790
My efforts to do a good job are seldom blocked by red tape	386	3.96	1.035
I have too much to do at work	386	3.21	.824
I have too much paperwork	386	3.01	.971
Valid N (listwise)	386		

The above Table 5.18 shows that the first, third and fourth items have negative meaning and the researcher utilizes reverse score; consequently, the highest level of mean score of operating procedure item is 3.96 which belongs to "My efforts to do a good job are seldom blocked by red tape." The highest standard deviation score is 1.035 for "My efforts to do a good job are seldom blocked by red tape" and lowest standard deviation score is .790 for "Many of our rules and procedures make doing a good job difficult."

Table 5.19: Descriptive Analysis of Co-worker

Descriptive Statistics

	N	Mean	Std. Deviation
I like the people I work with	386	4.03	1.431
I find I have to work harder at my job because of the incompetence of people I work with	386	3.91	1.155
I enjoy my coworkers	386	4.02	1.359
There is too much bickering and fighting at work	386	3.98	1.044
Valid N (listwise)	386		

As Table 5.19 indicates for the co-worker factor, the second and fourth items have negative meaning and the researcher utilizes reverse score. As a result "I like the people I work with" has the highest mean score of 4.03 and the mean score of "I enjoy my coworkers" which is 4.02. "I like the people I work with" has the highest standard deviation score of 1.431, and the lowest is "There is too much bickering and fighting at work" with standard deviation score of 1.044.

Table 5.20: Descriptive Analysis of Nature of the Work

Descriptive Statistics

	N	Mean	Std. Deviation
I sometimes feel my job is meaningless	386	4.13	1.216
I like doing the things I do at work	386	3.74	1.162
I feel a sense of pride in doing my job	386	3.84	1.145
My job is enjoyable	386	3.69	1.191
Valid N (listwise)	386		

According to Table 5.20 the first item has negative meaning and the researcher utilizes reverse score. As a result the highest mean score is 3.84 representing the "I feel a sense of pride in doing my job" and "My job is enjoyable" has the lowest mean score of 3.69. The standard deviation score of "I sometimes feel my job is meaningless" is 1.216 which is the highest and "I feel a sense of pride in doing my job" has standard deviation score of 1.145 which is the lowest.

Table 5.21: Descriptive Analysis of Communication

Descriptive Statistics

	N	Mean	Std. Deviation
Communications seem good within this university	386	4.25	1.520
The goals of this university are not clear to me	386	4.12	1.350
I often feel that I do not know what is going on within the university	386	4.00	1.473
Work assignments are not fully explained	386	4.12	1.062
Valid N (listwise)	386		

In terms of communication, the second, third and fourth items have negative meaning and the researcher utilizes reverse score. Thus the highest mean score is 4.25 for the item "Communications seem good within this university." The highest standard deviation score belongs to the item "Communications seem good within this university" which is 1.520 and standard deviation score for the item "Work assignments are not fully explained" is 1.062 which is the lowest.

5.2 Reliability Test

Zikmund (2003) mentioned that reliability is the degree in which questionnaires items are consistent and the measures are free from errors and when the Cronbach's Alpha Coefficient is more than 0.6 the variables are considered to be reliable. For this reason, the researcher decided to test reliability of the variables for 386 respondents before testing the hypothesis. The result of Cronbach's Alpha Coefficient is shown in Table 5.22 for independents variables and in Table 5.23 for the dependent variables.

Table 5.22: Reliability Test Result for Leadership Styles Variables

Variables	Reliability	No. of items	No. of respondents
Idealized influence (attributed)	0.854	4	386
Idealized influence (behavior)	0.912	4	386
Inspirational motivation	0.913	4	386
Intellectual stimulation	0.921	4	386
Individualized consideration	0.881	4	386
Contingent reward	0.875	4	386
Management by exception (active)	0.840	4	386

Management by exception (passive)	0.800	4	386
Laissez-fair	0.745	4	386

As shown in Table 5.22, the reliability of the leadership styles variables of MLQ is greater than 0.7 for the sample size of 386 participants. Many studies have confirmed reliability of MLQ in various situations through the test-retest and other alternative methods (Bass and Avolio, 1997; Pruijn and Boucher, 1994; Yammarino and Bass, 1990).

Table 5.23: Reliability Test Result for Employees' Job Satisfaction Variables

Variables	**Reliability**	**No. of items**	**No. of respondents**
Pay	0.955	4	386
Promotion	0.910	4	386
Supervision	0.920	4	386
Fringe Benefits	0.904	4	386
Recognition	0.906	4	386
Operating Procedure	0.703	4	386
Coworkers	0.880	4	386
Nature of Work	0.925	4	386
Communication	0.916	4	386

According to Table 5.23 the reliabilities of the employees' job satisfaction variables are greater than 0.7 for the sample size of 386. The reliability of JSS has been confirmed with the Cronbach's alpha of greater than 0.6 in many studies and various situations (Spector, 1985).

5.3 Inferential Analysis

Inferential analysis aims to make inferences from the collected data to more general conditions such as verification for the hypothesis statements. It is a part of statistics to make judgments about the population based on the results made by the sample.

5.3.1 Hypothesis Testing Results

Multiple regression analysis is utilized to examine all the nine hypotheses based on conceptual framework of the study. This model is used to explore if the independent variables

will explain the variance in each factor of employees' job satisfaction practiced by IAU branches in Tehran.

Hypothesis 1:

H1o: Employees' job satisfaction in terms of pay is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H1a: Employees' job satisfaction in terms of pay is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Table 5.24: Coefficients of Hypothesis 1

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Significant
		B	Std. Error	Beta		
1	(Constant)	1.785	.334		5.352	.000
	MeanIIa	.534	.069	.408	7.691	.000
	MeanIIb	-.184	.055	-.149	-3.346	.001
	MeanIM	-.165	.070	-.131	-2.354	.019
	MeanIS	.320	.062	.234	5.143	.000
	MeanIC	.856	.087	.624	9.798	.000
	MeanCR	-.005	.096	-.003	-.049	.961
	MeanMBEa	-.357	.068	-.223	-5.256	.000
	MeanMBEp	-.030	.045	-.019	-.661	.509
	MeanLF	-.306	.072	-.127	-4.220	.000

a Dependent Variable: MeanPay

As Table 5.24 shows, the MeanCIIa signifies the mean score of idealized influence (attribute); MeanIIb signifies the mean score of idealized influence (behavior); MeanIM signifies the mean score of inspirational motivation; MeanIS signifies the mean score of intellectual stimulation; MeanIC signifies the mean score of individualized consideration; MeanCR signifies the mean score of contingent reward; MeanMBEa signifies the mean score of management by exception (active); MeanMBEp signifies the mean score of management by exception (passive); MeanLF signifies the mean score of laissez-faire and MeanPay

signifies the mean score of pay. The Sig. level of constant values in the coefficient Table 5.24 indicates that idealized influence (attribute), idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (passive) and laissez-fair significantly influence on pay in the regression model since their Sig. levels are less than 0.05 and they are 0.000, 0.001, 0.019, 000, 0.000, 0.000 and 0.000, respectively; as a result the null hypothesis is rejected. However leadership sub-variables of contingent reward and management by exception (passive) do not significantly influence pay as their Sig. level are greater than 0.05 and they are 0.961and 0.509, respectively.

Table 5.25: Coefficients of Hypothesis 1(cont.)

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Significant
		B	Std. Error	Beta		
1	(Constant)	1.662	.248		6.705	.000
	MeanIIa	.533	.069	.408	7.697	.000
	MeanIIb	-.184	.052	-.148	-3.532	.000
	MeanIM	-.153	.067	-.122	-2.298	.022
	MeanIS	.322	.062	.235	5.204	.000
	MeanIC	.849	.076	.619	11.185	.000
	MeanMBEa	-.352	.056	-.220	-6.277	.000
	MeanLF	-.311	.067	-.129	-4.644	.000

a Dependent Variable: MeanPay

To confirm the result of Table 5.24 the researcher one by one removes the each constant variable with Sig.> 0.05 in order to have Table 5.25 which shows seven statistically significant independent variables which are idealized influence (attribute), idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (passive) and laissez-fair (Sig.< 0.05). The size of the β weight indicates the strength of the independents relationship with the dependent variable. Individualized consideration has the highest positive of the coefficient (β) at the Sig. level of 0.000(0.000<0.05).

Table 5.26: Analyze the Coefficient of Multiple Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.900(a)	.810	.807	.58545

a Predictors: (Constant), MeanLF, MeanIIb, MeanMBEa, MeanIS, MeanIM, MeanIIa, MeanIC

R square is the square of the correlation between the level of pay survey collected from the participants and the levels of the leadership sub-variables. In Table 5.26 shows the coefficient of multiple determinations R^2 which is equal to 0.810. It means that the variation in idealized influence (attribute), idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire account 81% of variance in pay.

Hypothesis 2:

H2o: Employees' job satisfaction in terms of promotion is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H2a: Employees' job satisfaction in terms of promotion is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Table 5.27: Coefficients of Hypothesis 2

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Significant
		B	Std. Error	Beta		
1	(Constant)	1.722	.318		5.411	.000
	MeanIIa	.140	.066	.117	2.117	.035
	MeanIIb	-.046	.053	-.041	-.883	.378
	MeanIM	-.050	.067	-.043	-.743	.458
	MeanIS	.598	.059	.476	10.068	.000
	MeanIC	.617	.083	.490	7.403	.000
	MeanCR	.110	.092	.082	1.194	.233
	MeanMBEa	-.453	.065	-.308	-6.990	.000
	MeanMBEp	-.119	.043	-.084	-2.753	.006
	MeanLF	-.153	.069	-.069	-2.207	.028

a Dependent Variable: MeanPro

As Table 5.27 shows, the MeanCIIa signifies the mean score of idealized influence (attribute); MeanIIb signifies the mean score of idealized influence (behavior); MeanIM signifies the mean score of inspirational motivation; MeanIS signifies the mean score of

intellectual stimulation; MeanIC signifies the mean score of individualized consideration; MeanCR signifies the mean score of contingent reward; MeanMBEa signifies the mean score of management by exception (active); MeanMBEp signifies the mean score of management by exception (passive); MeanLF signifies the mean score of laissez-faire and MeanPro signifies the mean score of promotion. The Sig. level of constant values in the coefficient Table 5.27 indicates that idealized influence (attribute), intellectual stimulation, individualized consideration, management by exception (active), and management by exception (passive) and laissez-fair significantly influence on promotion in the regression model as their Sig. level are less than 0.05 and they are 0.035, 0.000, 0.000, 0.000, 0.006, 0.028, respectively; thus the null hypothesis is rejected. However leadership sub-variables of idealized influence (behavior), inspirational motivation and contingent reward do not significantly influence promotion as their level of significant are greater than 0.05 and they are 0.378, 0.458 and 0.233, respectively.

Table 5.28: Coefficients of Hypothesis 2 (Con.)

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.861	.272		6.833	.000
	MeanIS	.641	.051	.510	12.453	.000
	MeanIC	.668	.051	.530	13.056	.000
	MeanMBEa	-.409	.053	-.279	-7.718	.000
	MeanMBEp	-.126	.040	-.089	-3.174	.002
	MeanLF	-.195	.065	-.088	-3.009	.003

a Dependent Variable: MeanPro

To confirm the result of Table 5.27 the researcher one at a time eliminates each constant variable with Sig.> 0.05 in order to have Table 5.28 which indicates five statistically significant independent variables which are intellectual stimulation, individualized consideration, management by exception (active), management by exception (passive) and laissez-fair (Sig.< 0.05). Similar to hypothesis one individualized consideration has the highest positive of the coefficient (β) which is .610 at the Sig. level of 0.000(0.000<0.05).

Table 5.29: Analyze the Coefficient of Multiple Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890(a)	.792	.789	.56158

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIC, MeanIS

Table 5.29 shows the coefficient of multiple determinations R^2 which is equal to 0.792. It means that the variation in intellectual stimulation, individualized consideration, management by exception (active), management by exception (passive) and laissez-faire explain 79.2% of variance in promotion.

Hypothesis 3:

H3o: Employees' job satisfaction in terms of supervision is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H3a: Employees' job satisfaction in terms of supervision is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Table 5.30: Coefficients of Hypothesis 3

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Significant
1	(Constant)	1.801	.342		5.263	.000
	MeanIIa	.380	.071	.307	5.332	.000
	MeanIIb	-.302	.056	-.258	-5.354	.000
	MeanIM	-.132	.072	-.112	-1.844	.066
	MeanIS	.118	.064	.092	1.854	.065
	MeanIC	.552	.090	.426	6.160	.000
	MeanCR	.561	.099	.408	5.669	.000
	MeanMBEa	-.176	.070	-.116	-2.521	.012
	MeanMBEp	-.072	.046	-.049	-1.545	.123
	MeanLF	-.268	.074	-.118	-3.613	.000

a Dependent Variable: MeanSup

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As Table 5.30 shows, the MeanCIIa signifies the mean score of idealized influence (attribute); MeanIIb signifies the mean score of idealized influence (behavior); MeanIM signifies the mean score of inspirational motivation; MeanIS signifies the mean score of intellectual stimulation; MeanIC signifies the mean score of individualized consideration; MeanCR signifies the mean score of contingent reward; MeanMBEa signifies the mean score of management by exception (active); MeanMBEp signifies the mean score of management by exception (passive); MeanLF signifies the mean score of laissez-faire and MeanSup signifies the mean score of supervision The Sig. level of constant values in the coefficient Table 5.30 indicates that idealized influence (attribute), idealized influence (behavior), individualized consideration, contingent rewards and laissez-fair significantly influence on supervision in the regression model as their Sig. level are less than 0.05 and they are 0.000, 0.000, 0.000, 0.000, 0.012 and 0.000, respectively; consequently the null hypothesis is rejected. However leadership sub-variables of inspirational motivation, intellectual stimulation and management by exception (active & passive) do not significantly influence on supervision as their level of significant are greater than 0.05 and they are 0.066, 0.065 and 0.123, respectively.

Table 5.31: Coefficients of Hypothesis 3 (Con.)

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Significant
1	(Constant)	1.349	.265		5.085	.000
	MeanIIa	.390	.059	.316	6.587	.000
	MeanIIb	-.321	.051	-.274	-6.286	.000
	MeanIC	.495	.081	.382	6.081	.000
	MeanCR	.503	.076	.366	6.578	.000
	MeanLF	-.289	.074	-.127	-3.889	.000

a Dependent Variable: MeanSup

To confirm the result of Table 5.30 the researcher step by step eliminates each constant variable with Sig.> 0.05 in order to have Table 5.31 which shows five statistically significant independent variables which are idealized influence (attribute), idealized influence (behavior), individualized consideration, contingent rewards and laissez-fair (Sig. < 0.05).In this model Contingent rewards has the highest positive of the coefficient (β) which is .503 at Sig. level of 0.000 (0.000<0.05).

Table 5.32: Analyze the Coefficient of Multiple Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.878(a)	.770	.767	.60796

a Predictors: (Constant), MeanLF, MeanIIb, MeanIIa, MeanCR, MeanIC

Table 5.32 shows the coefficient of multiple determinations R^2 which is equal to 0.770. It means that the variation in idealized influence (attribute), idealized influence (behavior), individualized consideration; contingent reward and laissez-faire explain 77% of variance in supervision.

Hypothesis 4:

H4o: Employees' job satisfaction in terms of fringe benefit is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H4a: Employees' job satisfaction in terms of fringe benefit is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Table 5.33: Coefficients of Hypothesis 4

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Significant
		B	Std. Error	Beta		
1	(Constant)	2.834	.282		10.064	.000
	MeanIIa	.456	.059	.417	7.790	.000
	MeanIIb	-.139	.046	-.133	-2.982	.003
	MeanIM	-.024	.059	-.023	-.408	.683
	MeanIS	.330	.053	.288	6.284	.000
	MeanIC	.528	.074	.459	7.155	.000
	MeanCR	-.069	.081	-.057	-.853	.394
	MeanMBEa	-.375	.057	-.280	-6.554	.000
	MeanMBEp	-.086	.038	-.066	-2.244	.025
	MeanLF	-.390	.061	-.193	-6.379	.000

a Dependent Variable: MeanFB

As Table 5.33 shows, the MeanCIIa signifies the mean score of idealized influence (attribute); MeanIIb signifies the mean score of idealized influence (behavior); MeanIM signifies the mean score of inspirational motivation; MeanIS signifies the mean score of intellectual stimulation; MeanIC signifies the mean score of individualized consideration; MeanCR signifies the mean score of contingent reward; MeanMBEa signifies the mean score of management by exception (active); MeanMBEp signifies the mean score of management by exception (passive); MeanLF signifies the mean score of laissez-faire and MeanFB signifies the mean score of fringe benefit. The Sig. level of constant values in the coefficient Table 5.33 indicates that idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active & passive) and laissez-faire significantly influence on fringe benefit in the regression model as their Sig. level are less than 0.05 and they are 0.000, 0.003, 0.000, 0.000, 0.000, 0.025 and 0.000, respectively; thus the null hypothesis is rejected. Nevertheless leadership sub-variables of leadership sub-variables of inspirational motivation and contingent reward do not significantly influence fringe benefit as their level of significant are greater than 0.05 and they are 0.683 and 0.394, respectively.

Table 5.34: Coefficients of Hypothesis 4 (Con.)

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Significant
1	(Constant)	2.718	.248		10.961	.000
	MeanIIa	.451	.056	.412	8.057	.000
	MeanIIb	-.155	.041	-.149	-3.777	.000
	MeanIS	.332	.052	.290	6.390	.000
	MeanIC	.491	.060	.427	8.197	.000
	MeanMBEa	-.399	.047	-.298	-8.492	.000
	MeanMBEp	-.074	.035	-.057	-2.086	.038
	MeanLF	-.372	.057	-.184	-6.498	.000

a Dependent Variable: MeanFB

To confirm the result of Table 5.33 the researcher one by one takes out each constant variable with Sig.> 0.05 in order to have Table 5.34 which shows seven statistically significant independent variables which are idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active & passive) and laissez-faire (Sig. < 0.05). Similar to hypothesis one and

two individualized consideration has the highest positive of the coefficient (β) which is .491 at Sig. level of 0.000(0.000<0.05).

Table 5.35: Analyze the Coefficient of Multiple Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899(a)	.807	.804	.49447

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIIa, MeanIC

Table 5.35 shows the coefficient of multiple determinations R^2 which is equal to 0.807. It means that the variation in idealized influence (attribute), idealized influence (behavior), individualized consideration; intellectual stimulation; management by exception (active); management by exception (passive) and laissez-faire explain 80.7% of variance in fringe benefit.

Hypothesis 5:

H5o: Employees' job satisfaction in terms of recognition is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H5a: Employees' job satisfaction in terms of recognition is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Table 5.36: Coefficients of Hypothesis 5

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Significant
1	(Constant)	2.085	.271		7.691	.000
	MeanIIa	.470	.056	.423	8.330	.000
	MeanIIb	-.119	.045	-.113	-2.656	.008
	MeanIM	-.124	.057	-.117	-2.179	.030
	MeanIS	.394	.051	.340	7.802	.000
	MeanIC	.575	.071	.494	8.107	.000
	MeanCR	.080	.078	.065	1.019	.309
	MeanMBEa	-.441	.055	-.325	-7.993	.000
	MeanMBEp	.043	.037	.033	1.173	.241
	MeanLF	-.309	.059	-.151	-5.258	.000

a Dependent Variable: MeanRec

As Table 5.36 shows, the MeanCIIa signifies the mean score of idealized influence (attribute); MeanIIb signifies the mean score of idealized influence (behavior); MeanIM signifies the mean score of inspirational motivation; MeanIS signifies the mean score of intellectual stimulation; MeanIC signifies the mean score of individualized consideration; MeanCR signifies the mean score of contingent reward; MeanMBEa signifies the mean score of management by exception (active); MeanMBEp signifies the mean score of management by exception (passive); MeanLF signifies the mean score of laissez-faire and MeanRec signifies the mean score of recognition. The Sig. level of constant values in the coefficient Table 5.36 indicates that idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire significantly influence on recognition in the regression model as their Sig. level are less than 0.05 and they are 0.000, 0.008, 0.030, 0.000, 0.000, 0.000 and 0.000, respectively; therefore the null hypothesis is rejected. However leadership sub-variables of contingent reward and management by exception (passive) do not significantly influence recognition as their level of significant are greater than 0.05 and they are 0.309 and 0.241, respectively.

Table 5.37: Coefficients of Hypothesis 5 (Con.)

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Significant
		B	Std. Error	Beta		
1	(Constant)	2.329	.202		11.544	.000
	MeanIIa	.472	.056	.425	8.375	.000
	MeanIIb	-.106	.042	-.100	-2.495	.013
	MeanIM	-.146	.054	-.138	-2.698	.007
	MeanIS	.388	.050	.335	7.717	.000
	MeanIC	.616	.062	.529	9.959	.000
	MeanMBEa	-.417	.046	-.307	-9.114	.000
	MeanLF	-.323	.055	-.158	-5.910	.000

a Dependent Variable: MeanRec

To verify the result of Table 5.36 the researcher one by one removes the each constant variable with Sig.> 0.05 in order to have Table 5.37 which shows seven statistically significant independent variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire (Sig. < 0.05) which significantly affect on employee's job satisfaction in terms of recognition. Like hypotheses one, two and four individualized consideration has the highest positive constant value of the coefficient (β) which is .616 at Sig. level of 0.000 (0.000<0.05).

Table 5.38: Analyze the Coefficient of Multiple Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.909(a)	.826	.822	.47663

a Predictors: (Constant), MeanLF, MeanIIb, MeanMBEa, MeanIS, MeanIM, MeanIIa, MeanIC

Table 5.38 shows the coefficient of multiple determinations R^2 which is equal to 0.826. It means that the variation in idealized influence (attribute), idealized influence (behavior), individualized consideration; intellectual stimulation; inspirational motivation; management by exception (active) and laissez-faire account 82.6% of variance in recognition.

Hypothesis 6:

H6o: Employees' job satisfaction in terms of operating procedure is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior),

inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H6a: Employees' job satisfaction in terms of operating procedure is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Table 5.39: Coefficients of Hypothesis 6

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Significant
		B	Std. Error	Beta		
1	(Constant)	3.541	.347		10.193	.000
	MeanIIa	.110	.072	.169	1.523	.129
	MeanIIb	-.299	.057	-.484	-5.218	.000
	MeanIM	-.056	.073	-.090	-.774	.439
	MeanIS	.167	.065	.245	2.583	.010
	MeanIC	.274	.091	.401	3.014	.003
	MeanCR	-.205	.100	-.283	-2.042	.042
	MeanMBEa	-.025	.071	-.032	-.358	.721
	MeanMBEp	.080	.047	.105	1.705	.089
	MeanLF	-.226	.075	-.188	-2.996	.003

a Dependent Variable: MeanOP

As Table 5.39 shows, the MeanCIIa signifies the mean score of idealized influence (attribute); MeanIIb signifies the mean score of idealized influence (behavior); MeanIM signifies the mean score of inspirational motivation; MeanIS signifies the mean score of intellectual stimulation; MeanIC signifies the mean score of individualized consideration; MeanCR signifies the mean score of contingent reward; MeanMBEa signifies the mean score of management by exception (active); MeanMBEp signifies the mean score of management by exception (passive); MeanLF signifies the mean score of laissez-faire and MeanOP signifies the mean score of operating procedure. The Sig. level of constant values in the coefficient Table 5.39 indicates that idealized influence (behavior), intellectual stimulation, individualized consideration, management by exception (passive) and laissez-faire significantly influence on operating procedure in the regression model as their Sig. level are less than 0.05 and they are 0.000, 0.010, 0.003, 0.042 and 0.003, respectively; accordingly the null hypothesis is rejected. However leadership sub-variables of idealized influence

(attributed), inspirational motivation, contingent reward and management by exception (active) do not significantly influence operating procedure as their level of significant are greater than 0.05 and they are 0.129, 0.439, 0721 and 0.089, respectively.

Table 5.40: Coefficients of Hypothesis 6 (Con.)

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Significant
		B	Std. Error	Beta		
1	(Constant)	3.054	.283		10.792	.000
	MeanIIb	-.320	.050	-.518	-6.461	.000
	MeanIS	.178	.052	.262	3.441	.001
	MeanIC	.179	.068	.261	2.647	.008
	MeanMBEp	.119	.044	.154	2.710	.007
	MeanLF	-.173	.071	-.144	-2.451	.015

a Dependent Variable: MeanOP

To confirm the result of Table 5.39 the researcher one by one remove the each constant variable with Sig.> 0.05 in order to have Table 5.40 which shows there are five statistically significant independent variables which are idealized influence (behavior), intellectual stimulation, individualized consideration, management by exception (passive) and laissez-faire (Sig.< 0.05). Similar to hypotheses one, two, four and five individualized consideration has the highest positive of the coefficient (β) which is .179 at the level of significance 0.000 (0.000<0.05).

Table 5.41: Analyze the Coefficient of Multiple Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.391(a)	.153	.142	.61568

a Predictors: (Constant), MeanLF, MeanMBEp, MeanIIb, MeanIS, MeanIC

Table 5.41 shows the coefficient of multiple determinations R^2 which is equal to 0.153. It means the variation in idealized influence (behavior), individualized consideration; intellectual stimulation; management by exception (passive) and laissez-faire account 15.3% of variance in operating procedure.

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Hypothesis 7:

H7o: Employees' job satisfaction in terms of co-worker is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H7a: Employees' job satisfaction in terms of co-worker is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Table 5.42: Coefficients of Hypothesis 7

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Significant
1	(Constant)	3.102	.258		12.010	.000
	MeanIIa	.124	.054	.132	2.307	.022
	MeanIIb	-.188	.043	-.211	-4.401	.000
	MeanIM	-.133	.054	-.148	-2.455	.015
	MeanIS	.272	.048	.277	5.638	.000
	MeanIC	.759	.068	.770	11.217	.000
	MeanCR	-.083	.075	-.079	-1.111	.267
	MeanMBEa	-.109	.053	-.095	-2.079	.038
	MeanMBEp	-.039	.035	-.035	-1.113	.267
	MeanLF	-.434	.056	-.251	-7.738	.000

a Dependent Variable: MeanCOW

As Table 5.42 shows, the MeanCIIa signifies the mean score of idealized influence (attribute); MeanIIb signifies the mean score of idealized influence (behavior); MeanIM signifies the mean score of inspirational motivation; MeanIS signifies the mean score of intellectual stimulation; MeanIC signifies the mean score of individualized consideration; MeanCR signifies the mean score of contingent reward; MeanMBEa signifies the mean score of management by exception (active); MeanMBEp signifies the mean score of management by exception (passive); MeanLF signifies the mean score of laissez-faire and MeanCOW signifies the mean score of satisfaction with co-worker. The Sig. level of constant values in the coefficient Table 5.42 indicates that idealized influence (attributed & behavior),

inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire significantly influence on co-worker in the regression model as their Sig. level are less that 0.05 and they are 0.022, 0.000, 0.015, 0.000, 0.000, 0.038 and 0.000, respectively; accordingly the null hypothesis is rejected. On the other hand leadership sub-variables of contingent reward and management by exception (passive) do not significantly influence on co-worker as their level of significant are greater than 0.05 and they are 0.267 and 0.267, respectively.

Table 5.43: Coefficients of Hypothesis 7 (Con.)

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Significant
1	(Constant)	2.871	.192		14.934	.000
	MeanIIa	.122	.054	.130	2.268	.024
	MeanIIb	-.202	.040	-.226	-4.994	.000
	MeanIM	-.112	.052	-.124	-2.156	.032
	MeanIS	.277	.048	.282	5.782	.000
	MeanIC	.718	.059	.729	12.189	.000
	MeanMBEa	-.135	.044	-.118	-3.107	.002
	MeanLF	-.419	.052	-.242	-8.054	.000

a Dependent Variable: MeanCOW

To confirm the result of Table 5.42 the researcher one by one removes each constant variable with Sig.> 0.05 in order to have Table 5.43 which shows seven statistically significant independent variables which are idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire (Sig.<0.05). Like hypotheses one, two, four , five and six individualized consideration has the highest positive of the coefficient (β) which is .718 at the level of significance 0.000(0.000<0.05).

Table 5.44: Analyze the Coefficient of Multiple Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.882(a)	.779	.775	.45421

a Predictors: (Constant), MeanLF, MeanIIb, MeanMBEa, MeanIS, MeanIM, MeanIIa, MeanIC

In Table 5.44 shows the coefficient of multiple determinations R^2 which is equal to 0.779. It means that the variation in idealized influence (attributed), idealized influence

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(behavior), inspirational motivation; intellectual stimulation; management by exception (active) and laissez-faire account 77.9% of variance in co-worker.

Hypothesis 8:

H8o: Employees' job satisfaction in terms of nature of the work is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H8a: Employees' job satisfaction in terms of nature of the work is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Table 5.45: Coefficients of Hypothesis 8

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Significant
		B	Std. Error	Beta		
1	(Constant)	3.927	.286		13.753	.000
	MeanIIa	.298	.059	.286	5.022	.000
	MeanIIb	-.238	.047	-.240	-5.043	.000
	MeanIM	-.140	.060	-.140	-2.346	.020
	MeanIS	-.073	.053	-.067	-1.379	.169
	MeanIC	.798	.075	.728	10.677	.000
	MeanCR	.165	.083	.142	1.998	.046
	MeanMBEa	-.253	.058	-.198	-4.350	.000
	MeanMBEp	-.228	.039	-.185	-5.883	.000
	MeanLF	-.451	.062	-.234	-7.267	.000

a Dependent Variable: MeanNW

As Table 5.45 shows, the MeanCIIa signifies the mean score of idealized influence (attribute); MeanIIb signifies the mean score of idealized influence (behavior); MeanIM signifies the mean score of inspirational motivation; MeanIS signifies the mean score of intellectual stimulation; MeanIC signifies the mean score of individualized consideration; MeanCR signifies the mean score of contingent reward; MeanMBEa signifies the mean score of management by exception (active); MeanMBEp signifies the mean score of management by exception (passive); MeanLF signifies the mean score of laissez-faire and MeanNW signifies the mean score of nature of the work. The Sig. level of constant values in the

coefficient Table 5.45 indicates that idealized influence (attributed & behavior), intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire significantly influence on nature of the work in the regression model as their Sig. level are less than 0.05 and they are 0.000, 0.000, 0.020, 0.000, 0.046, 0.000, 0.000 and 0.000, respectively; as a result the null hypothesis is rejected. However leadership sub-variable of inspirational motivation does not significantly influence nature of the work as the level of significance is greater than 0.05 and it is 0.169.

Table 5.46: Coefficients of Hypothesis 8(Con.)

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Significant
1	(Constant)	3.909	.286		13.688	.000
	MeanIIa	.263	.054	.251	4.905	.000
	MeanIIb	-.233	.047	-.235	-4.951	.000
	MeanIM	-.148	.060	-.147	-2.472	.014
	MeanIC	.789	.075	.720	10.583	.000
	MeanCR	.174	.082	.150	2.111	.035
	MeanMBEa	-.283	.054	-.222	-5.271	.000
	MeanMBEp	-.224	.039	-.183	-5.802	.000
	MeanLF	-.448	.062	-.232	-7.216	.000

a Dependent Variable: MeanNW

To confirm the result of Table 5.45 the researcher one by one remove the each constant variable with Sig.> 0.05 in order to have Table 5.46 which shows there are eight statistically significant independent variables which are idealized influence (attributed & behavior), intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire (Sig.<0.05). Similar to hypotheses one, two, four, five, six and seven individualized consideration has the highest positive of the coefficient (β) which is .789 at the Sig. level of 0.000(0.000<0.05).

Table 5.47: Analyze the Coefficient of Multiple Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.884(a)	.782	.777	.50285

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIIa, MeanIM, MeanIC, MeanCR

Table 5.47 shows the coefficient of multiple determinations R^2 which is equal to 0.782. It means the variation in idealized influence (attribute), idealized influence (behavior), inspirational motivation; individualized consideration; contingent reward; management by exception(active); management by exception (passive) and laissez-faire account 78.2% of variance in nature of the work.

Hypothesis 9:

H9o: Employees' job satisfaction in terms of communication is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

H9a: Employees' job satisfaction in terms of communication is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.

Table 5.48: Coefficients of Hypothesis 9

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Significant
1	(Constant)	3.112	.263		11.833	.000
	MeanIIa	.243	.055	.231	4.446	.000
	MeanIIb	-.085	.043	-.085	-1.967	.050
	MeanIM	.154	.055	.153	2.800	.005
	MeanIS	.271	.049	.245	5.517	.000
	MeanIC	.463	.069	.418	6.720	.000
	MeanCR	-.138	.076	-.118	-1.821	.069
	MeanMBEa	-.202	.053	-.157	-3.784	.000
	MeanMBEp	-.048	.036	-.039	-1.341	.181
	MeanLF	-.525	.057	-.271	-9.204	.000

a Dependent Variable: MeanCom

As Table 5.48 shows, the MeanCIIa signifies the mean score of idealized influence (attribute); MeanIIb signifies the mean score of idealized influence (behavior); MeanIM signifies the mean score of inspirational motivation; MeanIS signifies the mean score of intellectual stimulation; MeanIC signifies the mean score of individualized consideration; MeanCR signifies the mean score of contingent reward; MeanMBEa signifies the mean score

of management by exception (active); MeanMBEp signifies the mean score of management by exception (passive); MeanLF signifies the mean score of laissez-faire and MeanCom signifies the mean score of communication. The Sig. level of constant values in the coefficient Table 5.48 indicates that idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire significantly influence on communication in the regression model as their Sig. level are equal or less than 0.05 and they are 0.000, 0.050, 0.005, 0.000, 0.000, 0.000 and 0.000, respectively; thus the null hypothesis is rejected. However leadership sub-variables of contingent rewards and management by exception (passive) do not significantly influence on communication as their level of significant are greater than 0.05 and they are 0.069 and 0.181, respectively.

Table 5.49: Coefficients of Hypothesis 9 (Con.)

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.795	.196		14.240	.000
	MeanIIa	.240	.055	.228	4.380	.000
	MeanIIb	-.109	.041	-.109	-2.654	.008
	MeanIM	.184	.053	.182	3.477	.001
	MeanIS	.279	.049	.253	5.702	.000
	MeanIC	.397	.060	.359	6.609	.000
	MeanMBEa	-.250	.044	-.194	-5.611	.000
	MeanLF	-.496	.053	-.255	-9.346	.000

a Dependent Variable: MeanCom

To confirm the result of Table 5.48 the researcher one at a time eliminates each constant variable with Sig.> 0.05 in order to have Table 5.49 which shows seven statistically significant independent variables which are idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire (Sig.<0.05). Similar to hypothesis one, two, four , five, six, seven and eight individualized consideration has the highest positive of the coefficient (β) which is .397 at the Sig. level of 0.000(0.000<0.05).

Table 5.50: Analyze the Coefficient of Multiple Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.904(a)	.817	.814	.46375

a Predictors: (Constant), MeanLF, MeanIIb, MeanMBEa, MeanIS, MeanIM, MeanIIa, MeanIC

Table 5.50 shows the coefficient of multiple determinations R^2 which is equal to 0.817. It means the variation in idealized influence (attributed), idealized influence (behavior), individualized consideration, intellectual stimulation, inspirational motivation, management by exception (active) and laissez-faire explain 81.7% of variance in communication.

In Table 5.51 the results of hypotheses testing are summarized:

Table5.51: Summary of Hypothesis Testing

Null Hypothesis		Sig. Level	Test Results
H1o: Employees' job satisfaction in terms of pay is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.	II (attributed)	.000	Reject Ho
	II (behavior)	.001	Reject Ho
	IM	.019	Reject Ho
	IS	.000	Reject Ho
	IC	.000	Reject Ho
	CR	.961	Failed to reject Ho
	MBE (active)	.000	Reject Ho
	MBE (passive)	.498	Failed to reject Ho
	LF	.000	Reject Ho
H2o: Employees' job satisfaction in terms of promotion is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.	II (attributed)	.084	Failed to reject Ho
	II (behavior)	.375	Failed to reject Ho
	IM	.238	Failed to reject Ho
	IS	.000	Reject Ho
	IC	.000	Reject Ho
	CR	.294	Failed to reject Ho
	MBE (active)	.000	Reject Ho
	MBE (passive)	.003	Reject Ho
	LF	.005	Reject Ho

H3o: Employees' job satisfaction in terms of supervision is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.	II (attributed)	.000	Reject Ho
	II (behavior)	.000	Reject Ho
	IM	.066	Failed to reject Ho
	IS	.091	Failed to reject Ho
	IC	.000	Reject Ho
	CR	.000	Reject Ho
	MBE (active)	.058	Failed to reject Ho
	MBE (passive)	.203	Failed to reject Ho
	LF	.000	Reject Ho
H4o: Employees' job satisfaction in terms of fringe benefit is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.	II (attributed)	.000	Reject Ho
	II (behavior)	.003	Reject Ho
	IM	.683	Failed to reject Ho
	IS	.000	Reject Ho
	IC	.000	Reject Ho
	CR	.430	Failed to reject Ho
	MBE (active)	.000	Reject Ho
	MBE (passive)	.038	Reject Ho
	LF	.000	Reject Ho
H5o: Employees' job satisfaction in terms of recognition is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.	II (attributed)	.000	Reject Ho
	II (behavior)	.008	Reject Ho
	IM	.030	Reject Ho
	IS	.000	Reject Ho
	IC	.000	Reject Ho
	CR	.309	Failed to reject Ho
	MBE (active)	.000	Reject Ho
	MBE (passive)	.363	Failed to reject Ho
	LF	.000	Reject Ho
H6o: Employees' job satisfaction in terms of operating procedure is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior),	II (attributed)	.129	Failed to reject Ho
	II (behavior)	.000	Reject Ho
	IM	.728	Failed to reject Ho
	IS	.000	Reject Ho

inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire	IC	.000	Reject Ho
	CR	.680	Failed to reject Ho
	MBE (active)	.064	Failed to reject Ho
	MBE (passive)	.007	Reject Ho
	LF	.015	Reject Ho
H7o: Employees' job satisfaction in terms of co-worker is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.	II (attributed)	.022	Reject Ho
	II (behavior)	.000	Reject Ho
	IM	.015	Reject Ho
	IS	.000	Reject Ho
	IC	.000	Reject Ho
	CR	.267	Failed to reject Ho
	MBE (active)	.002	Reject Ho
	MBE (passive)	.413	Failed to reject Ho
	LF	.000	Reject Ho
H8o: Employees' job satisfaction in terms of nature of the work is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.	II (attributed)	.000	Reject Ho
	II (behavior)	.000	Reject Ho
	IM	.020	Reject Ho
	IS	.169	Failed to reject Ho
	IC	.000	Reject Ho
	CR	.035	Reject Ho
	MBE (active)	.000	Reject Ho
	MBE (passive)	.000	Reject Ho
	LF	.000	Reject Ho
H9o Employees' job satisfaction in terms of communication is not significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire.	II (attributed)	.000	Reject Ho
	II (behavior)	.050	Reject Ho
	IM	.029	Reject Ho
	IS	.000	Reject Ho
	IC	.000	Reject Ho
	CR	.069	Failed to reject Ho
	MBE (active)	.000	Reject Ho
	MBE (passive)	.181	Failed to reject Ho

	LF	.000	Reject Ho

II(attributed) represents Idealized Influence (attributed) , II(behavior) represents Idealized Influence (behavior), IM represents Inspirational Motivation, IS represents Intellectual Stimulation, IC represents Individualized Consideration, CR represents Contingent Reward, MBE (active) represents Management By Exception (active), MBE (passive) represents Management By Exception (passive) and LF represents Laissez-Faire.

CHAPTER 6

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher summarizes the results of the research based on the objectives of the study and research hypotheses. In the first section the summary of findings which are demographic characteristics, descriptive analysis of variables and the hypothesis testing presents. In the second section the discussions and conclusions of the study presents. Then based on the findings and discussions, recommendations are provided and finally further research studies in this topic are provided.

6.1 Summary of Findings

This study is to examine the influence of leadership sub variables on employees' job satisfaction in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work, and communication. Leadership styles were measured by MLQ and employees' job satisfaction was measured by JSS. Additionally, all the 386 respondents were full time, non teaching employees of IAU branches in Tehran who received the questionnaires.

6.1.1 Summary of Demographic Characteristics

The demographic factors in this research are gender, age, marital status, education, work experience and area of work, which is shown in Table 6.1.

Table 6.1: Summary of Demographic Factors

Demographic factors	Highest	Lowest
Gender	Male (58.8%)	Female (41.2%)
Age	26-35 years (69.9%)	46-55 years (1.3%)
Marital status	Married (67.1%)	Divorced (5.7%)
Education	Bachelor's degree (52.6%)	Master's degree (13.7%)
Work experience	1-5 years (65.5%)	16-20 years (2.6%)
Area of work	Administrative department employee (56.7%)	Library employee (11.1%)

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Table 6.1 indicates that among 386 participants, the majority of 227(58.8%) respondents are male. The highest age group of respondents is between 26-35 years (69%), the smallest age group is between 46-55 years (1.3%). The majority of respondents are married (67.1%) and the minority of 5.7% is divorced. The major number of participants have bachelor's degree (52%) and the minority of them (13.7%) have master's degree. The highest work experience of the respondents is between 1-5 years (65.5%) and the lowest is between16-20 years (2.6%). A large number of the respondents are working in the administrative department (56.7%).

6.1.2 Summary of Descriptive Analysis for Variables

The items in the MLQ establish the leader's style in terms of the transformational, transactional and Laissez-faire leadership factors. The 36 items questionnaire is used to measure nine sub factors and these items are rated by using a 5 point Likert scale: 1 = Not at all, 2 = Once in a while, 3 = Sometimes, 4 = Fairly often; and 5 = Frequently if not always.

Table 6.2: Summary of Highest Mean Score of Independent Variables' Item

Item	Highest mean score
Idealized influence (attributed): "Acts in ways that builds my respect"	3.38
Idealized influence (behavior): "Specifies the importance of having a strong sense of purpose"	3.38
Inspirational motivation: "Talks optimistically about future"	3.41
Intellectual stimulation: "Suggests new ways of looking at how to complete assignments"	3.20
Individualized consideration: "Spends time teaching and coaching"	3.09
Contingent reward: "Discusses in specific terms who is responsible for achieving performance targets"	3.38
Management by exception (active): "Keeps track of all mistakes"	3.59
Management by exception (passive): "Fails to interfere until problems become serious"	2.85
Laissez-fair: "Avoids making decisions"	2.06

According to Table 6.2 management by exception (active) has the highest mean score of 3.59 which is the item "Keeps track of all mistakes" and laissez-faire has the lowest mean score of 2.06 which is the item "Avoids making decisions."

Table 6.3: Summary of Highest Mean Score of Dependent Variables' Item

Item	Highest mean score
Pay :"I feel I am being paid a fair amount for the work I do"	3.97
Promotion: "Those who do well on the job stand a fair chance of being promoted"	3.77
Supervision: "My supervisor is quite competent in doing his/her job"	3.91
Fringe Benefits: "The benefit package we have is equitable"	4.17
Recognition: "When I do a good job, I receive the recognition for it that I should receive "	3.74
Operating Procedures: "My efforts to do a good job are seldom blocked by red tape,"	3.96
Co-workers: "I like the people I work with"	4.03
Nature of Work: "I feel a sense of pride in doing my job"	3.84
Communication: "Communications seem good within this university"	4.25

The JSS questionnaire is combined of nine sub-variables and each variable include 4 items, Likert scale format with six choices per item ranging from 1 to 6 is used: 1=Disagree very much, 2=Disagree moderately, 3=Disagree slightly, 4=Agree slightly, 5=Agree moderately, 6=Agree very much; moreover seventeen of the items in JSS are written in positive meaning and nineteen items are written in negative meaning which must be scored reversely. As Table 6.3 indicates the highest mean score is 4.25 which originate from the communication component "Communications seem good within this university" and lowest mean score is 3.74 which comes from recognition component "When I do a good job, I receive the recognition for it that I should receive."

6.1.3 Summary of Hypothesis Testing

The multiple regression analysis is conducted between the independent variables which are transformational, transactional and laissez-faire factors and the dependent variables which are employees' job satisfaction factors. The level of significance used is 0.05. When the Sig. level is less than (0.05), thus the null hypothesis is rejected which indicates the group of independent variables of leadership styles significantly influence on dependent variable of employees' job satisfaction. The findings of 9 analyses are summarized as following:

Hypothesis 1:

Employees' job satisfaction in terms of pay is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire; however it is not significantly influenced by leadership sub-variables of contingent reward and management by exception(passive).

Hypothesis 2:

Employees' job satisfaction in terms of promotion is significantly influenced by leadership sub-variables of intellectual stimulation, individualized consideration, and management by exception (active & passive) and laissez-faire; however it is not significantly influenced by leadership sub-variables of idealized influence (attributed), idealized influence (behavior), inspirational motivation and contingent reward.

Hypothesis 3:

Employees' job satisfaction in terms of supervision is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), individualized consideration, contingent reward, and laissez-faire; however it is not significantly influenced by leadership sub-variables of inspirational motivation, intellectual stimulation and management by exception (active & passive).

Hypothesis 4:

Employees' job satisfaction in terms of fringe benefit is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active & passive) and laissez-faire; however it is not significantly influenced by leadership sub-variables of inspirational motivation and contingent reward.

Hypothesis 5:

Employees' job satisfaction in terms of recognition is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire; however it is not significantly influenced by leadership sub-variables of contingent reward and management by exception(passive).

Hypothesis 6:

Employees' job satisfaction in terms of operating procedure is significantly influenced by leadership sub-variables of idealized influence (behavior), intellectual stimulation, individualized consideration, management by exception (passive) and laissez-faire; however it is not significantly influenced by leadership sub-variables of idealized influence (attributed), inspirational motivation, contingent reward and management by exception (active).

Hypothesis 7:

Employees' job satisfaction in terms of co-worker is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire; however it is not significantly influenced by leadership sub-variables of contingent reward and management by exception(passive).

Hypothesis 8:

Employees' job satisfaction in terms of nature of the work is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire; however it is not significantly influenced by leadership sub-variable of inspirational motivation.

Hypothesis 9:

Employees' job satisfaction in terms of communication is significantly influenced by leadership sub-variables of idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire; however it is not significantly influenced by leadership sub-variables of contingent rewards and management by exception(passive).

Table 6.4: Summary of the Coefficient of Multiple Determinations R Squares of Hypotheses

Hypotheses	R Square (R^2)
H1	.810
H2	.792
H3	.770
H4	.807
H5	.826
H6	.153
H7	.779
H8	.782
H9	.817

Sig. = 0.000

As shown in Table 6.4 hypothesis five has the highest coefficient of multiple determination R^2 which is equal to 0.826 with (Sig. = 0.000) and this indicates the variation in idealized influence (attribute), idealized influence (behavior), individualized consideration, intellectual stimulation, inspirational motivation, management by exception (active) and laissez-faire account 82.6% of variance in employees' job satisfaction in terms of recognition. It means that all transformational leadership factors, laissez- faire and one factor of transactional leadership which is management by exception (active) have significant affect on employees' job satisfaction in terms of recognition (Sig. <0.05) but other two factors of transactional leadership which are contingent reward and management by exception (passive) have no significant affect on recognition in multiple regression model. Many researchers supported recognition by employing reward and encouragement systems to increase employee's satisfaction with their job (Wood and Pecci, 1995). On the other hand, hypothesis six has the lowest coefficient of multiple determinations R^2 which is equal to 0.153 this indicates that only 15.3% of the variability in the employees' job satisfaction in terms of operating procedure is explained by idealized influence (behavior), individualized consideration, intellectual stimulation, management by exception (passive) and laissez-faire. It means that operating procedure is not a motivator for employees and directors of IAU branches.

Table 6.5: Summary of Regression Coefficients

Multiple regression Model between MLQ & JSS
Regression coefficient(β) are significant at $p<0.05$
 N=386

Leadership Styles	Leadership factors	Employees' Job Satisfaction Factors								
		Pay	Pro	Sup	FB	Rec	OP	COW	NW	Com
Transformational	Idealized influence Attributed	.533	—	.309	.451	.472	—	.122	.263	.240
	Idealized influence Behavior	-.184	—	-.321	-.155	-.106	-.320	-.202	-.233	-109
	Inspirational Motivation	-.153				-.146	—	-.112	-.148	.184
	Intellectual Stimulation	.322	.590	—	.332	.388	.178	.277	—	.279
	Individualized Consideration	.849	.610	.495	.491	.616	.179	.718	.789	.397
Transactional	Contingent Reward	—	—	.503		—	—	—	.174	—
	Management By Exception (active)	-.352	-.397	—	-.399	-.417	—	-.135	-.283	-.250
	Management By Exception (passive)	—	-.120	—	-.079	—	.119	—	-.224	—
	Laissez Faire	-.311	-.185	-.289	-.372	-.323	-.173	-.419	-.448	-.496

The β weights and their directions show the positive or negative influence of independent variables on dependent variable in the regression model. In Table 6.5 analysis of the Beta coefficients indicate that individualized consideration which is one of the factors of transformational leadership is positively influenced on employees' job satisfaction in terms of pay, promotion, supervision, fringe benefit, recognition, operating procedure, co-worker, nature of the work and communication; however, laissez-faire leadership is negatively affected on all the factors of employees' job satisfaction. Transformational leadership sub-variables of idealized influence (attributed, behaviors), inspirational motivation, intellectual stimulation and individualized consideration are significant predictors of job satisfaction in terms of pay , recognition, co-worker and communication; moreover transactional leadership sub-variables of contingent reward, management by exception (active), management by exception (passive) have significant influence on employees' job satisfaction in terms of nature of the work. In Table 6.5 the highest positive β weight of 0.849 originates from

individualized consideration with employees' job satisfaction in terms of pay and the lowest β weight of -.496 is belonged to laissez-fair with employees' job satisfaction in terms of communication. Thus it appears that individualized consideration and laissez-faire are significant predictors of all factors of employees' job satisfaction among the other independent variables. These findings are supported by previous studies explained that the positive correlation of transformational leadership with employees' job satisfaction and negative correlation of laissez-fair leadership with job satisfaction of employees (Bass and Avolio, 1994; Loke, 2001; Yuke, 1989; Bass, 1998; Avolio, 1999, Shim et al., 2002; Waldman et al, 2001; Lok and Crawford, 1999; Howell and Avolio, 1993).

6.2 Discussion and Implication

Discussion is based on the survey by using MLQ and JSS as well as the research findings by using descriptive analysis and inferential analysis. Descriptive analysis is utilized for demographic characteristics and for conceptual framework variables of leadership styles and employees' job satisfaction; inferential analysis are employed for hypotheses testing.

This research conducted among 386 participants which 58.8% are male and 41.2% are female with age between 26-35 years (69%) and married (67.1%) and the minority of 5.7% is divorced. Most of the participants have bachelor's degree (52%) with work experience between 1-5 years (65.5%) who work in the administrative department of the IAU branches in Tehran (56.7%).

In this study sub-variables of employees' job satisfaction are analyzed and the results indicate that the employees are moderately satisfied as the mean score of overall job satisfaction is 3.75 with the standard deviation of .974. This finding is supported by Mosadeghrad and Yarmohammadian (2006) who used similar instrument to measure employee' job satisfaction in Iranian university hospitals and the mean score of job satisfaction was 3.26 ± 0.56 which they considered moderate satisfaction. The highest mean score of employees' job satisfaction are related to supervision and communication (3.96). This finding indicates the important of relationship of supervisors and employees and the way of organization communication. Similar studies have shown that supervision and communication were important factors for satisfaction of employees (Lok and Crawford, 1999; Rahim 1998, Mosadeghrad, 2007). The lowest mean score is related to operating procedure (3.05) which according to Spector (1996) this result is consistent in many researches and it indicates that employees of IAU branches have less satisfaction with rules and procedures of their job.

Moreover the findings show that the mean score of the overall transformational leadership is 3.12. Among the transformational sub-variables the highest mean score is 3.32 for inspirational motivation and the lowest mean score is 2.91 for individualized consideration. It means IAU directors display a good sense of inspiration to stimulate the employees' commitment to perform well, but they don't spending time on individualized consideration. This finding was supported by Jandaghi, Zarei Matin and Farjami (2002) who studied the transformational leadership in successful and unsuccessful companies. The mean score of overall transactional leadership is 3.10. The highest mean among the transactional sub-variable is 3.37 for management by exception (active) and lowest mean score is 2.76 for management by exception (passive). From this result the researcher can indicates that the IAU branches leadership style specify the standard for compliance and they may punish employees for being disobedience with the regulations, they probably monitor deviances, mistakes and errors in the employees' performance to take corrective action when it necessary. The mean score of laissez-faire is 1.96 which indicates that IAU branches' directors avoid displaying laissez-faire leadership and according to the result of mean score of leadership style variables the IAU leadership behaviors are combination of both transactional and transformational leadership. These findings are supported by earlier studies using MLQ which consider employing the full range leadership development behaviors in various organizations (Bass and Avolio, 1994; Bass 1985; Jandaghi, Zarei Matin and Farjami 2002).

The findings of this study also show that the results of hypothesis testing by using the regression analysis of the leadership styles factors and employees' job satisfaction factors. In general the results show that there are negative association between laissez-faire leadership and employees' job satisfaction factors which means employees are not satisfied under laissez-faire leadership and positive association between individualized consideration and all the factors of employees' job satisfaction. These results are constant with previous studies supporting the significant positive influence of transformational leadership factors on job satisfaction of employees and significant negative influence of laissez-fair leadership on subordinates' job satisfaction (Bass and Avolio, 1994; Loke, 2001; Bass, 1998; Avolio, 1999, Shim et al., 2002; Waldman et al, 2001; Lok and Crawford, 1999; Howell and Avolio, 1993). The laissez-faire is the extent to which the leadership abandons the leadership role and leader avoids providing direction and support or caring for what the followers do; on the other hand, empowerment is moving decision making to the levels at which expert decision can be made. Throughout the levels of management in the organization, directors could provide an

effective empowerment and avoiding bad empowerment which lead to laissez-faire leadership (Tracey, 1998; Bass, 1998). As traditional values in leadership in Iran are similar to characteristic of western transformational leadership, it seems appropriate for IAU directors to learn how to practice effective empowerment which is liked to transformational leadership to enhance the employees' satisfaction and accordingly high performance.

Hypothesis 1, 5, 7 and 9: the result of analysis indicate that idealized influence (attribute), idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration and laissez-faire significantly influence on job satisfaction in terms of pay, recognition, co-worker and communication. The results show that idealized influence (attributed), intellectual stimulation and individualized consideration significantly and positively affect on job satisfaction in terms of pay, recognition, co-worker and communication. It means that directors by providing an effective encouragement system, a supporting environment and a sense of respect and confident in employees' ability which meet their needs and the university expectation could increase employees satisfaction with their pay, their recognition, their co-worker and their communication within organization. This result is supported by Walumbwa, Orwa, Wang and Lawler (2005) who found that transformational leadership behavior has a significant and positive influence on organizational commitment and job satisfaction.

The result of hypothesis 1 indicates seven significant independent variables in leadership styles which affect on employee's job satisfaction in terms of pay. The findings describe that individualized consideration has the highest level of effect on pay, follow by idealized influence(attributed), management by exception (active),intellectual stimulation, laissez-fair and inspirational motivation in Islamic Azad University branches. This result was supported by Erkutlu (2008) who found that individualized consideration has the highest effect of satisfaction with job, satisfaction with supervision and organizational commitment. Therefore, in order to increase employees' job satisfaction in terms of pay efficiently, the best measurement would be to improve individualized consideration and idealized influence (attributed) by management to provide supportive environment to consider employees individually and treat them differently according to their needs and to trust employees in order to make a sense of mission.

The result of hypothesis 2 indicates that there are five significant independent variables in leadership styles which affect on employee's job satisfaction in terms of promotion. The findings indicate that individualized consideration once more has the highest level of influence on promotion, follow by intellectual stimulation, management by exception

(active), laissez-fair and management by exception (passive) in Islamic Azad University branches. The result was supported by many studies which explained that leadership styles influenced on promotion and it was a significant predictor of employees' job satisfaction (Mosadeghrad and Yarmohammadian, 2006; by Erkutlu ,2008). Moreover to advance promotion efficiently, the best way for the management would be to improve individualized consideration by respecting them and acting as a coach to share expectations with them as a motivator for receiving high performance.

The result of hypothesis 3 indicates that there are five significant independent variables in leadership styles which affect on employee's job satisfaction in terms of supervision. The findings describe that contingent reward has the highest level of influence on supervision, follow by individualized consideration, idealized influence (behavior), idealized influence (attributed) and laissez-fair in Islamic Azad University branches. This finding is consistent with the study of Erkutlu (2008) who found that contingent reward and individualized consideration have significantly and positively effect on satisfaction with job, satisfaction with supervision and organizational commitment. Therefore, if the university managements want to increase supervision efficiently, the best approach would be to improve contingent reward by employing effective communication and the right encouragement system to promote employees' performance to accomplish high outcomes.

The result of hypothesis 4 indicates seven significant independent variables in leadership styles which affect on employee's job satisfaction in terms of fringe benefit. The findings describe that individualized consideration has the highest level of effect on fringe benefit, follow by idealized influence (attributed), management by exception (active); laissez-faire; intellectual stimulation; idealized influence (behavior) and management by exception (behavior) in Islamic Azad University branches. This finding was supported by Mosadeghrad and Yarmohammadian (2006) who explained that fringe benefit significantly was affected by leadership styles of managers. The best measurement for improving fringe benefit efficiently would be listening and caring about employees individually in order to find out their motivators and their abilities as human wishes and needs are different, they should observe and predict these needs in order to use them in different situation. It is important for management to accept of individual differences and assign the work accordingly.

The result of hypothesis 5 reveals that there are seven significant independent variables in leadership styles which affect on employees' job satisfaction in terms of recognition. The findings describe that individualized consideration has the highest level of effect on recognition, follow by idealized influence (attributed), management by exception

(active), intellectual stimulation, laissez-faire, inspirational motivation and idealized influence (behavior) in Islamic Azad University branches. This finding was supported by Mosadeghrad and Yarmohammadian (2006) who explained the managers could improve employees' job satisfaction by having open communication, respect and recognition for subordinates. Therefore, if the university branches management wants to increase recognition efficiently, they should treat employees as an individual; appreciate and evaluate their opinions to get the optimal effectiveness of the organization process as well as give them assignments to provide learning opportunities.

The result of hypothesis 6 indicates that there are five significant independent variables in leadership styles which affect on employee's job satisfaction in terms of operating procedure. The findings describe that idealized influence (behavior) has the highest level of effect on operating procedure, follow by individualized consideration; intellectual stimulation; management by exception (passive); laissez-faire and management by exception (passive) in Islamic Azad University branches. Hypothesis six has the lowest coefficient of multiple determinations R^2 which is equal to 0.153 this indicates that only 15.3% of the variability in the employees' job satisfaction in terms of operating procedure is explained by idealized influence (behavior), individualized consideration, intellectual stimulation, management by exception (passive) and laissez-faire. It means that operating procedure is not a motivator for employees and directors of IAU branches. The result was supported by many studies which consider operating procedure was a weak predictor of overall employees' job satisfaction (Mosadeghrad and Yarmohammadian, 2006; Wang, 2005; Spector, 1997). Accordingly the best way to have productive operating procedure would be for management to have effective role on diversifying the operating process of organization to promote the intelligence of employees to see new ways for old problems in order to focus on reasonable solutions for operating procedure of the university and it is important that the communicational plan includes communicational channels for backward information from employees toward their directors.

The result of hypothesis 7 shows six significant independent variables in leadership styles which affect on employee's job satisfaction in terms of co-worker. The results describe that individualized consideration has the highest level of effect on co-worker, follow by laissez-faire; intellectual stimulation; idealized influence (behavior), management by exception (active); idealized influence (attributed) and inspirational motivation in Islamic Azad University branches. This finding is supported by previous study of Seashore and Taber (1975) who found that employees' job satisfaction can be influenced by the internal

organization environment which includes organizational climate, leadership types and personnel relationship. In order to improve satisfaction with co-worker efficiently, managements should create a supportive and responsible environment in which employees feel secure and safe to be able to trust their managers and their colleagues with a good sense of competition and appreciation for their performance.

The result of hypothesis 8 indicates that there are eight significant independent variables in leadership styles which affect on employee's job satisfaction in terms of nature of the work. The findings describe that individualized consideration has the highest level of effect on nature of the work, follow by laissez-fair, management by exception(active); idealized influence (attributed), idealized influence (behavior), individualized consideration, management by exception(passive); contingent reward and inspirational motivation in Islamic Azad University branches. The finding indicates that idealized influence (attributed), individualized consideration and contingent reward have positive effect on employee's job satisfaction in terms of nature of the work whereas idealized influence (behavior), inspirational motivation, management by exception(passive) and laissez-fair have negative effect on employee's job satisfaction in terms of nature of the work . This result is supported by Erkutlu (2008) who found that individualized consideration had positive effect on job satisfaction and management by exception (passive) had negative effect on job satisfaction. A feasible way to improve nature of the work efficiently would be to improve individualized consideration by being attentive to each individual's needs for achievement and growth through acting as a mentor; accordingly they are developed to realize their potential with due recognition to their individual uniqueness.

The result of hypothesis 9 reveals seven significant independent variables in leadership styles which affect on employee's job satisfaction in terms of communication. The findings explain that laissez-faire has the highest level of effect on communication, follow by individualized consideration, intellectual stimulation; idealized influence (attributed), management by exception (active), inspirational motivation and idealized influence (behavior) in Islamic Azad University branches. This result was supported by Mosadeghrad and Yarmohammadian (2006) who mentioned the employee's job satisfaction in terms of communication is significantly was affect by leadership styles. The best way to develop communication efficiently would be to improve communication is to clarify the roles and exceptions of employees through feasible communicational channel which management listen to the employees and show interest in their attitudes and idea, to encourage employees to achieve results furthermore management should avoid laissez-faire leadership behaviors.

In this study the outcomes of transactional sub-variables and employees' job satisfaction factors doesn't provide supported results in the IAU branches for a likely number of reasons: lack of reliable rewarding and encouragement system, a small pay increase, lack of meaningful recognition and poor operating procedure as well as poor managerial skill in understanding employees need and desires. As Amabile (1996) mentioned the importance of leadership understanding and support of individuals in advancing their competence in order to increase their motivation and accordingly to enhance their commitment and their satisfaction; managements should create a clear vision and mission through meaningful communication in order to receive high standard performance of employees in achieving organizational goals. Therefore it is suggested that the directors should understand the human nature and consider employees' needs and desires in order to develop employees' competence to advance their motivation to perform effectively, in order to achieve that they should occasionally survey employees' job satisfaction to explore their satisfaction with the work place and other aspect of employee's dissatisfaction to develop their overall satisfaction (Shamir et al., 1993). Developing employees' competence and supporting their feeling of responsibility enhance satisfaction with their job and their commitment (Zhou and Oldham, 2001, Deci and Ryan, 1985).

According to various studies Iranian employees were motivated by social rewards, self-actualization need, compensation, and improved working conditions; job satisfaction of the Iranian employees was strongly influenced by their attitudes towards their salaries, their promotion, and the promotional policies of the organization. (Cheraghi, 1983; Yeganeh et al., 2008). As promotion in Iranian organizations does not bring raise in salary, the importance of promotion for employees must be seen in their need to satisfy their ambitions, their need for status, and their need to be recognized on the basis of their personal abilities, performance and contribution to the organization; as well as links to team oriented leadership who are being group oriented, collaborative, communicative, and administratively skilled. Achieving Employees' satisfaction through lower levels of power distance and much higher levels of human orientation due to collectivism as well as Islamic principles are the key success for IAU managements.

6.2 Conclusions

This research is to find the kind of the leadership styles of directors and to examine the relationship between leadership styles sub-variables and employees' job satisfaction sub-variables among employees of IAU branches in Tehran. The researcher utilizes two instruments of MLQ uses a 5-point Likert scale 1 to 5 represents different leadership characteristics are most frequently, and JSS uses 6-point Likert scale from 1 to 6 represent the level of employees' satisfaction. All the hypotheses are examined by employing the multiple regression analysis and the findings indicate that all the 9 null hypotheses are rejected.

This study provides new support to previous studies regarding the impact of leadership sub-variables, such as idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire on employees' job satisfaction in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of the work, and communication.

The results show that different factors of leadership style have different impact on employees' job satisfaction components; individualized consideration and laissez-faire are strong predictors of all the job satisfaction factors which means individualized consideration of transformational leadership significantly and positively influence on job satisfaction factors and on the other hand laissez-faire leadership significantly and negatively influence on job satisfaction factors. In that order idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire are significant predictors of job satisfaction's facet of pay; intellectual stimulation, individualized consideration, management by exception (active & passive) and laissez-faire are significant predictors of job satisfaction's facet of promotion; idealized influence (attributed & behavior), individualized consideration, contingent reward, and laissez-faire are predictors of job satisfaction's facet of supervision; idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active & passive) and laissez-faire are predictors of job satisfaction's facet of fringe benefit; idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire are significant predictors of job satisfaction's facet of recognition; idealized influence (behavior), intellectual stimulation, individualized consideration, management by exception (passive) and laissez-faire faire are significant

predictors of job satisfaction's facet of operating procedure; idealized influence (attributed & behavior), inspirational motivation, intellectual stimulation, individualized consideration, management by exception (active) and laissez-faire are significant predictors of job satisfaction's facet of co-worker; idealized influence (attributed & behavior), intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire are significant predictors of job satisfaction's facet of nature of the work and finally idealized influence (attributed), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active & passive) and laissez-faire are significant predictors of job satisfaction's facet of communication. Table 6.6 shows the positive predictors of employees' job satisfaction facets.

Table 6.6: The Positive Predictors of Employees' Job Satisfaction Factors

Leadership Styles	Leadership factors	Regression coefficient(β) are significant at p<0.05 Employees' Job satisfaction Factors								
		Pay	Pro	Sup	FB	Rec	OP	COW	NW	Com
Transformational	Idealized influence Attributed	.533	–	-	.451	.472	–	.122	.263	.230
	Inspirational Motivation		–	–	–		–			.132
	Intellectual Stimulation	.322	.590	–	.332	.388	.178	.277	–	.282
	Individualized Consideration	.849	.610	.495	.491	.616	.179	.718	.789	.432
Transactional	Contingent Reward	–	–	.503	–	–	–	–	.174	-
	Management By Exception (passive)	–					.119	–		–

According to Table 6.6 individualized consideration is powerful predictor of job satisfaction in terms of pay, promotion, supervision, fringe benefit, recognition, operating procedure, co-worker, nature of the work and communication; likewise contingent reward is robust predictor of job satisfaction in terms of supervision; however transactional leadership sub variables are mostly not significant predictors of job satisfaction factors.

Therefore IAU managements are advised to respect the employees and to consider their needs and desires moreover to allow individuals to grow their talents and creativity in order to develop themselves and organization. The findings of the study shows a moderate

level of satisfaction of employees which means that the academic directors should carefully choose suitable leadership behaviors to match with subordinates' need and organizational goals; moreover they still should develop proper leadership skills to improve the condition of human resource management and effective leadership atmosphere in Islamic Azad university and to respond to the changes and challenges. It is necessary for academic directors to restructure the role of personnel and governance in order to have a transformational leadership to decrease the power distance and achieve a proper environment of mutual trust and respect and accordingly academic productivity. Important conclusions from this research based on findings are mentioned as following:

- As transformational leadership behaviors is more effective than transactional leadership behaviors, directors should apply transformational leadership behaviors in their organization
- Avoid laissez-faire leadership
- Empower the employees to enhance their organizational performance
- Directors should try to act as mentor to encourage employees to achieve goals in order to help employees and the organization
- Create a sense of meaning and clarify the role of employees within the organization
- Create a supportive environment for individuals to develop their talent and their potential
- Develop a proper encouragement and rewarding systems to stimulate employee to perform to the expected level or even higher level.

6.3 Recommendations

Generally based on the findings of the study, special attention should be given by IAU directors to motivators such as employee's needs and recognition, good working condition and communication, good salary and promotion to improve employees' job satisfaction. As Islamic Azad university managements want to succeed in today fast changing environment, it is recommended for the directors to employ transformational leadership behaviors rather than transactional leadership and laissez-fair leadership to efficiently enhance the satisfaction of their employees and accordingly achievement of the IAU branches. As transformational leadership is accordance to Iranian culture of transformational-charismatic and team-oriented model of leadership, it would be the most effective for outstanding leader in Iran (Yukl, 2006; Dasmalchian, Javadian and Alam, 2001)

The results from hypotheses 1, 2, 4, 5, 6, 7, 8 and 9 indicate that individualized consideration and laissez-faire are strong predictors of all the job satisfaction factors which imply that individualized consideration of transformational leadership significantly and positively influence on job satisfaction factors; on the other hand laissez-faire leadership significantly and negatively influence on job satisfaction factors. The data from descriptive analysis indicate that individualized consideration has a lowest mean score of transformational leadership and laissez-fair has a lowest mean score of leadership factors which means that IAU branches' directors should avoid displaying any laissez-faire behaviors and should spend time on coaching, pay attention to individual different desires, abilities and needs, should help employees to develop their talent and provide supportive environment. These results are supported by Jandaghi, Zarei Matin and Farjami (2002) who found similar results in their study of the transformational leadership in successful and unsuccessful companies.

Individualized consideration is a strong and positive predictor for all the sub-variables of employees' job satisfaction therefore directors should consider this factor of transformational leadership seriously in order to increase motivation and job satisfaction of employees to achieve high standard performance in organization. This finding as well was supported by Erkutlu (2008) who found that individualized consideration had the highest positive influence on satisfaction with job, satisfaction with supervision and organizational commitment. Moreover the directors should have more knowledge about leadership styles to help them to understand the influence on their leading style on their employees. They should select the best style in relation to organizational goals and employees' need and desires. Based on Maslow's theory by satisfying the needs of individuals, they are motivated to perform effectively to fulfill organizational goals. In order to achieve high performance of employees, directors should respect the personnel and be accepted by their employees as the ethical, behavioral and working model; moreover, they should allow employees to perform specialized works to grow their talents and creativity, encouraging them to see the problems in the organization from different views and inspiring employees' confidence to perform the job effectively. It is very important to emphasize to directors first to understand and then to employ the correct human resource strategies to achieve high level of job satisfaction of employees and accordingly to gain their high level of commitment to the organization. Effective application for the list of skills of managements in IAU should comprise existence of certain characteristics such as creativity, team orientation, and appreciation of others, coaching, responsibility and recognition (Galpin, 1996).

The result from hypothesis 3 indicates that contingent reward has the highest level of influence on supervision follow by individualized consideration. Contingent reward has a average mean score in the transactional leadership which means that directors need to communicate clearly with employee about their work and their responsibilities and explain the expected performance and reward, encouragement and recognition which employees would receive for doing the job satisfactory, therefore the directors should concentrate on the reliable performance rewarding systems which are recognized important and meaningful by employees. To achieve that director need to understand employees' desires reward and recognition. This finding is consistent with previous studies which found the application of the proper contingent reward as significant influence on employee's job satisfaction. As Snape 1989 mentioned rewarding and encouraging were considered to be one of the important motivators. Directors can motivate their employees through participation as a means of recognition, applying the quality working life (QWL) which is a system to job design and a promising development in the area of job enrichment by building the job in a higher sense of challenge and achievement, providing intrinsic rewards such as a feeling of success and extrinsic rewards such as benefit, recognition, pay and promotion. Good results can be accomplished through the job training which includes modifying organization objectives and developing new methods of coordination such as, planned progression, job rotation, rearranging authority, temporary promotions.

In summary, according to Mosadeghrad and Yarmohammadian (2006), employees are the most important asset of organization; directors should understand the human nature, the needs and the desires to be able to motivate them. They should study and learn about human behavior, communication and the impact of their traits on employees' performance to help them to improve performance of the administrative office. They should perform as mentors and facilitate development of employees' potential. They need to make effective organizing by setting the standards which fit into the ideal structure by determining the employees' needs and requiring training programs according to employees' capabilities and maturities to encourage them work effectively. They also should avoid organizational inflexibility through reorganization in order to respond to changes in internal and external environment. An effective organized academic leadership in IAU can achieve more efficient education system inside and outside of Iran. Some researchers concluded that there must be a balanced relationship between leaders and followers and the idea of reasonable behavior of the individual (Burns, 1978; Bass and Avolio, 1994; Vroom, 1964; Wang et al., 2005). As a result booming leadership of this study could be transactional abilities of management with

appropriate transformational abilities such as idealized influence, inspirational motivation, and intellectual stimulation, individualized consideration with certain characteristics such as creativity, team orientation, and appreciation of others, coaching, responsibility and recognition.

6.5 Further Research

This study was carried out to explore the influence of leadership behaviors on employees' job satisfaction factors in Islamic Azad University branches in Tehran. The findings of this research are only little scratch on the picture of leadership styles and employees' job satisfaction theories in the Iranian higher education. There are many other options for the further research of this topic which could apply this study to be the base of future research. The researcher utilizes two instruments which are MLQ and JSS; as a result the analysis is based on these instruments. Further studies are suggested as follows:

- Further studies may use other instruments to measure leadership style and employees' job satisfaction to cover other variables and generate different perspectives.

- Further studies may use other quantitative methodology to analysis the outcome.

- Further studies can expand the current research by using qualitative methodologies; this could be applied by using observation and interviews with IAU employees to examine deeply different issues associated with employees' job satisfaction.

- Further studies can expand the survey to other cities and at regular interval times to see the impact of changes in different cities and different times.

- Future studies may carry out to examine related variables in public universities in Iran to explore the similarities of the findings. These explorations could develop a suitable leadership model for directors of Iranian universities.

- As this research aims fulltime employees in IAU branches in Tehran, adding part-time employees might be useful to the findings.

- Base on the findings and the limitations of study, future studies need to identify other factors which may influence the employees' job satisfaction.

- The affect of different leadership theories on employees' job satisfaction could be investigated in future research to enhance the knowledge of leadership and job satisfaction of employees.

- This study examines the relationship between the factors of leadership styles and employees' job satisfaction therefore future studies are advised to examine the

influence of leadership styles on teaching faculty employees and student satisfaction through employees' job satisfaction as a mediator variable.

- In addition, further research could be conducted with this subject in different fields for more confirmations. More studies for future research would be beneficial to the further understanding of dynamic leadership and efficient employee's job satisfaction in different organizations.

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Appendix A
Questionnaire (English Version)

Dear Friend,

The study is about the relationship between leadership styles and employees' job satisfaction within Islamic Azad university branches in Tehran province. With the result of this survey, the researcher hopes to gain a better understanding of which kind of leader portfolio is more effective on employees' job satisfaction. The success of this survey depends on your participation. The researcher appreciates your assistance in answering the questionnaire. Please be assured that your responses will be kept strictly confidential. Individual participants will not be identified in the analysis as only aggregated results will be analyzed and presented. Thank you for your participation.

Best Regards,
Fatemeh Rava Hamidifar, MBA, Assumption University, Bangkok

I. MLQ (Rater version)

Please check the one number for each question that comes closest to reflecting your opinion about it.

Not at all	Once in awhile	Sometimes	Fairly often	Frequently if not always
1	2	3	4	5

Idealized influence (attributed)	1	2	3	4	5
1. Instills pride in me for being associated with him/her					
2. Goes beyond self-interest for the good of the group					
3. Acts in ways that builds my respect					
4. Displays a sense of power and confidence					

Idealized influence (behavior)	1	2	3	4	5
1. Talks about their most important values and beliefs					
2. Specifies the importance of having a strong sense of purpose					
3. Considers the moral and ethical consequences of decisions					
4. Emphasizes the importance of having a collective sense of mission					

Inspirational motivation	1	2	3	4	5
1. Talks optimistically about the future					
2. Talks enthusiastically about what needs to be accomplished					

	1	2	3	4	5
3. Articulates a compelling vision of the future					
4. Expresses confidence that goals will be achieved					
Intellectual stimulation	1	2	3	4	5
1. Re-examines critical assumptions to question whether they appropriate					
2. Seeks differing perspectives when solving problems					
3. Gets me to look at problems from many different angles					
4.Suggests new ways of looking at how to complete assignments					
Individualized consideration	1	2	3	4	5
1. Spends time teaching and coaching					
2. Treats me as an individual rather just as member of a group					
3. Considers me as having different needs, abilities, and aspirations from others					
4. Helps me to develop my strengths					
Contingent reward	1	2	3	4	5
1. Provides me with assistance in exchange for my efforts					
2. Discusses in specific terms who is responsible for achieving performance targets					
3. Makes clear what one can expect to receive when performance goals are achieved					
4. Expresses satisfaction when I meet expectations					
Management by exception (active)	1	2	3	4	5
1. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards					
2. Concentrates his/her full attention on dealing with mistakes, complains, and failures					
3. Keeps track of all mistakes					
4. Directs my attention towards failures to meet standards					
Management by exception (passive)	1	2	3	4	5
1. Fails to interfere until problems become serious					
2. Waits for things to go wrong before taking action					

	1	2	3	4	5
3. Shows that he/she is a firm believer in "if it ain't broke. don't fix it."					
4. Demonstrates that problems must become chronic before taking action					
Laissez-faire	1	2	3	4	5
1. Delays responding to urgent questions					
2. Avoids making decisions					
3. Avoids getting involved when important issues arise					
4. Is absent when needed					

II. Employee's Job Satisfaction
Please check the one number for each question that comes closest to reflecting your opinion about it.

Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	2	3	4	5	6

From the Job Satisfaction Survey (JSS) by Paul E. Spector, 1994. Adapted with permission of the author.

Pay:	1	2	3	4	5	6
1. I feel I am being paid a fair amount for the work I do.						
2. Raises are too few and far between.						
3. I feel unappreciated by the university when I think about what they pay me.						
4. I feel satisfied with my chances for salary increases.						
Promotion:	1	2	3	4	5	6
1. There is really too little chance for promotion on my job.						
2. Those who do well on the job stand a fair chance of being promoted.						
3. People get ahead as fast here as they do in other places.						
4. I am satisfied with my chances for promotion.						
Supervision:	1	2	3	4	5	6
1. My supervisor is quite competent in doing his/her job.						
2. My supervisor is unfair to me.						
3. My supervisor shows too little interest in the feelings of subordinates.						
4. I like my supervisor.						
Fringe Benefits:	1	2	3	4	5	6
1. I am not satisfied with the benefits I receive.						
2. The benefits we receive are as good as most other organizations offer.						
3. The benefit package we have is equitable.						
4. There are benefits we do not have which we should have.						
Recognition:	1	2	3	4	5	6
1. When I do a good job, I receive the recognition for it that I should receive.						

	1	2	3	4	5	6
2. I do not feel that the work I do is appreciated.						
3. There are few rewards for those who work here.						
4. I don't feel my efforts are rewarded the way they should be.						
Operating Procedures:	**1**	**2**	**3**	**4**	**5**	**6**
1. Many of our rules and procedures make doing a good job difficult.						
2. My efforts to do a good job are seldom blocked by red tape.						
3. I have too much to do at work.						
4. I have too much paperwork.						
Co-workers:	**1**	**2**	**3**	**4**	**5**	**6**
1. I like the people I work with.						
2. I find I have to work harder at my job because of the incompetence of people I work with.						
3. I enjoy my coworkers.						
4. There is too much bickering and fighting at work.						
Nature of Work:	**1**	**2**	**3**	**4**	**5**	**6**
1. I sometimes feel my job is meaningless.						
2. I like doing the things I do at work.						
3. I feel a sense of pride in doing my job.						
4. My job is enjoyable.						
Communication:	**1**	**2**	**3**	**4**	**5**	**6**
1. Communications seem good within this university.						
2. The goals of this university are not clear to me.						
3. I often feel that I do not know what is going on within the university.						
4. Work assignments are not fully explained.						

III. Socio-Demographic Profile
Please choose the category for each question that best describes you (Check one).

1. Gender

☐ **Male**   ☐ **Female**

2. Age

☐ **25 or below**   ☐ **26 to 35**   ☐ **36 to 45**   ☐ **46 to 55**

☐ **56 or up**

3. Marital status

☐ **Single**   ☐ **Married**   ☐ **Divorced**   ☐
Widowed

4. Level of education

☐ **High school or below**   ☐ **Diploma**   ☐ **Associate's degree**

☐ **Bachelor degree**   ☐ **Master degree**

5. Work experience

☐ **1-5 yrs**   ☐ **6-10yrs**   ☐ **11-15yrs**   ☐ **16-20yrs**

☐ **21-25yrs**   ☐ **26-30yrs**

6. Area of work

☐ **Faculty department employee**   ☐ **Administrative department employee**

☐ **Library employee**   ☐ **others**

Appendix B
Questionnaire (Persian Version)

به نام حق

ضمن عرض سلام به استحضار میرساند که پرسشنامه زیر
به منظور انجام پژوهشی در رابطه با ارزیابی نحوه
مدیریت مدیران محیطهای دانشگاهی در ارتباط با
رضایت شغلی کارمندان طراحی و تنظیم شده است. لطفا
به سوالات زیر با دقت پاسخ دهید تا این پژوهش
بتواند به اهداف اصلی خود برسد
پیشاپیش از همکاری شما کمال تشکر را دارم

عدد مناسب با نظر خود را برای **مدیر** خویش انتخاب
کنید.

5	4	3	2	1
به هیچ وجه	بندرت	بعضی اوقات	بیشتر اوقات	تقریباً همیشه

5	4	3	2	1	نفوذ ایده آل مدیر (شخصیتی) :
					1. کار کردن با او به من احساس غرور میدهد .
					2. منافع شخصی خویش را فدای مصالح گروه میکند .
					3. رفتار او احترام انگیز است.
					4. رفتارش جلوه گر قدرت واعتماد به نفس است.

5	4	3	2	1	نفوذ ایده آل مدیر (رفتاری) :
					1.درباره مهمترین ارزشها و باورهای دانشگاه صحبت میکند.
					2.اهمیت هدفمند بودن را تأکید میکند.
					3.به نتایج اخلاقی ومعنوی تصمیمات اهمیت میدهد.
					4. اهمیت کار دست جمعی را مورد تأکید قرار میدهد .

5	4	3	2	1	انگیزش مدیر:
					1.به آینده خوش بین است.
					2.با شوق وذوق درباره چگونگی انجام امور صحبت میکند.
					3.تصویر روشن و اغنا کننده ای از آینده فعالیتها ترسیم میکند.
					4.با اطمینان میگویدکه به اهداف دانشگاه دست خواهیم یافت.

5	4	3	2	1	تحریک ذهنی مدیر (فکری) :

5	4	3	2	1	
					1.فرضیه‌ها را دوباره بررسی می‌کند تا مطمئن شود که مناسب است.
					2.در حل مشکلات از زوایای مختلف به حل موضوع می‌پردازد.
					3. مرا به جهتی هدایت می‌کند که از زاویه‌های متفاوت به مشکلات نگاه کنم.
					4. برای تکمیل وظایف راههای جدیدی پیشنهاد می‌کند.
5	**4**	**3**	**2**	**1**	**ملاحظات فردی مدیر:**
					1. وقت، صرف آموزش و راهنمایی می‌کند
					2. با من به عنوان یک فرد مستقل رفتار می‌کند و نه به عنوان عضوی از گروه.
					3. به من به‌عنوان فردی با توانایی‌ها، نیازها و آرزوهای متفاوت با دیگران نگاه می‌کند
					4. به من در پرورش توانایی‌هایم کمک می‌کند
5	**4**	**3**	**2**	**1**	**پاداش از دیدگاه مدیر :**
					1.در صورت تلاش مستمر به من یاری می‌رساند.
					2.در قالب کلام، حوزه مسئولیت افراد را مشخص می‌کند.
					3.مشخص می‌کند که فرد در مرحله وصول به اهداف به پاداشی مورد انتظار دست می‌یابد.
					4. وقتی به نتیجه مورد نظر می‌رسم ابراز رضایت می‌کند.

5	4	3	2	1	**مدیریت انتقادی (فعال) :**
					1.روی هرگونه اشتباهی یا عدم اجرا قوانین یا انحراف از استاندار تمرکز می‌نماید.
					2.بر چگونگی برخورد با اشتباهات و شکایات و عدم موفقیت متمرکز است.
					3. همه‌ی اشتباهات را ردیابی می‌کند.
					4. مرا از سمت اشتباهات به سمت اجرای عملکرد بر اساس استاندارد هدایت می‌کند.
5	**4**	**3**	**2**	**1**	**مدیریت انتقادی (غیر فعال) :**
					1.تا زمانیکه مشکلات جدی وجود نداشته

5	4	3	2	1	
					باشد مداخله نمی‌کند.
					۲.تا زمانیکه اشتباهی صورت نگرفته باشد اقدامی نمی‌کند.
					۳.کاملاً باور دارد که اگر چیزی هنوز خراب نشده است دست به تغییر آن نزند.
					۴.باید مشکلا ت، حاد ومزمن شود تا اقدام کند.
5	4	3	2	1	مدیریت بی تفاوت :
					۱. به مشکلات فوری با تأخیر پاسخ می- دهند.
					۲. از تصمیم‌گیری اجتناب می‌کند.
					۳. اگر مسائل مهمی بروز کند از هرگونه مداخله خودداري مي‌كند.
					۴. وقتی به او نیاز است غایب می- باشد.

رضایت شغلی کارمند

لطفاً برای هر کدام از سؤالات زیر عدد مناسب با نظر خود را انتخاب کنید.

1	2	3	4	5	6
خيلي مخالفم	مخالفم	کمی مخالفم	کمی موافقم	موافقم	خيلي موافقم

6	5	4	3	2	1	حقوق :
						1. حقوق عادلانه ای برای این کار میگیرم .
						2. افزایش حقوق نا چیز بوده و یا با تأخیر بسیار انجام میشود .
						3. با این مقدار پرداخت فکر میکنم دانشگاه قدر من را نمیداند .
						4. در رابطه با امکان افزایش حقوقم احساس رضایت میکنم .

6	5	4	3	2	1	ارتقاء مقام :
						1. در شغل من شانس ارتقاء بسیار کم است .
						2. کسانیکه وظایف شغلی خود را خوب انجام میدهند شانس بیشتری برای ارتقاء دارند
						3. پیشرفت کارمند دراین قسمت به خوبي قسمتهای دیگر است .
						4. من از موقعیتهای ارتقاء شغلي راضی هستم .

6	5	4	3	2	1	مدیریت :
						1. مدیر من در انجام وظایفش فرد قابل و توانمندیست .
						2. مدیرم نسبت به من منصف نیست .
						3. مدیر من هیچ علاقه ای به دانستن احساسات کارمندانش ندارد .
						4. مدیرم را دوست دارم .

6	5	4	3	2	1	مزایا :
						1. از مزایاي دریافت شده راضی نیستم .
						2. مزایایي که از این سازمان دریافت می- کنم مانند سازمانهای دیگر است .
						3. مجموعه‌ي مزایاي دریافتي مناسب است .
						4. ما از دریافت بعضي از مزایا برخوردار نیستیم .

6	5	4	3	2	1	پاداش :
						1. وقتی کارم را خوب انجام میدهم پاداش

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						مناسبی دریافت می‌کنم.
						2. احساس می‌کنم کاری که انجام می‌دهم مورد قدرشناسی واقع نمی‌شود
						3. برای کسانیکه اینجا کار می‌کنند پاداشی وجود ندارد.
						4. احساس می‌کنم که به طور شایسته قدر زحماتم را نمی‌دانند.

6	5	4	3	2	1	ضوابط و شرایط کار :
						1.بسیاری از ضوابط دست و پا گیر مانع از انجام کار به نحو احسن است.
						2.تلاشم برای انجام یک کار خوب به ندرت با محدودیت روبرو می‌شود.
						3.کارم زیاد است.
						4. کاغذ بازی کارم زیاد است.

6	5	4	3	2	1	همکاران :
						1.همکارانم را دوست دارم.
						2.بخاطر عدم صلاحیت و بي لياقتي همکارانم، من باید بیشتر کار کنم.
						3. از مصاحبت با همکارانم لذت می‌برم.
						4.در محیط کارم مشاجره و بحث زیاد است.

6	5	4	3	2	1	طبیعت کار :
						1. اغلب حس می‌کنم که کارم بی‌معنی است.
						2.کارم را دوست دارم.
						3.به کاري که انجام می‌دهم افتخار می‌کنم.
						4.کارم لذت بخش است.

6	5	4	3	2	1	ارتباطات (آگاهي از جريان امور) :
						1.ارتباطات در این دانشگاه خوب بنظر می‌رسد.
						2.اهداف این دانشگاه برایم مشخص نیست.
						3.اغلب احساس می‌کنم که در جریان امور قرار نمي‌گيرم.
						4.وظایف شغلی کاملاً توضیح داده نمی‌شود.

لطفاً گزینه‌ی مربوط به مشخصات فردی خود را انتخاب کنید.

1.جنسیت:
☐ مذکر   ☐ مونث

2.سن :
☐ 25 سال یا کمتر   ☐ 26-35 سال   ☐ 36-45 سال   ☐ 46 - 55 سال   ☐56 سال یا بیشتر

3. موقعیت تاهل:
☐مجرد   ☐ متاهل
☐مطلقه   ☐بیوه

4.میزان تحصیلات :
☐ زیر دیپلم   ☐ دیپلم
☐ فوق دیپلم   ☐لیسانس
☐فوق لیسانس   ☐دکتري

5.سابقه کاری :
☐1-5 سال   ☐ 6-10 سال
☐11-15 سال   ☐ 16-20 سال
☐21-25 سال   ☐ 26-30 سال

6. حوزه کاری :
☐کارمند دانشکده   ☐ کارمند اداری دانشگاه
☐ کتابدار   ☐ سایر موارد

از اینکه با پاسخگویي به این پرسشنامه به این پژوهش یاري رساندید کمال تشکر را دارم.

Appendix C
SPSS Results

Reliability Tests

MLQ Reliability for the sample of 85 persons

1) Idealized influence (attributed)

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.713	4

2) Idealized influence (behavior)

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.904	4

3) Inspirational motivation

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.907	4

4) Intellectual stimulation

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.912	4

5) Individualized consideration

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.871	4

6) Contingent reward

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.877	4

7) Management by exception (active)

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.834	4

8) Management by exception (passive)

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.767	4

9) Laissez-fair

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.803	4

JSS Reliability for the sample of 85 persons

1) Pay

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.944	4

2) Promotion

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.923	4

3) Supervision

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.936	4

4) Fringe Benefits

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.929	4

5) Recognition

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.920	4

6) Operating procedures

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.643	4

7) Coworkers

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.890	4

8) Nature of Work

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.921	4

9) Communication

Case Processing Summary

		N	%
Cases	Valid	85	100.0
	Excluded(a)	0	.0
	Total	85	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.931	4

Frequency Table of demographic characteristics

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	227	58.8	58.8	58.8
	Female	159	41.2	41.2	100.0
	Total	386	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 yrs or below	53	13.7	13.7	13.7
	26 - 35 yrs	270	69.9	69.9	83.7
	36 - 45 yrs	44	11.4	11.4	95.1
	46 -55 yrs	5	1.3	1.3	96.4
	56 yrs or above	14	3.6	3.6	100.0
	Total	386	100.0	100.0	

Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	105	27.2	27.2	27.2
	Married	259	67.1	67.1	94.3
	Divorced	22	5.7	5.7	100.0
	Total	386	100.0	100.0	

Educational level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	59	15.3	15.3	15.3
	Associate's degree	71	18.4	18.4	33.7
	Bachelor's degree	203	52.6	52.6	86.3
	Master's degree	53	13.7	13.7	100.0
	Total	386	100.0	100.0	

Work experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 -5 yrs	253	65.5	65.5	65.5
	6 -10 yrs	95	24.6	24.6	90.2
	11 -15 yrs	14	3.6	3.6	93.8
	16 - 20 yrs	10	2.6	2.6	96.4
	21 -25 yrs	14	3.6	3.6	100.0
	Total	386	100.0	100.0	

Area of work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty department employee	124	32.1	32.1	32.1
	Administrative department employee	219	56.7	56.7	88.9
	Library employee	43	11.1	11.1	100.0
	Total	386	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
MeanTF	386	3.1240	.93128
MeanIIa	386	3.0570	1.01913
MeanIIb	386	3.2882	1.07480
MeanIM	386	3.3251	1.06441
MeanIS	386	3.0363	.97434
MeanIC	386	2.9132	.97096
MeanTA	386	3.1088	.46111
MeanCR	386	3.2267	.89630
MeanMBEa	386	3.3776	.83340
MeanMBEp	386	2.7617	.86595
MeanLF	386	1.9663	.55288
Valid N (listwise)	386		

Descriptive Statistics

	N	Mean	Std. Deviation
MeanSAT	386	3.7526	.97466
MeanPay	386	3.8258	1.33251
MeanPro	386	3.6392	1.22324
MeanSup	386	3.9644	1.25946
MeanFB	386	3.7403	1.11618
MeanRec	386	3.8692	1.13062
MeanOP	386	3.0518	.66467
MeanCOW	386	3.8633	.95683
MeanNW	386	3.8517	1.06472
MeanCom	386	3.9676	1.07401
Valid N (listwise)	386		

Reliability Tests

MLQ Reliability for the sample of 386 persons

1) Idealized influence (attributed)

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.854	4

2) Idealized influence (behavior)

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.912	4

3) Inspirational motivation

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.913	4

4) Intellectual stimulation

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.921	4

5) Individualized consideration

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.881	4

6) Contingent reward

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.875	4

7) Management by exception (active)

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.840	4

8) Management by exception (passive)

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.800	4

9) Laissez-fair

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.745	4

JSS Reliability for the sample of 386 persons

5) Pay

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.955	4

6) Promotion

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.910	4

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7) Supervision

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.920	4

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8) Fringe Benefits

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.904	4

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5) Recognition

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.906	4

7) Operating procedures

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.703	4

8) Coworkers

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.880	4

8) Nature of Work

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.925	4

9) Communication

Case Processing Summary

		N	%
Cases	Valid	386	100.0
	Excluded(a)	0	.0
	Total	386	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.916	4

Regression

Hypothesis 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.900(a)	.811	.806	.58664

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	554.195	9	61.577	178.924	.000(a)
	Residual	129.401	376	.344		
	Total	683.596	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanPay

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.900(a)	.811	.807	.58587

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	554.194	8	69.274	201.824	.000(a)
	Residual	129.402	377	.343		
	Total	683.596	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC
b Dependent Variable: MeanPay

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	554.036	7	79.148	230.920	.000(a)
	Residual	129.560	378	.343		
	Total	683.596	385			

a Predictors: (Constant), MeanLF, MeanIIb, MeanMBEa, MeanIS, MeanIM, MeanIIa, MeanIC
b Dependent Variable: MeanPay

Hypothesis 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.892(a)	.795	.791	.55980

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	458.248	9	50.916	162.476	.000(a)
	Residual	117.830	376	.313		
	Total	576.078	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanPro

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.892(a)	.795	.791	.55964

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIM, MeanIS, MeanIIa, MeanCR, MeanIC

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	457.220	6	76.203	242.988	.000(a)
	Residual	118.858	379	.314		
	Total	576.078	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIa, MeanIS, MeanIC
b Dependent Variable: MeanPro

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.891(a)	.794	.790	.55993

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIa, MeanIS, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	457.566	7	65.367	208.489	.000(a)
	Residual	118.512	378	.314		
	Total	576.078	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIa, MeanIS, MeanIC, MeanCR
b Dependent Variable: MeanPro

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890(a)	.793	.789	.56141

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIC, MeanIS, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	456.625	6	76.104	241.463	.000(a)
	Residual	119.453	379	.315		
	Total	576.078	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIC, MeanIS, MeanCR
b Dependent Variable: MeanPro

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	456.238	5	91.248	289.338	.000(a)
	Residual	119.840	380	.315		
	Total	576.078	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIC, MeanIS
b Dependent Variable: MeanPro

Hypothesis 3

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	474.446	9	52.716	145.475	.000(a)
	Residual	136.252	376	.362		
	Total	610.698	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanSup

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881(a)	.777	.772	.60197

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	473.214	8	59.152	162.203	.000(a)
	Residual	137.483	377	.365		
	Total	610.698	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanSup

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.880(a)	.775	.770	.60389

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIIa, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	472.167	7	67.452	184.053	.000(a)
	Residual	138.531	378	.366		
	Total	610.698	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanSup

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.879(a)	.773	.769	.60538

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIIa, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	470.844	6	78.474	212.663	.000(a)
	Residual	139.853	379	.369		
	Total	610.698	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanIIb, MeanIIa, MeanCR, MeanIC
b Dependent Variable: MeanSup

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.878(a)	.771	.767	.60746

a Predictors: (Constant), MeanLF, MeanMBEp, MeanIIb, MeanIIa, MeanCR, MeanIC

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	470.244	5	94.049	254.450	.000(a)
	Residual	140.454	380	.370		
	Total	610.698	385			

a Predictors: (Constant), MeanLF, MeanIIb, MeanIIa, MeanCR, MeanIC
b Dependent Variable: MeanSup

Hypothesis 4

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	387.425	9	43.047	175.500	.000(a)
	Residual	92.226	376	.245		
	Total	479.651	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanFB

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899(a)	.808	.803	.49526

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	387.384	8	48.423	197.854	.000(a)
	Residual	92.267	377	.245		
	Total	479.651	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanFB

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899(a)	.808	.804	.49471

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIIa, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	387.231	7	55.319	226.254	.000(a)
	Residual	92.420	378	.244		
	Total	479.651	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIIa, MeanIC
b Dependent Variable: MeanFB

Hypothesis 5

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	406.696	9	45.188	198.848	.000(a)
	Residual	85.447	376	.227		
	Total	492.143	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanRec

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.909(a)	.826	.822	.47671

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	406.460	8	50.808	223.551	.000(a)
	Residual	85.683	377	.227		
	Total	492.143	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC
b Dependent Variable: MeanRec

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.909(a)	.826	.822	.47673

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	406.272	7	58.039	255.482	.000(a)
	Residual	85.872	378	.227		
	Total	492.143	385			

a Predictors: (Constant), MeanLF, MeanIIb, MeanMBEa, MeanIS, MeanIM, MeanIIa, MeanIC
b Dependent Variable: MeanRec

Hypothesis 6

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.712	9	3.301	8.843	.000(a)
	Residual	140.377	376	.373		
	Total	170.089	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanOP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.418(a)	.175	.155	.61102

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.847	8	3.606	9.625	.000(a)
	Residual	141.242	377	.375		
	Total	170.089	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIC, MeanCR
b Dependent Variable: MeanOP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.412(a)	.170	.152	.61208

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.801	7	4.114	11.008	.000(a)
	Residual	141.288	378	.374		
	Total	170.089	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIC, MeanCR
b Dependent Variable: MeanOP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.411(a)	.169	.154	.61137

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.343	6	4.557	12.099	.000(a)
	Residual	142.746	379	.377		
	Total	170.089	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIC
b Dependent Variable: MeanOP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.401(a)	.161	.147	.61371

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIC

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.045	5	5.209	13.742	.000(a)
	Residual	144.043	380	.379		
	Total	170.089	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanIIb, MeanIS, MeanIC
b Dependent Variable: MeanOP

Hypothesis 7

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	274.889	9	30.543	148.011	.000(a)
	Residual	77.590	376	.206		
	Total	352.479	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanCOW

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883(a)	.780	.775	.45427

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	274.634	8	34.329	166.255	.000(a)
	Residual	77.845	377	.206		
	Total	352.479	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC
b Dependent Variable: MeanCOW

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883(a)	.779	.774	.45441

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	274.495	7	39.214	190.076	.000(a)
	Residual	77.983	378	.206		
	Total	352.479	385			

a Predictors: (Constant), MeanLF, MeanIIb, MeanMBEa, MeanIS, MeanIM, MeanIIa, MeanIC
b Dependent Variable: MeanCOW

Hypothesis 8

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	341.599	9	37.955	150.465	.000(a)
	Residual	94.847	376	.252		
	Total	436.446	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanNW

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.885(a)	.783	.777	.50225

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanC

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	341.119	8	42.640	168.633	.000(a)
	Residual	95.327	377	.253		
	Total	436.446	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIIa, MeanIM, MeanIC, MeanCR
b Dependent Variable: MeanNW

Hypothesis 9

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	363.661	9	40.407	188.888	.000(a)
	Residual	80.434	376	.214		
	Total	444.095	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR
b Dependent Variable: MeanCom

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905(a)	.819	.815	.46251

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC, MeanCR

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	362.952	8	45.369	210.789	.000(a)
	Residual	81.143	377	.215		
	Total	444.095	385			

a Predictors: (Constant), MeanLF, MeanMBEp, MeanMBEa, MeanIIb, MeanIS, MeanIM, MeanIIa, MeanIC
b Dependent Variable: MeanCom

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.909	.239		12.175	.000
	MeanIIa	.241	.055	.229	4.391	.000
	MeanIIb	-.111	.041	-.111	-2.682	.008
	MeanIM	.173	.054	.172	3.189	.002
	MeanIS	.278	.049	.252	5.662	.000
	MeanIC	.402	.060	.363	6.654	.000
	MeanMBEa	-.255	.045	-.198	-5.670	.000
	MeanMBEp	-.028	.034	-.023	-.834	.405
	MeanLF	-.490	.054	-.252	-9.110	.000

a Dependent Variable: MeanCom

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.904(a)	.817	.814	.46375

a Predictors: (Constant), MeanLF, MeanIIb, MeanMBEa, MeanIS, MeanIM, MeanIIa, MeanIC

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	362.802	7	51.829	240.997	.000(a)
	Residual	81.293	378	.215		
	Total	444.095	385			

a Predictors: (Constant), MeanLF, MeanIIb, MeanMBEa, MeanIS, MeanIM, MeanIIa, MeanIC
b Dependent Variable: MeanCom

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**Appendix D
Related Letters**

ABAC GRADUATE SCHOOL OF BUSINESS

August 18, 2009

President
Islamic Azad University
Tehran

Dear Sir / Madam,

This letter is to introduce *Ms. Fateme Rava Hamidifar (511-9004) 08 9029 0184*. She is currently completing MBA Program at the Graduate School of Business, Assumption University, Thailand. As a part of course requirement, our students are assigned to undertake research in various fields related to business administration studies.

Ms. Fateme Rava Hamidifar has selected a topic which relates to your organization. The study will be used for academic purposes only. In order to get relevant information for the completion of this study, we would appreciate your kind assistance and kindly ask for your permission to collect data from different key informants within your organization.

If you need further information, please do not hesitate to contact me directly or our program coordinator, Ms. Husanee N. at (662) 3004543-62 Ext. 1319 or Fax. (662) 7191521.
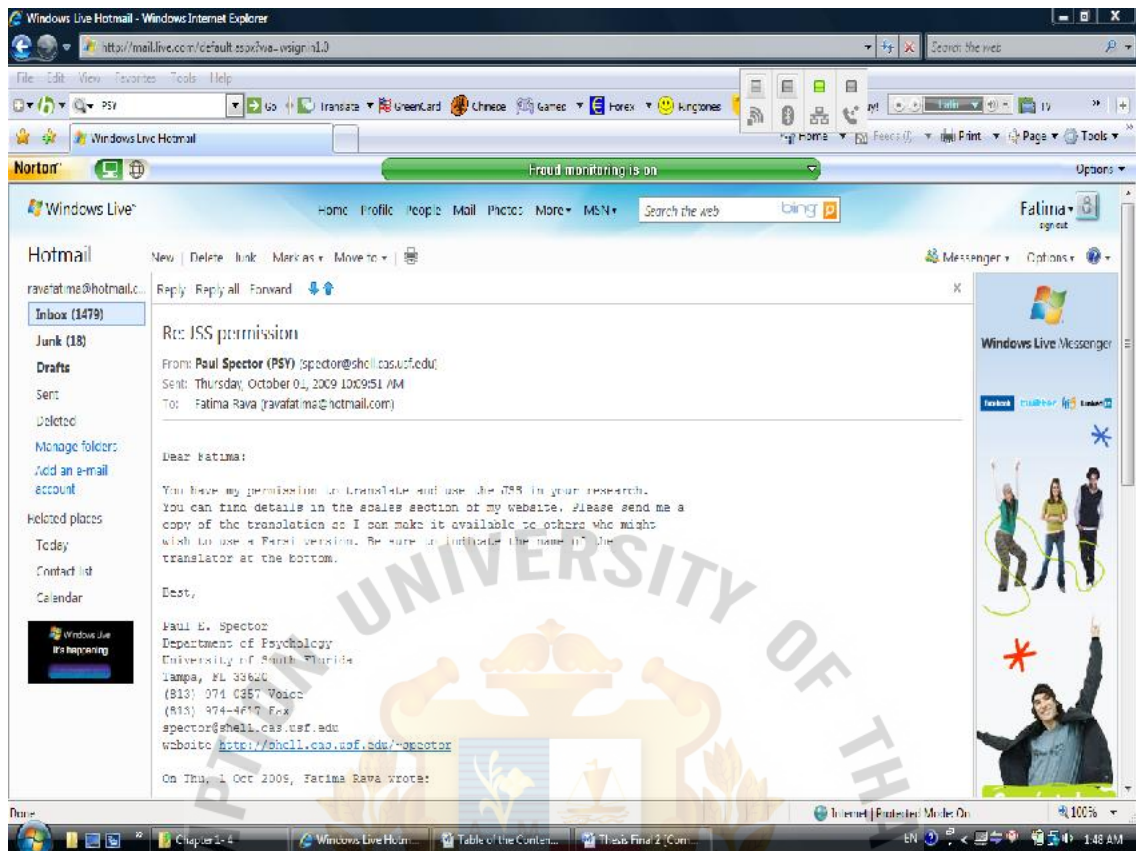
Thank you for your attention.

Yours faithfully,

Dr. Soonthorn Pibulcharoensit
Director, Office of Graduate Studies
Assumption University of Thailand

Re: JSS permission

From:
Paul Spector (PSY) (spector@shell.cas.usf.edu)
Sent: Thursday, October 01, 2009 10:09:51 AM
To: Fatima Rava (ravafatima@hotmail.com)

Dear Fatima:

You have my permission to translate and use the JSS in your research.
You can find details in the scales section of my website. Please send me a
copy of the translation so I can make it available to others who might
wish to use a Farsi version. Be sure to indicate the name of the
translator at the bottom.

Best,

Paul E. Spector
Department of Psychology
University of South Florida
Tampa, FL 33620
(813) 974-0357 Voice
(813) 974-4617 Fax
spector@shell.cas.usf.edu

website http://shell.cas.usf.edu/~spector

On Thu, 1 Oct 2009, Fatima Rava wrote:

>
> Dear Professor Paul E. Spector's
>
>
>
> My name is Fatima Rava and I am MBA student in Assumption University in Bangkok, Thailand. I am doing my Thesis on the relationship between leadership style and employee's job satisfaction, in order to do my survey on job satisfaction I found the JSS model the most appropriate for my topic, I would be very grateful if I have your permission on doing the translation into Farsi(persian) and using this model for my research(I have a copy of the JSS model questionnaire). I look forward to receiving your advice
>
> In advance,I appreciated your support and your cooperation. Please do not hesitate to ask if you have any doubts or you need more information.
>
>
>
>
>
> Best regards,
>Fatima Rava