

Middle Managers' Leadership Styles and Competencies in Relation to Employees' Job Satisfaction of Local Colleges in Region III, Philippines

By

¹Santi A. Magtalas and ²Jessie S. Echaure

¹Faculty of the College of Teacher Education, Ramon Magsaysay Technological University, Iba, Zambales, &

²Vice-President for Academic & Student Affairs, Ramon Magsaysay Technological University, Iba, Zambales, PHILIPPINES.

Abstract

Effective leaders switch leadership styles depending on the situation. This study examined the relationship between perceived leadership styles and competencies of middle managers on employees' job satisfaction of Local Colleges (LCs) in Region III. The descriptive research design was used in the conduct of the study with the use of questionnaire as the main instrument in gathering data from fifty-two (52) middle managers and one hundred fifty-nine (159) faculty-respondents selected conveniently as respondents of the study. The descriptive statistics such as frequency, mean, percentage and rank distribution were used in describing the gathered data and Pearson-r was used in determining significant relationship of the variables used in the study. It was concluded that the middle managers perceived that Visionary Leadership Style, Coaching Leadership Style, Affiliative Leadership Style and Democratic Leadership Style were Always Practiced (AP) while Pace setting Leadership Style was Often Practiced (OP) and Commanding Leadership Style was Seldom Practiced (SeP). For faculty-respondents, the following leadership styles were perceived as Often Practiced (OP): Visionary Leadership Style, Coaching Leadership Style, Affiliative Leadership Style, Democratic Leadership Style, Pacesetting Leadership Style while Seldom Practiced (SeP) was Commanding Leadership Style. Findings revealed that the middle manager respondents perceived that their management competencies are Often Displayed (OD) and the faculty respondents perceived that their managers' competencies are Often Displayed (OD) too. The faculty respondents perceived they are Moderately Satisfied (MS) on Compensation and Benefits and Job Security; and Satisfied (S) on Working Conditions and Relationship with Colleagues/School Community. Findings further revealed that there is very high relationship between leadership styles and the level of job satisfaction and between manager's competencies and the level of the faculty job satisfaction. Based on the findings, it is recommended that the middle managers may apply the different leadership styles, principles and theories based on problems and situations arising; they are encouraged to engage on reading cases that utilize specific leadership styles applicable to the situation and organizational climate and culture of the subordinates; they may consider enhancing competency on their adaptability to circumstances in the organization; management may consider giving of plantilla items as well as other forms of compensation and benefits to their faculty; they may consider providing leadership training to faculty for professional enhancement; and to conduct another study in order to validate the findings of the study.

Keywords: Leadership Styles and Competencies, Job Satisfaction, Middle Managers, Local Colleges, Region 3, Philippines

1. Rationale

Change is rapid and relentless. Since organization nowadays is characterized by unprecedented complexity, paradox and unpredictability, conventional leaders and leadership of the past are somewhat insufficient to meet the challenges and demands of the 21st century. Today's leaders face demands unlike any ever before faced. The changing structure of the organizations to a flatter structure is an important factor for the changing role of managers which challenge additional responsibility to them.

The advent of the 21st century paved the way to the rise of a new set of leadership styles which changed the organizational landscape. The new environment challenges a leader to play various roles. It is

expected that 21st century managers and leaders should cope with a rapidly changing world of work. They should be readily prepared to cope with changes if they are to be effective. Managers will have to be competent leaders in order to transform their people to achieve the required organizational outcomes. Another point to consider which describes a 21st century leader as having the ability to demonstrate a greater empathy and concern for people issues than his/her earlier counterparts. In doing so, they will require abilities as being team-oriented, strong communicators, team players, problem solvers, change-makers and leaders among others. This suggests that a new kind of leader and leadership are needed nowadays because of the multifarious roles that they need to perform (Santos, 2004).

To ensure that change takes place successfully, greater consideration for the individual should be instilled in leaders with regard to aspects such as understanding how people view the world (Hooper & Potter, 2000). The realization that the knowledge, skills and experience of people are fundamental to the success of an organization has resulted in the expectation that leaders of the future will need to pay more attention to developing the "people" aspect of the organization (Steers, Bigley & Porter, 1996).

Similarly, leader's competency should be taken in consideration for leaders to be competent they need to possess a number of competencies (Ababneh, 2009). Leaders need a new mix of competencies to properly shape their organization and develop their subordinates to meet 21st-century challenges. Shifting cultures, rapidly changing technology and other factors will require new patterns of leadership. The 21st-century leaders will need greater awareness of diverse factors and new sets of competencies - characteristics that lead to success on the job - to help them make relevant, correct and timely decisions in the leadership of change and leadership of people (www.studymode.com, 2011). A focus on leadership competencies and skill development promotes better leadership.

By having certain leadership competencies and skills, a leader should be able to adapt the leadership styles and behaviors to achieve organizational goals and objectives. At the individual level, leaders who are able to influence, motivate and direct employees will often be rewarded by loyalty and performance of their employees (Mosadegh & Yarmohammadian 2006). Previous researches have shown that successful interaction between leaders and their followers are central to the overall functioning of an organization. Accordingly, high-quality leader-follower relationships have been found to have impact on employee performance which promotes organizational effectiveness and productivity. Indeed, the relationship that a leader has with individual followers is an important factor in the leadership process.

At present, most of the middle managers of local community colleges are in their late 20's, 30's and 40's. Said employees have risen from being a teacher to a leader-manager of different departments and offices. Based on observations and experience, the inability of the manager-leader to lead, limited know-how on managing people and lack of human relations would eventually lead to division and dissatisfaction among the people in the organization. There are times that relationships among peers and subordinates are adversely affected. Moreover, the pressure and stress brought by these problems confronting them become risk factor in one's health that may often lead to resignation or in worst cases even death. On the part of the faculty, because of dissatisfaction towards the manager-leader, work performance, productivity and satisfaction are seriously compromised that hinders the achievement of the organization's objectives. Moreover, there are instances that employees opted to leave the organization.

Formal training, instruction, or orientation for dean and department chair positions is often non-existent (Bennett, 1982; Tucker, 1984). Deans and department chairs are placed in charge of academic units without actual knowledge of people management skills or how to accomplish group goals. These academics are given responsibility without proper advising or instruction, and some have difficulty in this situation at the expense of their respective departments. Recommendations for dean and department chair training and workshops are found in the works of Bennett (1982) and Tucker (1984). As Redwood, Goldwasser, and Street (1999) acknowledge, "some leaders are born, but most need help."

Therefore, deans and academic department chairs, especially those new to their positions, can confront their new challenges with fewer problems if they understand essential elements for developing a culture of proactive change. Deans and department chairs are expected to be agents of change, college professionals, and mentors guiding faculty and staff through team building and professional development.

In addition, through education, training, and experience, these new leaders/managers have developed their personal leadership style and competencies as well. Over the years, these leader-managers have faced many challenges that influence them to adopt new strategies and reshape their managerial styles not only to deal with challenges in terms of logistics, technology, and managing supply chain, but also in terms of managing the human assets.

Such a concern is due to the important roles leaders play in facilitating organizational effectiveness and performance through the behaviors or styles they exhibit and competencies they possess. It is at this contention that the present study was conducted specifically to determine how leadership competencies and behaviors affect job satisfaction amongst employees at work.

Objectives

Specifically, the study aimed to:

1. Determine the middle-managers' leadership styles they use and the competencies they possess.
2. Examine the relationship between perceived leadership styles and competencies of middle managers on employees' job satisfaction.

2. Research Methodology

The descriptive survey method of research was used in the study. The study was conducted in the eleven (11) local colleges located in the provinces of Zambales, Bataan, Bulacan, and Pampanga and cities of Olongapo, Angeles, Mabalacat and San Fernando of Region III. The respondents consisted of fifty-two (52) middle-managers comprising of deans, program coordinators, department chairs and area chairs and one hundred fifty-nine (159) faculty members with a grand total of two hundred eleven (211) respondents.

The researchers made use of universal population for middle managers and convenience and purposive sampling for faculty members.

Three questionnaires were used to collect data in this study. The first instrument was the leadership style questionnaire which contained the six (6) leadership styles by Goleman in which each style was characterized by ten (10) descriptors. The second instrument was the Eight Universal Management and Leadership Competencies in 18 Skill Sets developed by the Profile Service Centre used to determine the manager's competencies. This instrument contained three items to measure communication, three items for leadership, two items for adaptability, two items for relationships, two items for task management, two items for production, two items for development of others, and two items to measure personal development. The third instrument was the job satisfaction instrument used by Montalla (2011) in which modifications made was used to describe the level of employees' job satisfaction on compensation and benefits, working conditions, relationship with colleagues and job security.

3. Results and Discussions

Respondents' Perception towards Different Leadership Styles

Table 1. Summary of Perceptions of the Middle Managers and Faculty-Respondents towards Different Leadership Styles

LEADERSHIP STYLE	Middle Manager			Faculty		
	WM	QI	Rank	WM	QI	Rank
1 Visionary	4.33	AP	1	3.91	OP	1
2 Coaching	4.25	AP	4	3.84	OP	4
3 Affiliative	4.31	AP	2	3.87	OP	3
4 Democratic	4.26	AP	3	3.88	OP	2
5 Pacesetting	3.93	OP	5	3.71	OP	5
6 Commanding	3.13	SeP	6	3.22	SoP	6

It can be gleaned from the table that the respondents differed towards the leadership styles used as perceived by the middle managers themselves and as perceived by their faculty.

Visionary leadership style was ranked 1st by both respondents. It is said that a good leader is a visionary; he sees what lies ahead for the organization in the future. However, vision must be turned into action. Leaders should demonstrate by their own actions that they are serious about the vision. In addition, appropriate organizational structure, changing relationship norms, systems, etc must be put in place (Goleman, D., Boyatzis, R. E., & McKee, A., 2002). More so, faculty members understand that their middle managers are visionary too since the plans and programs of the top management are always cascaded to them for implementation and attainment. Their leaders help them to see how they can contribute to this vision; allowing the leader and followers to move together towards a shared view of the future.

Affiliative leadership style was ranked 2nd by middle managers and ranked 3rd by faculty. Middle managers believe that they are emphatic, with strengths in building relationships and managing conflicts. Affiliative leader is a master at establishing positive relationships. Because the followers really like their leader, they are loyal, share information, and have high trust, all of which helps climate. The Affiliative leader gives frequent positive feedback, helping to keep everyone on course (Goleman, D., Boyatzis, R. E., & McKee, A., 2002). However, faculty members find that their middle managers limit their emotional attachment as they give much emphasis on accomplishing task and goal and less on their emotional needs and bonds.

Democratic leadership style was ranked 3rd by middle managers and ranked 2nd by faculty. Data revealed that middle managers always displayed commitment through participation. The democratic leader spends time with employees getting valuable input, obtaining buy-in and building consensus on important issues. He draws on people's knowledge and skills, and creates a group commitment to the resulting goals. The members of the group take a more participative role in the decision-making process (Goleman, 2000). However, faculty-respondents perceived it differently stating that middle managers oftentimes used this

leadership style. They feel that their middle managers take actions and decisions by their own and seldom are they consulted.

Coaching leadership style was ranked 4th by both respondents. Middle managers are not only leaders but they are also coaches. Coaching connects an individual's goals with the goals of the organization, so that both can be successfully achieved. The leader making use of this style demonstrates a genuine and sincere interest in the individuals composing the team (Goleman, Boyatzis, & Mckee, 2002). The leader's desire is to help employees identify both strengths and weaknesses and allow these to guide personal and professional aspirations (Goleman, 2000). However, it was revealed by the faculty members interviewed that career competition exists among the middle managers and the faculty. Full support and coaching is not always felt by the faculty members. They see that their managers would consider first their self-development while they aim for much higher position. Professional jealousy among middle managers and faculty exists because their present position is threatened.

Pacesetting leadership style was ranked 5th by both respondents. Middle-managers and faculty-respondents perceived similarly which means that they both feel that middle managers set high standards of performance and are obsessive about doing things better and faster. Middle managers themselves oftentimes lead by modelling to establish the standards of performance. Faculty respondents also feel this way when they are asked to attune themselves with the pace as the middle managers do.

If applied injudiciously, or excessively, this kind of a leadership style can leave employees feeling pushed too hard by the various demands made by the leader. Pace setters are often so focused on goals that people orientation takes the backseat. Such leaders look for ways to keep improving performance (Goleman, 2000).

Commanding leadership style was ranked 6th by both respondents. Results revealed that middle managers and faculty-respondents rarely used this leadership style. However, they all concurred that it is only applied when the need arises. The main objective of this style is immediate compliance. Coercive leaders use this style to tell employees what to do with no solicitation of their input or listening to their reactions, monitor employees closely, rely on criticism and convey the consequences of failure to comply. Coercive leaders exert tight control over employees and rely on the threat of negative consequences to ensure compliance.

Respondents' Perception towards Manager's Competencies

In table 2, perception of middle managers and faculty towards manager's competencies, data show that the above competencies were often displayed by the managers as perceived by themselves and by the faculty. Managers show strong competence in their personal development, task management and production. An effective leader is one who possesses a variety of skills and competencies to help him/her with the job of leading and motivating others. Cooper (2002) particularly claims that competency models (descriptions of desired competencies) are essential to qualify and improve leadership effectiveness in terms of future challenges. On the other hand, Thorn (2002) focuses on a combination of transactional (contingent rewards) and transformational (inspirational and charismatic) characteristics of leadership in identifying the primary categories of competency including leadership, analytical thinking, communication, decision making, building relationships, strategic planning, and emotional intelligence. Several researchers have also classified an effective leader's competencies into four main categories: knowledge management, leadership, social, and interpersonal competencies.

Table 2. Perception of Middle Managers and Faculty towards Manager's Competencies

I/My immediate middle manager...	Middle Manager			Faculty			
	WM	QI	Rank	WM	QI	Rank	
A. Communication							
1	Listen/s to us or to others.	4.44	OD	9	3.79	OD	18
2	Process/es information.	4.40	OD	15	3.86	OD	12
3	Communicate/s effectively.	4.42	OD	12.5	3.87	OD	10
B. Leadership							
4	Instill/s trusts.	4.42	OD	12.5	3.84	OD	14
5	Provide/s direction.	4.42	OD	12.5	3.91	OD	8
6	Delegate/s responsibility.	4.34	OD	17	3.98	OD	4
C. Adaptability							
7	Adjust/s to circumstances.	3.11	SoD	18	3.83	OD	16
8	Think/s creatively.	4.44	OD	9	3.89	OD	9
D. Relationships							
9	Build/s personal relationships.	4.46	OD	6	3.86	OD	12
10	Facilitate/s team success.	4.44	OD	9	3.83	OD	16
E. Task Management							
11	Work/s efficiently.	4.46	OD	6	3.98	OD	4
12	Work/s competently.	4.53	AD	3	3.96	OD	6
F. Production							
13	Take/s action.	4.50	OD	4	4.01	OD	1
14	Achieve/s results.	4.46	OD	6	3.93	OD	7
G. Development of Others							
15	Cultivate/s individual talents.	4.38	OD	16	3.83	OD	16
16	Motivate/s successfully.	4.42	OD	12.5	3.86	OD	12
H. Personal Development							
17	Display/s commitment.	4.61	AD	1	3.99	OD	2
18	Seek/s improvements.	4.57	AD	2	3.98	OD	4
Overall Weighted Mean		4.38	OD		3.90	OD	

*Perception of Faculty Respondents towards Job Satisfaction***Table 3. Perception of the Faculty-Respondents towards Job Satisfaction**

AREAS	WM	QI	Rank
Compensation	3.30	MS	3
Working Condition	3.52	S	2
Relationship with Colleagues /School Community	3.65	S	1
Job Security	3.10	MS	4
Overall Weighted Mean	3.39	MS	

Results of the study have shown that faculty member were moderately satisfied with their job. Ranked 1 by the respondents was Relationship with Colleagues /School Community. This only shows that having harmonious working relationship with school officials, faculty and staff is primary consideration for an employee to stay in the organization.

Good human relation is the key to organizational success. It defines what climate does exist in an organization and it ensures organizational effectiveness, efficiency and productivity (Rivera, 2004). Dealing with other people in the organization is one of the most difficult things to handle and learn (David, 2007). Working harmoniously with other people in the organization with an ambiance of open communication, trust, respect, friendship, teamwork, and camaraderie would create an ideal working environment. Similarly, a strong relationship with external stakeholders must be maintained.

Working Condition was ranked 2nd. As stated by Bueno (2010), working conditions are essentials for the optimum and maximum productivity of the employees. He stressed that comfort and convenience in the work place such as enough light, temperature, presence of adequate and functional facilities and equipment such as computers are important in today's work place. A relaxing, quiet, peaceful and well-maintained office could reduce stress and makes working enjoyable.

Compensation and Benefits was ranked 3rd which means that the faculty members are moderately satisfied with the compensation and benefits that they receive which is needed to suffice their economic and physiological needs for survival. It can be noted that the compensation and benefits receive by faculty employed in the local colleges has a great disparity to those receive by faculty employed in state universities and colleges. According to Belisario (2010), employees as observed tend to be loyal and committed to organization who provide competitive salary and benefit package. Thus, there is a need to address this job satisfaction variable to prevent high turnover of teachers who are leaving and seeking for greener pasture and to attract competent and qualified teachers.

Ranked 4th among the predictors was job security. This finding manifests the result of the interview with the faculty that they appreciate a regular plantilla position upon employment for security reasons. This is one of the pressing issues faced by local colleges in the region. Only few plantilla items are given as entry level. Most of the faculty members are hired on a Contract of Service (COS) basis. As faculty, job security is the topmost priority. Security of tenure and stability must be assured to faculty to function well and stay in the organization.

Test of Significant Relationship between Middle Managers' Leadership Styles and Employees' Level of Job Satisfaction

Table 4. Pearson (r) to Test Significant Relationship between Leadership Styles and Level of Job Satisfaction

Sources of correlations		Leadership Style	Level of job Satisfaction
Leadership Style	Pearson Correlation	1	0.979
	Sig. (2-tailed)		0.000
	N	211	159
Level of job Satisfaction	Pearson Correlation	0.979	1
	Sig. (2-tailed)	0.000	
	N	159	159

** . Correlation is significant at the 0.01 level (2-tailed).

This means that leadership style used by the leader enhances employees' attitude toward their job. In other words, when employees said that they are satisfied with the leadership style of their middle managers work productivity is enhanced, morale is enhanced and results are directly and indirectly felt by

the employees, students and other members of the institution. This finding supports the study of Yousef (2000) which showed that leadership behavior was positively related to job satisfaction and therefore managers needed to adopt appropriate leadership behavior in order to improve it. Leadership style affects a range of factors such as job satisfaction, performance, turnover intention, and stress (Chen and Silverthorne, 2005) and so contribute to organizational success (Rad and Yarmohammadian, 2006).

Test of Significant Relationship between Managers' Competencies and Employees' Level of Job Satisfaction

Table 5. Pearson (r) to Test Significant Relationship between Managers' Competencies and the Employees' Level of Job Satisfaction

Sources of correlations		Level of job Satisfaction	Managers' Competencies
Level of Job satisfaction	Pearson Correlation	1	0.948**
	Sig. (2-tailed)		0.000
	N	159	159
Managers' Competencies	Pearson Correlation	0.948**	1
	Sig. (2-tailed)	0.000	
	N	159	211

** . Correlation is significant at the 0.01 level (2-tailed).

This finding means that when the respondents are satisfied with their leaders' competencies, they will tend to be satisfied with their jobs. Since the studies that discussed the influence of leadership competencies in job satisfaction are limited, this finding can be considered remarkable in enhancing the notion saying that leaders' competencies have a direct effect on employees' job satisfaction. It is seen, depending on the findings, that a leader who listens, processes information, adjusts to circumstances, builds personal relationships, takes action, delegates responsibility, instils trust, communicates effectively, thinks creatively, motivates successfully, and cultivates individual talents is more effective in enhancing employees' job satisfaction and helping them achieve high standards of performance. This finding correlates with those found by Carmeli (2003); Frank(2001); Upeniek (2003) who consider communication effectiveness, building relationships, and solving problems as core and essential competencies any leader should possess in order to increase employees' extent of satisfaction and efficiency. Also, Al-Ababneh (2009) in his study revealed that leaders' competencies were statistically and significantly related to overall job satisfaction and concluded that the leaders' competencies were the best predictors of employee job satisfaction.

4. Conclusions and Recommendations

Conclusions

Based on the findings obtained in the study, the researchers concluded that:

1. The middle managers perceived that the Visionary Leadership Style, Coaching Leadership Style, Affiliative Leadership Style and Democratic Leadership Style were Always Practiced (AP) while Pace setting Leadership Style was Often Practiced (OP) and Commanding Leadership Style was Seldom Practiced (SeP). Faculty-respondents perceived the Visionary Leadership Style, Coaching Leadership Style, Affiliative Leadership Style, Democratic Leadership Style, Pacesetting Leadership Style as Often Practiced (OP) while they Seldom Practiced (SeP) Commanding Leadership Style.

2. The middle manager respondents perceived their competencies as Often Displayed (OD).
3. The faculty respondents perceived that their manager's competencies were Often Displayed (OD).
4. The faculty respondents perceived to be Moderately Satisfied (MS) on Compensation and Benefits and Job Security while perceived to be Satisfied (S) on Working Conditions and Relationship with Colleagues/ School Community
5. The respondent perceived that there is very high relationship between middle managers' leadership styles and the level of job satisfaction of employees.
6. The respondents perceived that there is high relationship between manager's competencies and the level of the job satisfaction of employees.

Recommendations

Based on the findings, it is recommended that:

1. The middle managers may apply the different leadership styles, principles and theories based on problems and situations arising;
2. They are encouraged to engage on reading cases that utilize specific leadership styles applicable to the situation and organizational climate and culture of the subordinates;
3. They may consider enhancing competency on their adaptability to circumstances in the organization;
4. Management may consider giving of plantilla items as well as other forms of compensation and benefits to their faculty;
5. They may consider providing leadership training to faculty for professional enhancement; and
6. To conduct another study in order to validate the findings of the study.

References

- [1] Ababneh, O. M. A. (2009). *The impact of leadership styles and leaders' competencies on employees' job satisfaction*. Malaysia: Universiti Utara Malaysia.
- [2] Al-Ababneh, M., & Lockwood, A. (2010). *The influence of managerial leadership style on employee job satisfaction in Jordanian resort hotels*. Retrieved from <http://epubs.surrey.ac.uk/2870/>.
- [3] Belisario, M. T. (2016). *Job Satisfaction vis-à-vis organizational commitment of autowide employees at Subic Bay Freeport Zone*. Olongapo City: Columban College.
- [4] Bueno, D. C. (2010). *Human assets management practices as perceived by college instructors of Columban College*. Olongapo City: Columban College.
- [5] Chang, T. (2004). *Leadership styles of department chairs and faculty utilization of instructional technology*. West Virginia: West Virginia University.
- [6] Chen, J., & Silverthorne, C. (2005). Leadership effectiveness, leadership style and employee readiness. *Leadership & Organization Development Journal*.
- [7] Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*.
- [8] Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *The new leaders: Transforming the art of leadership into the science of results*. London: Little Brown.

- [9] Guidry, T. C. (2007). *Women deans' perceptions of their leadership styles: A study based on Bolman and deal's four frame theory*. East Carolina: East Carolina University.
- [10] Hooper, A., & Potter, J. (2000). *Intelligent leadership: Creating a passion for change*. London: Random House.
- [11] Iida, T., & Morris, J. (2008). Farewell to the salaryman? The changing roles and work of middle managers in Japan. *The International Journal of Human Resource Management*.
- [12] Karube, M., Numagami, T., & Kato, T. (2009). *Exploring organizational deterioration: Organizational deadweight' as a cause of malfunction of strategic initiatives in Japanese firms*. Retrieved from <https://www.jstor.org/stable/29764988>.
- [13] Kim, S. (2002). Participative management and job satisfaction: Lessons for management leadership. *Public Administration Review*.
- [14] Leary, P. A., Sullivan, M. E., & McCartney, D. R. (2004). *The relationship of leadership styles of selected West Virginia deans and department chairs to job satisfaction of departmental faculty members*. USA: Marshall University Graduate College.
- [15] McGlone, J. (2005). *University presidents: A study of leadership perceptions using Bolman and deal's four frame theory*. USA: East Carolina University.
- [16] Mosadegh, R. A., & Yarmohammadian, M. (2006). A study of relationship between managers' leadership style and employees' job satisfaction. *Journal of Leadership in Health Services, 19* (2).
- [17] Mosadeghrad, A. M. (2003). The role of participative management (suggestion system) in hospital effectiveness and efficiency. *Research in Medical Sciences*. Retrieved from <http://jrms.mui.ac.ir/index.php/jrms/article/view/2969>.
- [18] Rad, A.M.M., & Yarmohammadian, M.H. (2006). A study of relationship between managers' leadership style and employees' job satisfaction. *Leadership in Health Service, 19* (2).
- [19] Russell, C. (2000). *Community college academic deans: Leadership frames and stress*. USA: Iowa State University.
- [20] Steers, R.M., Bigley, G.A., & Porter, L.W. (1996). *Motivation and leadership at work*. Singapore: McGraw-Hill.
- [21] Wu, F. Y. (2006). A study of leadership styles and foreign English teachers job satisfaction in adult English cram schools of Taipei and Kaohsiung cities in Taiwan. Retrieved from <http://ir.csu.edu.tw/bitstream/987654321/737/1/20100601029.pdf>.
- [22] Yousef, D.A. (2000). Organizational commitment: A mediator of the relationships of leadership behavior with job satisfaction and performance in a non-western country. *Journal of Managerial Psychology*.

Webliography

- [23] <http://www.studymode.com/essays/Effect-Of-Leadership-Style-On-Workers-580902.html>. Effect of Leadership Style on Workers Performance.StudyMode.com. Retrieved 02, 2011\