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## RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHERS' JOB SATISFACTION AS MODERATED BY PERCEIVED ORGANIZATIONAL POLITICS AT SECONDARY SCHOOL LEVEL

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### ABSTRACT

The purpose of this study was to determine the relationship between transformational leadership style and teachers' job satisfaction as moderated by perceived organizational politics in Lahore public secondary schools. The study's population consisted of teaching staff from public secondary schools in Lahore. The target population of the study consisted of teachers from Lahore's 1123 public secondary schools. In contrast, Lahore Cantt had 55 public schools, 32 of which were for females and 23 of which were for males. Teachers from 55 public schools were an accessible population. In this study, a correlational research design was used. A sample was drawn using a multistage sampling technique. The data was gathered using a multifactor leadership questionnaire (MLQ), a job satisfaction scale, and a perceived organizational politics scale. The data was analyzed using inferential statistics (Pearson  $r$  and process macro for moderation analysis). It was discovered that there is a

positive relationship between transformational leadership and job satisfaction, whereas organizational politics does not moderate the relationship between the two. Along with the same or different mediators or moderators, it may be worthwhile to investigate the relationships between additional factors such as transactional leadership style and job satisfaction, employee performance, and employee engagement.

**Keywords:** *transformational leadership, job satisfaction and organizational politics, employee performance*

## INTRODUCTION

A leader is someone with influencing power and the ability to lead, someone who understands how to achieve the organization's goals and objectives. Leadership is an important factor in educational quality; excellent colleges have leaders who positively influence their stakeholders in terms of student achievement. Leadership is a process in which leaders influence subordinates to achieve institutional goals. Leadership is defined as the ability to direct specific situations through process and force (Bhatti et al., 2012).

The leadership process is used to motivate followers, and it is an individual's behavior that has such influences that assist in the achievement of organizational goals (Robbins, 2001; Hersey & Blanchard, 2001). Aghenta (2001) and Omolayo (2007) claim that individuals are inspired and motivated to accomplish goals in schools or colleges through leadership (as cited in Munir & Iqbal, 2018). A leadership style is a pattern of interactions among leaders and followers in which the leader motivates, controls, or directs the subordinate to follow their orders (Miller et al., 2002). Leadership is defined as "structured or restructured interaction" among individuals and groups within an organization (Bass, 1990). There are various leadership styles, some of which are discussed further below.

The autocratic leadership style is characterized by staff not participating in decision-making; all decisions are made without the agreement of the staff, and they also control "with an iron hand" (Chukwusa, 2018). Democratic leadership is a type of leadership in which group members participate more actively in the decision-making process. It is also referred to as participatory leadership or shared leadership (Cherry, 2021). According to the definition provided here, democratic leadership is conceptually distinct from positions of authority; rather, it is described as the accomplishment of three tasks: allocating responsibility among the group's members, giving group members more power, and supporting the group's decision-making process. According to Situational Leadership Theory, as the level of follower readiness increases, the appropriate style of the leader's task and relationship behavior changes (Hersey & Blanchard, 1998). According to the theory, the appropriate level of task and relationship behavior is that which "matches the level of follower readiness. Authentic leadership is defined as a pattern of leader behavior that draws on and promotes both positive psychological capacities and a positive ethical climate in order to foster greater self-awareness, an internalized moral perspective, balanced information processing, and relational transparency on the part of leaders

working with followers, fostering positive self-development (Walumbwa et al., 2008).

Laissez-faire leadership entails a non-interference policy, complete freedom for all employees, and no specific method of achieving goals (Bhatti et al., 2012). Transactional leadership is concerned with the interactions that occur between leaders and followers (Bass et al., 2003). These interactions help leaders achieve their performance goals, finish necessary tasks, maintain the status quo within the organization, inspire followers through contractual agreements, influence followers' behavior to help achieve predetermined goals, emphasize extrinsic rewards, minimize unnecessary risks, and concentrate on enhancing organizational effectiveness. Transformational leadership is the type of leadership that increases employees' concern and strengthens their perception of groups, visions, and goals (Bass & Avolio, 1994). Transformational leaders foster new understanding by raising or alerting people to issues. As a result, they inspire and motivate people to work harder to achieve common goals (Hanaysha et al., 2012).

Transformational leaders focus on transforming others by encouraging and looking after one another, as well as on the overall development of the organization (Nazim & Mahmood, 2016). Teachers' job satisfaction is linked to transformational leadership style (Sadeghi & Pihie, 2013). Transformational leadership is frequently associated with higher levels of job satisfaction among employees (Walumba et al., 2005).

Job satisfaction is a combination of positive and negative feelings that employees have about their jobs. Job satisfaction is the degree to which a worker is satisfied with the rewards he or she receives from his or her job, particularly in terms of intrinsic motivation (Statt, 2004). It was discovered that transformational leadership had a strong positive influence on workplace empowerment, which in turn increased nurses' job satisfaction and decreased the frequency of adverse patient outcomes (Boamah et al., 2018). According to one study conducted in this area in North Cyprus banks, there is a positive relationship between transformational leadership and employee job satisfaction.

Organizational politics are positively associated with transformational leadership style (Dappa et al., 2019). It is also suggested that perceived organizational politics and organizational commitment serve as a moderator in the relationship between transformational leadership style and employee job satisfaction. Organizational politics is an informal method of gaining power that does not rely on luck or merit (Dubrin, 2010). Politics affects how employees feel about their organization, coworkers, and leaders, and these perceptions have an impact on job satisfaction. Perceived organizational politics is defined as "the extent to which individuals perceive their working environment to be political in nature, promoting the self-interests of others and thus being unfair and unjust from an individual standpoint" (Ferris & Kacmar, 1992).

According to the researcher's knowledge, only one study on the relationship between transformational leadership style and teacher job satisfaction moderated by perceived organizational politics has been conducted in Pakistan. Saleem (2015) investigated the relationship between leadership style and job

satisfaction among teachers teaching in Lahore's public sector universities. Perceived organizational politics was included as a mediator. According to correlation analysis, perceived organizational politics mediate the relationship between both leadership styles and job satisfaction. The study's findings revealed a positive relationship between transformational leadership and job satisfaction, as well as a negative relationship between transformational leadership and perceived organizational politics.

Regarding the relationship between leadership styles and job satisfaction as moderated by perceived organizational politics, the researcher is aware of only one study that has been conducted in Pakistan in this area. The literature review includes research from universities and the banking industry. The focus of this study was on teachers at public secondary schools in Lahore because schools serve as the backbone of the educational system, are the primary means by which knowledge is delivered, and have not yet been the subject of any research.

### **Objectives of the Study**

1. To find out the relationship of transformational leadership style with teachers' job satisfaction at secondary school level.
2. To investigate the relationship of transformational leadership style with teachers' job satisfaction as moderated by organizational politics at the secondary school level.

### **Hypotheses**

H<sub>O1</sub>: There is no significant relationship between transformational leadership style and teachers' job satisfaction at secondary school level.

H<sub>O2</sub>: There is no significant relationship between transformational leadership style and teachers' job satisfaction as moderated by organizational politics at secondary school level.

### **REVIEW OF RELATED LITERATURE**

The purpose of this study is to investigate the relationship between transformational leadership style and job satisfaction among secondary school teachers. This chapter defines the variables of the study. It also summarizes previous research on transformational leadership style and teachers' job satisfaction.

#### **Leadership**

Leadership can be defined in a variety of ways, but at its most basic, it is concerned with the ability to influence others to achieve goals. Leaders commit to building capacity and empowering others, and they are respectful and consultative while also being willing to make difficult decisions when necessary. At the heart of leadership is the quality of credibility, which is typically earned through demonstrated ethical and transparent approaches to practice. Leaders take calculated risks, when necessary, speak out against the status quo and step forward to accept responsibility, and demonstrate initiative when necessary. In practice, this type of behavior necessitates strategic thinking, interpersonal communication skills, and emotional intelligence (Hughes et al., 1993). Leadership is

the process by which an individual influences a group of people to achieve a common goal (Northouse, 2021).

### **Transformational Leadership**

Transformational leaders are eager to broaden their employees' and their own ideas in order to help people move away from concerns about survival and security and toward higher-level concerns about achievement and growth. They work hard to raise their employees' awareness of the organization's and their own personal needs. The awareness of needs serves as the foundation for eventually elevating those needs (as cited in Avolio et al., 1991).

Transformational leaders are distinguished by four distinct components or characteristics known as the 4Is of transformational leadership (Avolio et al., 1991). Idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration are the four factors. For their organizations, transformational leaders combine their creativity, energy, persistence, intuition, and sensitivity to the needs of others to "forge the strategy culture alloy" (Rao, 2014).

### **Job Satisfaction**

Job satisfaction simply refers to how people feel about their jobs and various aspects of their jobs. It refers to how much people enjoy (satisfaction) or dislike (dissatisfaction) their jobs. Job satisfaction, as it is commonly measured, is an attitudinal variable. Job satisfaction, according to Vroom (1964), is an affective orientation on the part of individuals toward the work roles that they are currently occupying (as cited in Aziri, 2011).

### **Organizational Politics**

Politics in the workplace is a fact of life. For years, personal experience and anecdotal evidence have supported a widespread belief that organizational behavior is frequently political in nature. Recently, some conceptual and empirical research has provided additional support for these ideas. The new research directions support these ideas even more. The conditions that lead to political behavior, as well as the nature and consequences of specific types of political behavior for individual and organizational outcomes. A systematic investigation into organizational political perceptions, i.e., the factors that contribute to employees perceiving a work environment as political in nature, and the consequences of such perceptions on individual attitudes and behavior, has largely gone unnoticed (Ferris & Kacmar, 1992).

### **Research studies on transformational leadership style, job satisfaction and organizational politics**

Hanaysha et al. (2012) investigate the impact of transformational leadership characteristics on the job satisfaction of followers. The study was carried out among administrative and clerical staff involved in graduate and postgraduate affairs at three universities in Kedah and Perlis. The data was gathered from the respondents using a survey method. Through structural equation modeling with Amos, the three aspects of transformational leadership were tested against job satisfaction. A random sample of 320 employees was chosen, and questionnaires were e-mailed to them. A total of 100 questionnaires were returned, obtaining a 31.5% response rate. However, after cleaning the data, there were 97 usable responses for the final analysis. The three components of transformational leadership were measured using an 18-item scale from the Multi-Factor Leadership Questionnaire [17, 20, 21], with four items

used to measure charisma/inspiration, ten items for individualized consideration, and four items for individualized consideration. A five-item questionnaire was also used to assess job satisfaction, with variables such as wage, promotion, job, supervisors, and colleagues. According to the findings, individualized consideration and intellectual stimulation have an impact on followers' job satisfaction. Individual consideration is negatively correlated with job satisfaction, while intellectual stimulation is positively correlated with it. The charisma or inspiration of the leader was found to have no effect on job satisfaction.

Cansoy (2019) conducted a systematic review to investigate the relationship between the leadership behaviors of school principals and teacher job satisfaction. To assess the leadership behaviors of school administrators, 12 different measurement tools were used. The Multifactor Leadership Questionnaire (MLQ) was used in nearly half of the studies. Questionnaires on transformational leadership styles developed by various scholars or the researchers themselves were used in two studies. According to the findings of the studies reviewed, school principals' transformational leadership behaviors were found to have stronger relationships with teachers' job satisfaction than interactional leadership behaviors and were an important predictor of job satisfaction, whereas laissez-faire leadership was found to have negative relationships with job satisfaction. School principals, on the other hand, demonstrated servant leadership and ethical leadership behaviors.

Riaz and Haider (2010) investigated the impact of transformational and transactional leadership on job satisfaction and career satisfaction. A total of 240 responses ( $n = 240$ ) were collected from various private organizations working in Pakistan's capital city using various TLI Questionnaire measures as well as items of job success and career satisfaction. Positive trends were observed in all variables. Transactional leadership has been found to be significantly associated with job success, whereas transformational leadership and job success have been found to be highly associated with career satisfaction. According to the findings of the regression analysis, job success is more dependent on transformational and transactional leadership than on career satisfaction. Based on these findings, managerial implications are presented.

Nazim and Mahmood (2016) conducted research on Principals' Transformational and Transactional Leadership Styles, as well as College Teachers' Job Satisfaction. The study's goal was to determine the relationship between principals' leadership styles and college teachers' job satisfaction. A survey research method was used in this case. This study's population included all teachers at public degree colleges in Punjab (One of the provinces of Pakistan). The random sampling technique was used to select 10% of the colleges as a sample. There were 43 colleges, excluding mixed colleges, and five teachers from each college were chosen as samples. Two questionnaires were used to collect data from teachers. The researchers used one questionnaire for teachers to rate their heads' leadership styles. This questionnaire was built around seven different indicators. The first four variables addressed transformational leadership style, while the last three addressed transactional leadership style. The second questionnaire (MSQ) was used to determine teacher job satisfaction. The data was analyzed using Pearson  $r$  and the  $t$ -test. The study's findings revealed a significant relationship between leadership style and job satisfaction. There are connections between transformational leadership style, transactional leadership style, and job satisfaction. However, there is a strong link between transformational leadership and job satisfaction.

Munir and Iqbal (2018) conducted research to determine the relationship between Principal Leadership Styles and Teacher Job Satisfaction in Women's Colleges. The study's goal was to look into the relationship between principal leadership styles and teacher job satisfaction in women's colleges in the Punjab province. The study employed two distinct questionnaires, with responses collected using a five-point Likert scale for each. The researcher created a Leadership Style Questionnaire for Teachers (LSQT) to learn about teachers' perceptions of their principals' leadership styles. The survey method was used to collect data from a selected sample of 1005 college teachers from 100 colleges across Punjab. A leadership style questionnaire was used to identify leadership style, and a job satisfaction questionnaire was used to measure job satisfaction. Data were analyzed using descriptive and inferential statistics. The major findings revealed that democratic leadership is the most commonly used leadership style in women's colleges, and it has a positive and significant correlation with job satisfaction. Democratic leadership styles are also beneficial to teachers' job satisfaction.

Govender et al. (2013) studied leadership style and job satisfaction (developing economy perspective). The research investigates the link in the context of South Africa, a developing country. Evaluation of the relationship between the two variables as well as the impact of biographical factors on leadership style and job satisfaction were the main goals of the article. The study was cross-sectional, descriptive, and quantitative in nature. The 240 employees participating in everyday operations, ranging in grade from 7 to 12, made up the study's target population. As a preferred method of probability sampling, simple random sampling was chosen. The questionnaire was divided into three sections: leadership styles, job satisfaction, and biographical information. Overall job satisfaction was measured using an adapted version of the Minnesota Satisfaction Questionnaire (MSQ). The questionnaire's goal was to assess how satisfied respondents were with various aspects of their personal and professional lives. An altered version of the Multifactor Leadership Questionnaire (MLQ) created by Avolio, Bass, and Jung was used to assess leadership styles. The questionnaire's goal was to distinguish between the three leadership styles. Five components of transformational leadership, three components of transactional leadership, and one component of laissez-faire leadership were measured by the questionnaire. There were 33 questions on the survey. The findings point to a strong relationship between job satisfaction and each of the three leadership styles: transformational leadership, transactional leadership, and laissez-faire leadership. The three leadership styles and the biographical variables did not significantly differ from one another.

Saleem (2015) investigated the impact of leadership styles on job satisfaction and the role of perceived organizational politics as a moderator. The study sought to determine the impact of leadership styles on job satisfaction and whether perceived organizational politics played a mediating role. A descriptive research design was used in the study, and quantitative research was conducted. This study's sample was drawn using non-probability convenience sampling. According to the research findings, transformational leadership has a positive impact on job satisfaction while transactional leadership has a negative impact. Furthermore, the findings suggest that perceived organizational politics mediate the relationship between both leadership styles and job satisfaction. The findings show that transformational leadership has a positive relationship with job satisfaction, implying that transformational leaders can influence the psychological states of members of the organization through their inspiring and motivating behavior. On the other hand, a negative relationship between

transactional leadership and job satisfaction is discovered, implying that transactional leaders are more concerned with achieving organizational goals through the use of rewards or punishments and less concerned with the motivation of the organization's members. Furthermore, this study discovered a negative relationship between transformational leadership and perceived organizational politics, implying that transformational leaders provide a sense of honesty and fairness, which creates a positive working environment, thereby reducing perceptions about politics in the organization. The relationship between transactional leadership and perceived organizational politics is positive, which means that transactional leaders left members of the organization in ambiguous and uncertain conditions due to their negotiating skills, rewards in exchange, and non-availability when needed, thus increasing perceptions about politics in the organization. The relationship between perceived organizational politics and job satisfaction is negative, which means that if members or organizations perceive more self-serving behavior from others, as well as a lack of fairness and justice from leaders, they will be less satisfied with their jobs. In terms of the role of perceived organizational politics in mediating the relationship between both leadership styles (transformational leadership and transactional leadership) and job satisfaction, the findings show that all assumptions of moderation for predicting job satisfaction are met, and perceived organizational politics is identified as a partial mediator between both leadership styles and job satisfaction.

Boamah et al. (2018) investigated the impact of transformational leadership on job satisfaction and patient safety outcomes. This study's goal was to look into how nurse managers' transformational leadership behaviors affected job satisfaction and patient safety results. The cross-sectional survey was completed by a random sample of 378 Ontario acute care nurses. The proposed model was validated using structural equation modeling. Transformational leadership had a significant positive impact on workplace empowerment, which increased nurses' job satisfaction and reduced the frequency of adverse patient outcomes. As a result, job satisfaction was linked to fewer adverse events. The findings support managers' use of transformational leadership behaviors as a useful strategy in creating workplace conditions that promote better patient and nurse safety outcomes.

Dappa et al. (2019) investigated transformational leadership's impact on job satisfaction, the role of gender, perceived organizational politics, and perceived organizational commitment. The purpose of this study is to gain a better understanding of the relationship between transformational leadership style and employee job satisfaction, with gender as a moderator and perceived organizational politics and perceived organizational commitment as mediators among North Cyprus banking sector employees. The information was gathered using a self-administered questionnaire distributed at random to bank employees in five districts of North Cyprus in 2018. A total of 400 questionnaires were returned, and regression analysis revealed a positive relationship between transformational leadership and employee job satisfaction. The results also showed that the relationship between transformational leadership style and employee satisfaction was mediated by perceived organizational politics and organizational commitment. Employee satisfaction is affected by perceptions of organizational politics and perceived organizational commitment. According to findings, female and male leaders use transformational leadership skills in different ways, resulting in varying effects on employee satisfaction.

Bushra et al. (2011) investigated the impact of transformational leadership on employee job



satisfaction and organizational commitment in Lahore's banking sector. The study sought to investigate the relationship between transformational leadership and job satisfaction and organizational commitment among employees in Lahore's banking sector (Pakistan). The study's population consisted of banks operating in Lahore, of which three banks, Askari, Alfalah, and Soneri, were chosen as a sample using a simple random sampling technique. Data had been collected using personally administered questionnaires. A questionnaire of 35 items was used, with 20 questions focusing on transformational leadership, seven on job satisfaction, and eight on employee organizational commitment. 200 questionnaires were distributed across three sample banks, with 133 returned for a 66.5% response rate. According to the study's findings, transformational leadership has a positive impact on employee job satisfaction and organizational commitment.

Mustafa et al. (2020) investigated the relationship between Headmaster Leadership, Task Load on Special Education Integration Programs, and Teachers' Job Satisfaction. The purpose of this study was to determine the relationship between headmaster leadership, task load, and SEIP teacher job satisfaction. Data were collected quantitatively by distributing a set of questionnaires to 400 SEIP teachers across Malaysia using Google Forms. All three constructs were tested to determine their relationships with each other using Structural Equation Modeling (SEM) and AMOS software. The analysis revealed a significant positive relationship between headmaster leadership, task load, and SEIP teacher job satisfaction. The findings of this study can be used to remind school administrators, particularly principals, to re-evaluate their leadership in order to avoid burdening teachers.

#### **RESEARCH METHODOLOGY**

The correlation research design was used in this quantitative study. According to a list obtained from the DEO office, there were 1123 public schools in Lahore, and teachers employed in these schools were the research's target population. According to the list obtained from the DEO office, Lahore Cantt had 55 public schools. There were 32 female public schools and 23 male public schools. The study's accessible population was teachers working in these 55 public schools. The multistage sampling technique was used to select the sample. In the first stage, 15 male and 15 female schools were chosen at random to form a cluster. The second stage involved selecting 15 teachers from each school using a convenient sampling technique. As a result, the total sample size was 450 teachers from 30 Lahore secondary schools. To assess transformational leadership style Bass and Avolio's MLQ-6S instrument from 1992 was used. The instrument included 12 items that assessed transformational leadership style. A job satisfaction scale based on the 5 Likert scale was used to measure teachers' job satisfaction, which included pay (2 items), supervisor (2 items), reward (1 item), co-workers (2 items), communication (1 item), promotion (3 items), benefits (2 items), operating conditions of work (4 items), and general (3 items). It was adapted from Dammen's scale (2001). The organizational politics scale was used to assess organizational politics. This scale was adapted from Kacmar and Ferris (1991) was based on a five-point Likert scale It contained ten statements.

Pearson moment correlation coefficient was used to investigate the relationship between transformational leadership style and teachers' job satisfaction, transformational leadership style and perceived organizational politics, and teachers' job satisfaction and perceived organizational politics. Whereas process macro was used to investigate the relationship between transformational leadership style and teachers' job satisfaction as moderated by perceived organizational politics.

**DATA ANALYSIS**

**Table 1**

*Correlations between Transformational Leadership Style and Teacher’s Job Satisfaction*

No. Variables		N	M	S. D	r	Sig.
1.	Transformational Leadership Style	320	44	16.25	.988**	0.01*
2.	Job Satisfaction	320	73.57	26.809	1	

\*p<0.05 (Sig. 2-tailed) \*\*p<0.01 (Sig. 2-tailed)

Table 4.5 shows that transformational leadership style and job satisfaction of teachers have a strong positive correlation ( $r=.98$ ) that is significant at the 0.01\* level ( $p.01$ ).

**Table 2**

*Results of Moderation Hypothesis*

Model	Coefficient	P	LLCI	ULCI	R2	R2- Change
Constant	25.7479	.2269	-17.0134	68.5093		
Transformational leadership	1.2223	.0032	.4479	1.9967	.9772	.0006
Organizational politics	-.4764	.2846	-1.3726	.4198		
TL x OP	.0067	.4019	-.0094	.0228		

The results in Table 4.8 shows that organizational politics did not moderate the relationship between transformational leadership style and job satisfaction, as the interaction effect TL X OP ( $\beta=.0067$ ,  $p=.4019$ ) is not significant.

**CONCLUSIONS**

The study's findings led to the following conclusions.

1. This research discovered a significant positive relationship between transformational leadership style and job satisfaction. It means that if a leader has a transformational leadership style, the employees will have a high level of job satisfaction.
2. According to the findings, perceived organizational politics do not play a moderating role in the relationship between transformational leadership style and teacher job satisfaction.

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