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LEADERSHIP STYLES AND JOB SATISFACTION: EMPIRICAL EVIDENCE FROM MOGADISHU UNIVERSITIES

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ABSTRACT

The purpose of this study was to examine the relationship between leadership styles and job satisfaction among instructors working in three selected universities in Mogadishu-Somalia. A list of 60 instructors working in three universities in Mogadishu was obtained to participate in this study. Researchers employed census study where the data were gathered on every member of the population because of the entire population at Universities was sufficiently small. The study was conducted through survey; data was collecting using questionnaire. A significant relationship was found between job satisfaction and transformational ($r=0.574$, $p=0.000$) leadership style. The results further indicated a significant relationship between job satisfaction and transactional leadership style ($r=0.178$, $p=0.211$).

Keywords: Leadership, Leadership style, Job satisfaction

INTRODUCTION

Leaders of any organization are expected to carry out tasks with limited resource to the maximum level in order to maintain the competitive edge and sustain profitability position of the organization (Raiz, & Haider, 2010). The results of previous studies from different countries show that different styles of leadership do not have the same impact on job satisfaction (Stogdill, 1970; Walder, 1995). Based on the Stogdill's (1970) initiating structure, leadership style is more likely to provide greater commitment and job satisfaction in Asian firms, whereas in Western context consideration leadership style would provide greater job satisfaction.

However previous studies have examined the impact of leadership styles on employee job satisfaction in various settings such as healthcare, military, education and business organizations (Hepworth, & Warr, 1989; Bass, 1990). These studies generally indicate the impact of leadership style on job satisfaction in the context of their countries. In view of this gap, there is need to establish study about the impact of leadership style on the job satisfaction in the context of Mogadishu- Somalia.

The purpose of this study was to examine the impact of leadership styles (transformational and transactional leadership) on employee job satisfaction in selected Universities located in Mogadishu-Somalia.

LITERATURE REVIEW

In this Section, the researchers focus on concept of leadership and reviews of literature related to the influence of leadership styles on employee job satisfaction in selected Universities in Mogadishu.

Concept of Leadership

Leadership is about setting a direction or developing a vision of the future together with the necessary strategies for producing the changes needed to achieve a vision (Long, & Thean, 2011). Leadership is one of the most observed and least understood phenomena on earth (Burns, 1978). Leadership issues have been widely discussed topic. It attracted the attention of many historians, philosophers, researchers or scholars who wish to explore the true meaning of leadership (Bass, 1990).

The term leadership means different things to different people. Although no ultimate definition of leadership exists (Yukl, 2002), the majority of definitions of leadership reflect some basic elements, including “group” “influence” and “goal” (Bryman, 1992). From an organizational perspective, Schermerhorn (1999) believed that leading is a process used to motivate and to influence others to work hard in order to realize and support organizational goals, while Hersey et al. (2001) believed that leadership influences individuals’ behavior based on both individuals’ and organizational goals.

Leadership Styles

Leadership style is defined as the pattern of behaviors that leaders display during their work with and through others (Hersey and Blanchard, 1993). Miller et al. (2002) view leadership style as the pattern of interactions between leaders and subordinates. According to Hersey et al. (2000), the term “leadership style” can be interpreted as leadership behavior with two obviously independent dimensions: task and interpersonal relationships.

Transformational Leadership

Transformational leadership is the ability to motivate and to encourage intellectual stimulation through inspiration (Avolio, 2004; Dvir, 2002). McColl-Kennedy, & Anderson (2005) further defined transformational leadership style as guidance through individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Transformational leaders fundamentally change the values, goals, and aspirations of followers who adopt the leader’s values and, in the end, perform their work because it is consistent with their values and not because they expect to be rewarded (Kuhnert & Lewis, 1987; MacKenzie et al., 2001).

Transformational leadership which encourages autonomy and challenging work became increasingly important to followers’ job satisfaction. The concept of job security and loyalty to the firm for one’s entire career was disappearing. Steady pay, secure benefits, and lifetime employment were no longer guaranteed for meritorious performance. At the same time, transactional leadership alone could not provide job satisfaction (Bass, 1999).

Transactional Leadership

Transactional leadership is an exchange-based relationship where self-interest is dominant. Transactional leaders work within their organization's culture and follow existing rules, procedures, and operative norms (Bass & Avolio, 1993). Transactional leadership relies on the use of appropriate rewards to motivate followers (Pearce & Sims, 2002). Also it focuses and emphasizes on completion and accomplishing of allocated tasks on hand. This type of leader maintains and preserves harmony working relationships coupled with promises on rewards for satisfactory performance (Dessler & Starke).

Furthermore, this leadership focused on leader-follower exchanges in which followers or subordinates are expected to carry out his or her duty and perform according to the given instruction. Interpreted as a non-transactional kind of leadership style in which prompt decisions are not made with delay in action taken, coupled with ignoring of leadership responsibility and non-exercise of authority (Huberts, et al, 2007).

Job Satisfaction

Job satisfaction is defined by Locke (1976) as "a pleasurable or positive emotional state resulting from one's job or job experiences" (p.1300). Later, Armstrong (2003) defined job satisfaction as the feelings and attitudes of people toward their job. He mentioned that if people have favorable and positive attitudes towards their job, this means job satisfaction, but if they have unfavorable and negative attitudes towards their job, this means job dissatisfaction.

Whereas organizational support is important to employee satisfaction and loyalty, leadership behavior and how the employees perceive their superior support also play a vital role in obtaining the desired work outcomes. Successful organizations normally have satisfied employees while poor job satisfaction can cripple an organization. Job satisfaction consists of overall or general job satisfaction, as well as a variety of satisfaction facets (Voon, Lo, & Ayob, 2011).

Organizational commitment and job satisfaction are important attitudes in assessing employees' intention to quit and the overall contribution of the employee to the organization (Lok, & Crawford, 2003). Job satisfaction is influenced by many organizational contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility, to leadership. In Sectionicular, leaders within organizations can adopt appropriate leadership styles to affect employee job satisfaction, commitment and productivity. Employee job satisfaction refers to the attitude of employees towards their jobs and the organization which employs them (Voon, et al, 2011).

Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organizational success. Employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organizational interests. An organization that fosters high employee job satisfaction is also more capable of retaining and attracting employees with the skills that it needs (Voon, et al, 2011).

Empirical Research

According (Jing, & Every, 2008) found there is no one best way of thinking about leadership, rather that different kinds of leadership reflect social and historical roots, depending on the context. According to Voon, et al, (2011) the influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia, the result showed that transformational leadership style has a positive relationship with job satisfaction whereas transactional leadership style has a negative relationship with job satisfaction in government organization.

Further empirical studies such as the study carried out by Rossmiller (1992) revealed that teachers' perception of principals' transformational leadership skills, has significant impact on teachers' job satisfaction and often concluded that principals of the school practicing transformational leadership are more likely to foster and enhance job satisfaction among teachers. Leadership characterized by role modeling and openness contribute more to reduction integrity violations by employees than leadership characterized by strictness (Huberts, et al, 2007).

According to Hmidifar (2010) also conducted similar study by using questionnaire, the result showed that there is significance positive influence of transformational leadership factor on employee job satisfaction. Transformational leadership behavior was found significantly affecting predicting variable and in some cases transactional leadership behavior. Transactional leadership style provides high satisfaction and organizational identification as compared to transformational leadership style (Riaz, & Haider, 2010).

SUMMARY

Above literature review shows the impact of leadership styles on job satisfaction in different context. The studies conducted in this area are related to specific population and specific places and provided different results on the influence of leadership styles on employee job satisfaction. However in this study we investigated the impact of leadership styles on employee job satisfaction in the context of Mogadishu (in some selected Universities in Mogadishu-Somalia).

METHODOLOGY

The study employed correlation design because it was considered the most appropriate design for this study. Quantitative research allows the researcher to familiarize him/herself with the problem or concept to be studied, and perhaps generate hypotheses to be tested (Golafshani, 2003). The target population of this study consisted of 60 instructors from selected universities in Mogadishu especially those who held permanent positions. The researchers selected three institutions located in Mogadishu namely SIMAD University, SOMALI University and HORSEED University.

This study employed Multifactor Leadership Questionnaire (MLQ) for measuring leadership. Banned M. Bass developed the Multifactor Leadership Questionnaire in 1985. According to Bass and Avolio (2000) the MLQ has been utilized in over 200 research studies in the past four years and has well established reliability and validity as a leadership instrument for both industrial and service settings.

RESULTS

This part covers the following sections: Demographic data, Data Presentation and Analysis, Major Findings and Discussion.

Demographic Data

Total 60 questionnaires were distributed among instructors in three universities in Mogadishu. The questionnaires were then returned by hand to the researchers. However, the total number of questionnaires received was 57. Out of 57 questionnaires, 6 were incomplete. Hence, the usable questionnaires for this research were 51. Demographic variables are shown in table 1 and 2. Table 1 shows the demographic variables while table 2 shows the descriptive statistics of the study.

Table 1 Demographic Variables

No	Characteristics	Frequency	Percentage
1.	Gender		
	Male	41	80
	Female	10	20
2.	Age		
	18-25	13	25.5
	26-35	24	47.1
	36-45	10	19.6
	46 and above	4	7.8
3.	Highest level of Education		
	Diploma degree	4	7.8
	Bachelor degree	23	45.1
	Master degree	24	47.1
4.	Marital Status		
	Single	14	27.5
	Married	37	72.5

The above table (table 1) shows four demographic variables: gender, age, level of education and marital status. The table shows that, most of the respondents (N=41, 80%) were male instructors, while the remaining 20% (N=10) of the participants were female instructors. The reason that females are less than male was, the women instructors of these three universities were less than men instructors. The respondents' age, the table shows that 47.1% of the respondents (N=24) were at the age between 26 to 35 years. On the other hand the table shows that 25.5% of the respondents (N=13) were 18 to 25 years, while 19.6% of the respondents (N=10) were in between 36 to 45 years, while only 7.8% of the respondents (N=4) were at the age between 46 years and above.

As far as the respondents' level of education is concerned, the table shows that most of the respondents were master degree (N=24, 47.1%) while on the other hand, the table shows 45.1% of the respondents (N=23) were Bachelor degree. Also the table shows only 7.8% of the respondents (N=4) were Diploma degree. Finally, the table shows that most of the

respondents were married (N=37, 72.5%). On the other hand the table shows 27.5% of the respondents (N=14) were single which means not married.

In order to describe the response for the major variables under study, descriptive statistics such as mean and standard deviation on the independent and dependent variables were obtained. The below table (table 2), highlights that, the descriptive statistics of main variables of the study which are leadership styles and job satisfaction.

Table 2: Descriptive Statistics

	Mean	Std. Deviation	N
Job satisfaction	3.2876	.66381	51
Transactional leadership	2.8745	.63241	51
Transformational leadership	3.4566	.65404	51

Table 2 highlights the descriptive statistics of the main variables of the study such as transformational leadership, transactional leadership and job satisfaction. The respondents generally perceived that the transformational leadership (mean = 3.4566, SD = 0.65404) has more mean than Transactional leadership.

MAJOR FINDINGS AND ANALYSIS

Table 3 Correlation transformational leadership, transactional leadership and job satisfaction

		job satisfaction	Transformational leadership	Transactional leadership
Job satisfaction	Pearson Correlation	1	.574**	.178
	Sig. (2-tailed)		.000	.211
	N	51	51	51
Transformational leadership	Pearson Correlation	.574**	1	.278*
	Sig. (2-tailed)	.000		.048
	N	51	51	51
Transactional leadership	Pearson Correlation	.178	.278*	1
	Sig. (2-tailed)	.211	.048	
	N	51	51	51

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

* . Correlation is significant at the 0.05 level (2-tailed).

As shown in table 3, the relationship among transformational leadership, transactional leadership and job satisfaction are investigated using Pearson correlation. The result indicated that there is positive correlation among correlations.

As shown in the table, there is a significant relationship between job satisfaction and transformational leadership styles ($r=0.574$, $p=0.000$). This means that transformational leadership style used by administrators of the Universities enhanced instructors' job satisfaction. There is a strong relationship between transformational leadership style of instructors' administration and job satisfaction of the instructors. In other words, instructors of the universities were satisfied with transformational leadership style currently exhibited by administrators of the Universities.

The result further indicated a significant relationship between job satisfaction and transactional leadership style ($r=0.178$, $p=0.211$). This means that instructors were satisfied with transactional leadership styles that currently exhibited by their administrators. However, there is small relationship between transactional leadership styles of the instructors, administrators and job satisfaction of the instructors. However, the above result (table 3) supported the hypothesis of the study that there is a positive relationship between leadership styles (transformational and transactional) and job satisfaction.

Strong and small correlation are explained by Cohen (1988):

Small= 0.10 to 0.29

Medium= 0.30 to 0.49

Large=0.50 to 1.00

Finally, the bellow table (table 4) summarizes the questions asked to the respondents their answers. Also we identified mean and standard deviation of each question.

Table 4 Summary of the questions and their Descriptive Statistics

Questions asked	N	Mean	Std. Deviation	Description
The work associated with your position allows you to make contribution	51	3.53	1.065	Job satisfaction
You achieve adequate praise for work well done from administration	51	3.29	1.119	Job satisfaction
The work provides you with opportunity to use full range of teaching skills	51	3.84	.987	Job satisfaction
The teaching environment allows you to make autonomous decision	51	3.45	1.154	Job satisfaction
The university organizational structure allows you to have voice overall policy	51	3.08	1.181	Job satisfaction
You receive enough time to undertake direct and indirect activities	51	3.24	.992	Job satisfaction
Good working relation exist between you and your boss	51	3.51	1.255	Job satisfaction
Teaching service gives clear direction about advancement	51	3.27	1.097	Job satisfaction
Your job offers opportunity for provisional growth	51	3.51	1.206	Job satisfaction
Your job offers satisfactory salary	51	2.90	1.118	Job satisfaction
Your job offers adequate financial benefit other than salary	51	2.65	1.092	Job satisfaction
Your job offers a satisfactory work hour pattern	51	3.18	1.053	Job satisfaction
My immediate boss seek different prospective when solving problem	51	3.41	1.080	Transformational
My immediate boss talks optimistically about a future	51	3.84	.967	Transformational
My immediate boss specifies the importance of having strong sense of purpose	51	3.59	.963	Transformational

My immediate boss talks enthusiastically about what needs to be accomplished	51	3.57	.900	Transformational
My immediate boss spend time teaching and coaching	51	3.33	1.089	Transformational
My immediate boss treats me as individual rather than just as member of group	51	2.98	1.140	Transformational
My immediate boss acts in a way that builds my respect	51	3.47	1.172	Transformational
My immediate boss provides me with assistance in exchange for my effort	51	3.53	1.065	Transactional
My immediate boss fails to interface until problem become serious	51	2.39	1.133	Transactional
My immediate boss waits for things to go wrong before taking action	51	2.14	1.040	Transactional
My immediate boss makes clear what one can expect to receive.	51	3.16	1.138	Transactional
My immediate boss concentrates his/her attention on dealing with mistakes.	51	3.16	1.065	Transactional
Valid N (listwise)	51			

DISCUSSION

The purpose of this study was to examine the impact of leadership styles on job satisfaction of instructors in universities located in Mogadishu-Somalia. This study also attempted to investigate what types of leadership styles contribute to the high level of job satisfaction among instructors in Universities.

The finding of the study supported both the first and second objective of the study. A significant relationship was found between transactional and transformational leadership style and employee job satisfaction. The transformational and transactional leadership styles positively influenced job satisfaction of instructors working in Universities in Mogadishu. In other words, the findings supported that instructors working in Universities in Mogadishu significantly preferred both types of leadership styles. However, there is a strong relationship between transformational leadership style and job satisfaction. The findings supported that the instructors preferred transformational leadership style over transactional leadership style. The findings of this study are also supported by Muniandi, (2010) who indicated that there is a significant relationship between job satisfaction and transformational leadership ($r=0.535$, $p=0.000$) and transactional leadership and job satisfaction ($r=0.454$, $p=0.000$).

CONCLUSIONS

The result of the study indicated that there is a positive and significant relationship among transformational and transactional leadership and job satisfaction. In other words, there is a strong relationship between transformational leadership style and job satisfaction while there is weak relationship between job satisfaction and transactional leadership. That means the instructors prefer transformational leadership than transactional leadership.

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