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**THE RELATIONSHIP BETWEEN LEADERSHIP STYLES,
COMMUNICATION COMPETENCE AND EMPLOYEES` JOB
SATISFACTION IN PRIVATE UNIVERSITIES OF THE UAE**



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Abstrak

Kajian-kajian lampau telah mendokumentasikan kepentingan gaya kepimpinan dan kompetensi komunikasi pemimpin dan dikaitkan dengan kepuasan kerja pekerja. Walau bagaimana pun, terdapat pemahaman yang kurang mendalam terhadap hubungan tersebut dalam konteks pendidikan tinggi di United Arab Emirates. Tambahan pula, tidak banyak literatur yang membincangkan isu di atas. Gaya kepimpinan transformasional dikatakan mempunyai hubungan yang lebih kuat dengan kepuasan kerja berbanding dengan gaya kepimpinan transaksional tetapi dapatan kajian lampau dilaporkan masih bercanggah. Tujuan kajian ini adalah untuk mengenal pasti hubungan gaya kepimpinan, kompetensi komunikasi pemimpin dan kepuasan kerja pekerja universiti swasta di UAE. Di samping itu, kajian juga telah mengenal pasti pengaruh kompetensi komunikasi dan gaya kepimpinan terhadap kepuasan kerja. Kaedah kuantitatif telah digunakan dalam kutipan data. Teknik rawak mudah telah dilakukan dalam pemilihan sampel yang melibatkan 247 responden yang terdiri dari staf dan kakitangan yang dipilih dari tujuh universiti swasta di UAE. Tiga set instrumen kajian telah digunakan iaitu *Multifactor leadership (MLQ)*, *Communicative Competence Scale (CCS)* dan *the Minnesota Satisfaction Questionnaire (MSQ)*. Analisis deskriptif digunakan untuk menganalisis ciri-ciri sampel kajian dan Korelasi Pearson untuk mengkaji hubungan antara pemboleh ubah bebas dan pemboleh ubah bersandar. Regresi Pelbagai telah digunakan untuk menguji pengaruh terhadap faktor-faktor peramal terhadap kepuasan kerja. Hasil kajian menunjukkan terdapat hubungan yang positif dan signifikan antara gaya kepimpinan transformasional dan kompetensi komunikasi. Walau bagaimanapun, hubungan antara gaya kepimpinan transaksional dan kepuasan kerja telah dilaporkan negatif tetapi signifikan. Dapatan juga menunjukkan gaya kepimpinan transformasional dan gaya kepimpinan transaksional merupakan peramal kepada kepuasan kerja khususnya faktor-faktor intrinsik dan ekstrinsik. Kajian ini juga telah menyokong teori-teori yang terdahulu terhadap kepimpinan, komunikasi dan kepuasan kerja. Secara praktisnya pula, dapatan kajian menunjukkan bahawa gaya kepimpinan transformasional lebih sesuai untuk diamalkan dalam konteks pendidikan tinggi berbanding dengan kepimpinan transaksional kerana ia menjurus ke arah kepuasan kerja yang lebih tinggi. Pemimpin yang mempunyai kompetensi komunikasi yang berkesan telah meningkatkan kepuasan kerja para pekerja.

Kata kunci: Kepimpinan transformasional, Kepimpinan transaksional, kompetensi komunikasi, Kepuasan kerja.

Abstract

Previous studies have documented the importance of the leadership style and communication competence of the leaders and their relationship with employees' job satisfaction. However, there was a lack of leader insight regarding this relationship in the context of higher education in the United Arab Emirates and very few literature had discussed the issues. Transformational style has greater relationship with job satisfaction than transactional style but the results of previous studies were still contradictory. The purpose of this study was to examine the relationships between leadership styles, communication competence and the job satisfaction of the employees in the UAE private universities. Besides, the study had also identified the influence of communication competence and leadership styles toward job satisfaction. The quantitative method was used in data collection. A random sampling technique was conducted which comprised of 247 faculty members and staff from seven private universities in UAE. A total of three different sets of instruments were used, namely Multifactor leadership (MLQ), Communicative Competence Scale (CCS) and the Minnesota Satisfaction Questionnaire (MSQ). Descriptive statistics was used to describe the sample characteristics and Pearson correlation was used to examine relationship between the independent variables and dependent variable. Multiple Regression test was used to testify the influence of predictor factors on job satisfaction. The results of the study indicated that there was a positive and significant relationship between transformational style and communication competence. However, the relationship between transactional leadership style and job satisfaction was observed to be negative but significant. Findings had revealed that transformational and transactional leadership styles and communication competence were predictors of job satisfaction specifically on the intrinsic and extrinsic factors. The current study had provided support for the previous theories about leadership, communication and job satisfaction. Practically based on the current study findings, transformational leadership style is more appropriate in higher education context rather than transactional style as it led to higher job satisfaction. An effective leader's communication competence had increased the employee's job satisfaction.

Keywords: Transformational leadership, transactional leadership, Communication competence, Job satisfaction

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I dedicate this thesis to the memory of my late grandmother, Fatma. Allah bless her soul.

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List of Abbreviations

MLQ	Multifactor Leadership Questionnaire
MSQ	Minnesota Satisfaction Questionnaire
CCS	Communication Competence Scale
CC	Communication Competence
N	Sample Size
r	Correlation Coefficient
R	Coefficient of Determination
SPSS	Statistical Package for Social Sciences
UAE	United Arab Emirates



CHAPTER ONE

INTRODUCTION

1.1 Introduction

Most Universities across the world are undergoing changes that are considered profound through huge growth in a competitive atmosphere. At present they are facing a number of new challenges such as economic transformation, globalization and growth in science and technology and these in turn do have an impact on organizational goals. Universities usually try to achieve some set goals. The leader is the most important in order to achieve these goals and objectives. The leader who uses the human factor to guide employees to work effectively toward educational organization goals appears at the top. An effective leader plays an essential role in the accomplishment of these objectives and the majority of researchers recognize the leader's performance over the employees as an element for success or failure of the organization. A successful university in this millennium requires a leader who supports traits such as innovation and creativity; he must be ready to draw out the maximum potential of his subordinates and keep them satisfied. The success of an organization is usually dependent on the hard work, loyalty and dedicated managers as well as employees (Bushra & Naveed, 2011). According to (Yukl,2010), followers who perceive their leaders as effective are more confident in facing challenges, experience greater job satisfaction, demonstrate higher levels of commitment to the organization, and display healthier psychological well-being.

Leadership styles and communication are some of the main characteristics of an effective leader. According to Hashim and Yazdanifard (2014) communication

between a leader and the employees are very important as it is the basic essence to have a positive environment in the workplace. By having certain leadership and communication competencies, a leader should be able to adapt his/her communication skills and leadership styles 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).

In relation to term job satisfaction, the successful effectiveness of the organization is influenced by the job satisfaction of subordinates which can be attributed partly to the leader of the organization. According to Lipham (1981) the leadership styles of the head of the institution does effect teacher's job satisfaction. In addition, Chen (2008) found that leaders do have an effect on employee satisfaction. Meanwhile, Job satisfaction is a very consistent way to measure the organization's performance and hence the job satisfaction of the employees is effective (Robbins & Judge, 2009). Employees are usually happier and satisfied with leaders when they are ready to listen, communicate effectively and support the employees in their efforts. In educational settings teacher satisfaction is very important. According to Weasmer and Woods (2002) "Having satisfied teachers became important because teacher satisfaction reduces attrition, enhances collegiality, improves job performance, and has an impact on student achievement" (p. 186). It is a widely known fact that Job satisfaction has been linked with enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Ngo, 2009). Therefore, it is important that academic leaders should be concerned with the level of employees` job satisfaction in the universities.

1.2 Background of the Study

This study was inspired by prior research studies that suggested that leader's Leadership styles and communication competence influence the employee job satisfaction. Seashore and Taber (1975) stated that "Employee job satisfaction is influenced by the internal organizational environment, which includes organizational climate, leadership types and personnel relationships"(p.24). The fundamental factors influencing the effective functioning of an institution are leadership and employee job satisfaction (Kennerly 1989). Leaders' Communication competence does influence the employee job satisfaction too. Madlock (2006) suggested that communication between a leader and an employee influenced employee satisfaction. In addition, Myers and Kassing (1998) mentioned the communication competence of supervisors enhances their employees' level of organizational identification and job satisfaction. Leadership styles and communication competence of the leader could be developed and improved. This would have a positive impact on the employee's job satisfaction and would directly affect the productivity and achievement of the employee.

Academic institutions such as universities are socially complex organizations with cultures that are distinctive. In higher education and scientific research, effective leadership is necessary to the success of the university (Bass, 1985). Therefore, heads of higher education, such as Academic leaders and deans, need to be aware of and understand the fact that leadership styles, communication and job satisfaction are significant factors in their trials to achieve the organization goals. Academic heads such as Presidents and leaders often lead the transformation of their university. As administrative leaders of the university, these deans and supervisors often need to sustain an academic environment and take up the responsibility of encouraging

research. They are involved in program development and must maintain excellence in teaching while encouraging active collaboration throughout the university (Land, 2003).

The leaders in the universities should be aware that leadership styles and communication competence play an important role in maintaining successful academic organization. Recent researchers have demonstrated a lot of interest in discovering the role of effective leadership in contributing to the success of academic organisations. They have shown particular interest in effective leadership characteristics related to colleges and universities. McGovern, Foster, and Ward (2002), through their analysis of research papers, determined that college presidents are aware of the need to improve administrative and academic leadership in higher education, and often attempt to identify those characteristics seen as effective within colleges and universities. On the other hand, several research studies that have questioned employers as well as professors and instructors have shown that communication skill is one of the most important areas that needs improvement while dealing with employees and new instructors (Maes, Weldy, & Icenogle, 1997; Morreale, Osborn, & Pearson, 2000).

With regard to current happenings, most of the research concentrates on leadership practices in various organizational settings with a number of differing perspectives, which range from disciplines that include Sociology as well as Anthropology, and Management science along with organizational change (Kotter & Haskett, 1992). In addition, there is a huge number of researches that focus on leadership styles as well as communication. However, not many of these studies focus on studies related to

communication and leadership styles in terms of higher educational contexts. Many of these studies focus on leadership styles that are academic as well as faculty job satisfaction in relation to countries in the west. In addition, there is insufficient literature discussing leadership practices and communication competence of academic leaders and supervisors and employee`s job satisfaction in relation to various universities in the UAE. UAE Interact, (2006) indicated “Although, the UAE has seen an increase in scholarly research, it still has a low profile in research about deanship, leadership, and organizational culture, likely due to the infancy of the federation and the diversion and excessive attention given to the petroleum and development of the country” (p 6). The current study was an attempt to determine the influence of transformational/transactional leadership and communication competence of the deans or supervisors of colleges and departments in relation to employee job satisfaction. This study tried to find out the relationship between leadership styles, communication competence classifying them as two independent variables and employee job satisfaction which would be considered as a dependent variable.

1.2.1 Academic leaders in Higher Education Organization

In an academic setting, the academic leaders have many challenged tasks. In order to achieve the leaders` tasks effectively, they need to have some communication competences and adopt leadership styles that build faculty and staff confidence to make them secure about doing their work. “In a university setting where a junior faculty member feels apprehensive about his or her teaching and research, a department chair should give supportive leadership. By giving care and support, the chair helps the junior faculty member to gain a sense of confidence about his or her ability to perform the work” (Bess & Goldman, 2001, p.437). Leadership succession

at the senior executive level of university often is driven by institutional policies, which are often influenced by the individuals throughout the organization to reflect their interests and values (Baldrige, Curtis, Ecker, & Riley, 1991). Thus, "leadership skills necessary for today's educational leaders" (Huffman, 1992, p.7). In higher education, effective leadership is imperative to a university's success.

Academic leaders in the universities such as deans and department chairs lead the academic units. University presidents rely heavily on deans and other administrators to provide internal leadership (Birnbaum, 1992). Previous researchers explored this topic by asking academics to name those whom they felt were important leaders on their campuses. Forty four percent of the respondents named the dean. In general, deans are mentioned more frequently than other leaders, including the presidents (Birnbaum, 1992). Moreover, Baskan and Ercetin (2000) asserted that "deans have an important potential role in sustaining the learner-centered and learning universities of the 21st century" (p. i). The dean is one of the most important academic leaders in the university. On the other hand, department chair is also important academic leader in higher education. Bryman (2007) conducted a comprehensive review of the literature between 1987 and 2007, in order to highlight the fundamental characteristics of effective academic leaders at the chairship position. According to the review, effective department leaders are those who provide training and guidance regarding where the department should move toward; allow staff to gain a sense of autonomy by involving them in decision-making processes; influence staff by being a role model; and create an effective collegial atmosphere within the department. The academic leaders should have effective leadership skills and communication competence in order to deal with the heavy work in universities.

Academic leaders in the universities are in a unique position to share leadership responsibility for the institution as a whole. The academic leaders acquire a broad understanding of university concerns while remaining involved in the teaching and learning process of the institution. Furthermore, They play a critical role in building the university vision, predict the future like futurists, plan and design how the dreamed future will be realized (Baskan & Ercetin, 2000). Leaders need to be visionaries and able to see beyond the horizon, have sensitivity to the needs of their employees, and build an organization that is capable of transforming its vision and towards improvement and growth (Knauft, Berger, & Gray, 1991). In addition, academic leaders have resources that can be used to guide and direct the work of the faculty, influence decision-making, shape a curriculum, transform their organization to ideal one, and play a major role in the culture of the university.

1.2.2 Leadership in Arab Countries

A number of studies have been carried out in the Arab world which suggests that the leadership in the Arab culture nurtures consultative and participative tendencies (Al-Jafary & Hollingsworth, 1983; Ali, 1993; Muna, 1980). This preference demonstrates the influence of Islamic and tribalistic values and beliefs, since both Islamic and tribal law reinforce consultation in all aspects of life (Ali, 1989). Leadership behavior in Arabic societies is influenced by tribal traditions on one hand and western methods on the other hand. Many Arab leaders behave like their fathers. This is because they try to comply with the dominating style in most organizations. (Taleghanil et al., 2010)

1.2.3 Educational Leadership Styles in the UAE

The UAE is a combination of many cultures, the people who live in UAE come from different countries around the world. Due to this the leaders of educational organizations come from different background. Ali (1989) found that leadership style differs significantly by country. According to a survey on leadership styles conducted by Taleghanil et al. (2010) leadership styles are practiced differently in various parts of the world..

Even though the majority leaders in educational organizations in UAE are foreigners and come from different cultures , they are effected generally by the culture of the society and the institution but also they effect on organizational and this is matched with what Bass and Avolio (1993) “stated their opinion about the relationship between culture and leadership styles and they suggested that the relationship between leadership and culture is intertwined and it is an ongoing process in which the leader impacts the organizational culture; in return, organizational culture affects the leadership practices of the leader” (p.13). Recent transcultural research has discovered that culture is an important factor in influencing leaders’ behaviors. Therefore, Academic leaders in the UAE are influenced by their organizational culture.

The role of academic leaders is very challenging in the United Arab Emirates because of the prevailing multicultural atmosphere. “Organizational culture is a combination of shared initial beliefs, values, and the guiding philosophy of the organization that is usually stated in its mission and vision statements” (Gardenswartz et al., 2003,p.15). It could be said that culture that is seen in various universities indicates which

leadership style is more or less effective. Hence, a leader learns the leadership theory and style which has an effect in that university. Leadership theory and practice can be learned (Kouzes, 2003) by the person and organization seeking constant improvement. A leader needs to expand the knowledge set on which style will produce the desired results. This understanding will allow the leader to adapt to the environment and expand the leadership capabilities. A leader needs to have capabilities that match the required leadership style best suited to excel within the context of the organization's unique environment (Avolio, 2007). By learning how to increase effectiveness, a leader can expand the capabilities that are linked to success within the organization.

There are a few numbers of past researches that investigated transformational and transactional leadership styles in UAE. There is no previous research to observe the transformational and transactional leadership styles relation in UAE (Metcalf & Mimouni, 2011). The following are two examples of studies conducted in UAE and study the transformational/transactional styles. Verma (2015) investigated the relationship between the perceived leadership styles of principals and job satisfaction of the teaching faculty working in educational organizations in UAE. This study was carried out in fifteen private schools, educational institutes and universities situated in different emirates of UAE. A total of 300 expatriate teachers and lecturer took part in this survey. Findings of this study indicated that the perceived transformational leadership style of principals showed positive significant relationship with teacher's job satisfaction level. Awamleh et al. (2005) examined transformational leadership theory among banking managers in the UAE. They studied the effects of transformational and transactional leadership styles of banks manager on employees'

self-perceived performance and job satisfaction. The findings revealed that transformational leadership style of bank managers increased employees' performance and satisfaction. On the other hand, the result showed negative relation between transactional leadership styles and employees' job satisfaction. These findings support some of the ideas that are suggested in this particular study.

1.3 Statement of the Problem

Studies conducted in Arabic countries reveal that there is an overwhelming lack of insight regarding leadership styles and a leader's communication competence. In the context of higher education within developing countries, Jahani et al. (2011) emphasized the fact that there is a great necessity to study leadership. The review of leadership styles and communication competence literature shows that the educational organizations in United Arab Emirates are in need for this study. Bahgat (1999) stated positively that in the UAE, educational leadership has been overlooked in the quest for expansion of education that resulted in transformations in the UAE. Moreover, There is very little literature that studies the UAE leadership unique characteristics. Because of this, there is no previous research to observe the transformational and transactional leadership styles relation in Dubai as well as UAE (Metcalf and Mimouni, 2011). Although some of the researchers have focused on various business organizations such as banks and hospitals and studied the relation between leadership and job satisfaction, very few of them have specifically studied and focused on private universities in the Middle East in general and in UAE particularly.

It had to be noted that the country's development had been so rapid. In addition, communication competence may be another factor contributing to job satisfaction of

the employees which need to be examined. A study carried out by Gao (2011) said, communication competence could have been analysed from a number of dimensions but it does not look at CC from the perspectives of a middle eastern context. In addition, according to the best knowledge of the researcher this study is the first in UAE which investigated if communication competence and leadership style influence employee`s job satisfaction. This is particularly applicable to the field of higher education within the context of the UAE. Hence, there was a need to examine these independent and dependent variables. Thus, the present study contributes considerably to the field of research on communication and leadership styles of the academic administrators at private universities in the UAE.

Several studies in the past have centered on leadership styles and communication competence in the West. Due to this our comprehension of leadership styles has been influenced substantially by the scientific findings of western researchers. It is important to notice that the exposure of some enterprises to foreign investment and the involvement as well as pressure of business at an international level has had far reaching effects. In addition, global competition has resulted in leaders acting and behaving in a manner that is similar regardless of circumstances. Although there could be some truth in this claim, Budhwar and Mellahi (2007) found out that that Middle Eastern countries have a set of different management systems in comparison with developing countries which could be due to local culture as well as norms (values and attitudes as well as behaviour and expectations) . There could be problems in terms of participation along with restrictions while taking decisions. Using Islamic ethics as well as principles could have had an influence. Therefore, Budhware and Mellahi (2007) have stressed on the urgency and necessity of

observing leaders in various parts of the world to examine how they can influence behaviours as well as attitudes of their employees or subordinates in cultural environments that are not similar compared to the western world.

According to Braun et al. (2013) it is important to investigate the transformational leadership model in a variety of countries as well as cultural contexts. The findings from western studies may or may not be applied to the Middle East. However, it has been found that the behaviour and beliefs of people with certain values are influenced by their general surroundings based on the cultural context. So, there seems to be a wide gap while checking communication competence and leadership style research in terms of employee job satisfaction in a survey of UAE educational settings.

The researcher had faced a number of dilemmas in executing duties as he works as the Deputy Head of the Department of Foundation and General Studies at a private university in UAE. The employees of the university belong to different nationalities and come from different cultures. When things have gone wrong, the researcher has been left wondering whether he was responsible or whether employees are dissatisfied with the working conditions. Does a leader's communication competence and leadership style play a role in his subordinates' job satisfaction levels? This was a problem that needed to be analysed. The researcher was spending long hours in the library reading books on leadership styles and communication skills which did not seem to be the solution. Searching for studies, investigations were conducted in the UAE to examine the leadership styles and communication competence in educational settings but it appeared that very few studies had been found. Attending a number of seminars at some universities and meeting supervisors and faculty from various

universities did seem like an ideal solution and the researcher found that some of the faculty had the same problems. Many scholars and practitioners believe that today's leaders are widely ineffective.

Krantz (1990) noted that many leaders aren't committed to a vision and fail to provide appropriate direction to their organizations. Educational research advocates such as (Leithwood et al., 1998; Crum, 2008; Scott & Dinham, 2003; Sherman et al., 2010), believe that the job role of a principal in today's society is poorly understood, and deeper research in the area is required if a broader understanding of the job role in all its different elements is to be achieved. So research has revealed that leadership styles and communication competence which improved job satisfaction was the best solution for this problem specially because evidence coming from non-western regions is not enough and is quite limited.

1.4 Objectives of the Study

The purpose of this study is to investigate the relationships between transformational, transactional leadership styles, communication competence and employee job satisfaction in various universities of higher education concentrating on a random set of universities in the United Arab Emirates. In addition, the present study focused to analyze the influence of transformational, transactional leadership style, communication competence on employee job satisfaction.

The objectives of this study are mentioned as follows.

1. To investigate the relationship between Transformational Leadership Styles and Job Satisfaction among the employees.

2. To investigate the relationship between Transactional Leadership Styles and Job Satisfaction among the employees.
3. To investigate the relationship between Interpersonal Communication Competence of leaders and employees` Job Satisfaction.
4. To determine whether Transformational Leadership Style of leaders affects on the employees` Job Satisfaction in universities.
5. To determine whether the Transactional Leadership Style of leaders affects on the employees` Job Satisfaction in universities.
6. To determine whether Communication Competence affects on the employees` Job Satisfaction in universities.

1.5 Research Questions

Based on the objectives mentioned above, the relevant questions for the study are as follows:

1. Is there any significant relationship between transformational leadership styles and job satisfaction of the employees in universities?
2. Is there any significant relationship between transactional leadership styles and job satisfaction of the employees in universities?
3. Is there any significant relationship between leader communication competence and job satisfaction of the employees in universities?
4. Does transformational leadership style have an affect on the job satisfaction of the employees?
5. Does transactional leadership style have an affect on the job satisfaction of the employees in universities?

6. Does the leaders' communication competence have an affect on the job satisfaction of the employees in universities?

1.6 Research Hypothesis

A hypothesis, according to Sekaran (2003) is "a logically conjectured relationship between two or more variables expressed in the form of testable statement"(p103). Based on the research questions and the Literature Review, hypothesis demonstrated the relationship between the variables of the study which are the following.

H1: There is a significant relationship between transformational leadership and employees' job satisfaction.

Based on the studies findings and explanation the first hypothesis was proposed . The result of most previous studies have proved the relationship between transformational leadership and job satisfaction. Brown and Moshavi (2002) distributed the MLQ to 70 department chairs at various land-grant universities and determined that individual characteristics of transformational leadership were found positively linked to faculty satisfaction. Other studies reported that transformational leadership is related with teacher outcomes. Fernandes and Awamleh, (2004) in their study, confirmed that the transformational leadership style of managers is related to job satisfaction and will boost employees' job satisfaction. Barnett et al. (2005) found a strong correlation between transformational leadership and teacher job satisfaction in secondary education. The very fact that transformational leaders are connected with their subordinates will ensure that the employees are more motivated and satisfied. Furthermore, the morale of the employees gets a boost. Yukl (2010) mentioned that

employees are more satisfied as opposed to being dissatisfied when transformational styles of leadership are being displayed. He also suggested that transformational leaders are leaders who are visionary and authentic, and who use transforming methods of leadership to change and improve organization. According to the transformational theory “the relationship between transformational leadership and personal outcomes such as job satisfaction is well established” (Bass, 1998, p.30). It was assumed that in universities where leaders use transformational behaviors, job satisfaction will be higher.

H 2: There is a significant relationship between transactional leadership and employees’ job satisfaction.

Based on the studies results and explanation, the second hypothesis was proposed . The result of most previous studies have proved the relationship between transactional leadership and job satisfaction. Saleem (2015) investigated the relationship which was found between transactional leadership style as well as instructors job satisfaction and the results clearly revealed significant as well as negative relationships which appeared between transactional leadership and job satisfaction. Taleghani et al., (2010) indicated there is a relationship that is found between transactional leadership and subordinates job satisfaction. These research studies found that transactional leadership was highly related in terms of job satisfaction. In another study, the results of Ahmad et al. (2013) indicated “ that there is a significant and clear relationship that is seen between transactional leadership and job satisfaction” (p.21). More findings of the empirical studies that studied the relationship between the variables were mentioned in chapter Two.

H 3: There is a significant relationship between a leader's communication competence and employee job satisfaction.

Based on discoveries related to empirical studies the third hypothesis clearly proposed. Previous studies have proved the relationship between communication competence and job satisfaction. After reviewing the previous studies, King et al. (1988) reported "a consistently clear and positive pattern of relationships between an employee's perceptions of communications and his or her job satisfaction" (p.22).

Research conducted by Berman and Hellweg's (1989) found that supervisor communication competence was related to employee satisfaction. Their findings seemed to suggest a positive relationship which was found between a supervisor's usage of motivational language and a display of communication competence which resulted in employees' job satisfaction. Siburian (2013) found there is an important correlation that is clearly seen between interpersonal communication as well as instructors job satisfaction with regard to teachers in high school. In some other research studies, (Falcione et al., 1977; Infante & Gorden, 1979) indicated a strong relationship which was found between supervisors' communicator competence in terms of employees job satisfaction. In another study, Madlock (2006) found that there was a positive relationship which could be seen between the supervisors' communication competence as well as subordinates job satisfaction.

H4: The transformational style of the leader affects on the employees` job satisfaction.

Studies have found that transformational leadership style influences job satisfaction positively. It was therefore the fourth hypothesis was proposed. Awamleh and Dmour (2005) conducted a study amongst 155 employees in the Jordanian banking sector, they observed that transformational leadership did have a positive effect which was seen on job satisfaction. They also revealed that employees tended to be satisfied with their job when the leader clearly spells out targets related to performance as well as expectations thereby creating patent performance-reward in terms of linkages. Aguirre and Martinez (2002) in their research on the role of leadership style as it relates to diversity efforts in higher education, found out that institutions employing transformational leadership were better prepared to develop organizations that incorporated diversity into the academic, social, and educational aspects of colleges and universities. Koh et al., (1995) examined “the effects of transformational leadership on teacher attitudes and satisfaction in Singapore. Data were collected from school teachers and principals using instruments which included the MLQ.” (p. 29). More findings of studies that examined the influence between these variables were illustrated in chapter 2.

H 5: The transactional leadership style of the leader affects the employees` job satisfaction.

The fifth hypothesis was proposed based on the findings of past studies .Limsila and Ogunlana (2008) found transactional leadership influence job satisfaction. Based on some studies, leadership plays a significant and important role in employees` job

satisfaction. It was found that transactional leadership style has an effect on job satisfaction in terms of the highest effect. Hashim and Yazdanifard (2014) conducted a “study with a purpose to investigate the impact of transactional leadership style on the employees job satisfaction. After analyzing the data, the transactional leadership style has positive relationship on the employees” job satisfaction. Rewards and benefits shows a huge impact on employees job satisfaction” (p.2). They added that “transactional leadership style influenced on job satisfaction by a range of few factors which can boost the positive vibe of an employee instantly” (p. 7). In a study by Yavirach (2012) investigated the influence of transformational as well as transactional leadership behavior on employees job satisfaction along with organizational commitment. The findings of surveys indicated that followers’ job satisfaction did have an effect through transactional leadership.

H6: The communication competence of the leader affects the employees` job satisfaction.

The influence of leader communication on employees` job satisfaction is documented in literature Therefore, the sixth hypothesis was hypothesized. The studies showed that a supervisor’s communication competence has positive effects on employee job satisfaction. Graen and Scandura (1986) found that after the leader’s communication training program, the ratings of job satisfaction was improved among the employees.

Situmorang (2012) found that job satisfaction is directly influenced by interpersonal communication. Similarly, Edy (2009) argues that communication is a factor affecting job satisfaction. Madlock (2008a) conducted “a study examined the influence of

supervisor communicator competence and leadership style on employee job and communication satisfaction the findings indicated supervisor communicator competence being a stronger predictor of employee job satisfaction. More specifically, the findings indicated that supervisor communicator competence accounted for 18% of the variance in subordinate job satisfaction. More important, these findings provide an association between communication and employee job satisfaction” (p.1). A study by Pettit et al., (1997) examined organizational communication and found that communication was observed to be a strong predictor in relation to job satisfaction. Informational accuracy, a strong wish for interaction along with communication, faith in superiors along with belief in the influence of a superior manager appeared to show a lot of satisfaction in terms of communication. More findings of studies that examined the influence of communication competence on job satisfaction variables were illustrated in chapter 2.

1.7 Research Theoretical Framework

The framework illustrates that three variables were used in this study which included Leadership styles (Transformational Leadership style as well as Transactional leadership style), Communication Competence along with Job satisfaction. This proposed framework postulated Leadership styles and Communication Competence as independent variables while Job satisfaction is illustrated as the dependent variable. The conceptual framework focuses on the fact that leadership styles and communication competence of the deans/ supervisor may have relationship with employees Job satisfaction in private universities in UAE. Studies have been conducted to analyze the relationship between leadership and employee satisfaction (Sample, 2002). The transformational and transactional leadership styles are used in

this study. Powell et. al., (2008) insisted that transformational along with transactional leadership styles are the most important factors that contribute towards job satisfaction. Furthermore, considerable research studies suggest that communication is related to job satisfaction (Goldhaber et al., 1978; Hilgerman, 1998; Pincus, 1986). The literature review in this particular study which is the current one also supports the ideas described in the conceptual framework.

The theoretical framework for this study was based on theoretical leadership model of transformational and transactional leadership style (Bass 1985), Communication competence Wiemann (1977) and Herzberg's Two-Factor (motivator-hygiene) Theory (1966). These theories could justify the framework of this study. The conceptual framework used to guide this study is unique, with no such configuration of variables having been used in the study of private universities across UAE. The conceptual framework driving this study consists of the combination of leadership, communication and job satisfaction instruments including: Multifactor Leadership Questionnaire to measure leadership styles, Minnesota to measure job satisfaction and Communicative Competence Scale instruments to measure communication competence.

The transformational theory comes from the theory of full-range leadership that has been studied and developed by Bass (1985) which has become the dominant theory of leadership during the past twenty years (Bass, 1985; Barbuto & Burbach, 2006; Judge & Piccolo, 2004). It asserted that leaders demonstrate several types of behaviours/styles when interacting with their subordinates. Transformational-transactional leadership was studied by James Burns in 1978. Bass built on Burn's

theory in 1985 while talking about specific behaviors that comprise leadership styles of each kind. Transformational leadership theory meanwhile says that employees would obey a supervisor who inspires them and at the same time displays certain patterns in term of behavior which is related to charisma. A supervisor would provide intellectual stimulation and would have clear vision. In addition, he leads with passion, and finally, he can achieve the planned goals. Those are the supervisors who have the ability of transforming their subordinates and assist them to reach up to their fullest potential are actually called Transformational leaders. These Heads or Deans can generate very levels of performance which are very high in their employees. This is central according to the theory of transformational leadership studies. (Bass, 1990). Meanwhile, Transactional leadership style is something that focuses on the exchanges that happen between leaders as well as subordinates (Bass 1985). The Transactional leadership theory never the less described “the relationship that is seen between leaders and subordinates as a series of exchanges of gratification designed to maximize organizational and individual gains.” (Bass & Avolio, 1990.p.21). Bass (1999a) stated that transformational leadership generally has an effect on workers’ job satisfaction in a positive way while transactional leadership may not result in a high degree of job satisfaction. Thus, both leadership styles are postulated to have influence on job satisfaction.

According to bass (1985) “Five factors were identified as characteristic of transformational leadership: idealized influence attributed and behavior, inspirational motivation, individualized consideration, and intellectual stimulation. Three factors were found to be characteristic of transactional leadership: contingent reward, management by exception active and Management by exception-passive” (p.120)

Communication competence model which was designed by Wiemann's (1977) was used in this study. Wiemann (1977) countered that it is communicative competence which allows an individual to establish a social identity. The ability of the communicator to manage the interaction influenced the fellow interactants' perceptions of the communicator which also will affect his job outcome such as satisfaction. According to Wiemann (1977) "Five factors were identified as characteristics of communication competence: These were Interaction management along with empathy. However these characteristics included affiliation/Support along with social relaxation which would also include behavioral/ flexibility" (p.199).

Herzberg's two factor theory could be one of the most significant theories which is related to job satisfaction. This theory shows that job satisfaction could be determined by various intrinsic as well as extrinsic factors which are related to the job. Although there are many job satisfaction theories, this study seems to take Herzberg's theory into consideration as it is regarded as one of the best and noted as well as widely used theories in describing job satisfaction and motivation.(Bassett-Jones&Lloyd,2005).

The conducted researches by Herzberg (1966) and Weiss et al. (1967) emphasize on two vital dimensions for job satisfaction. First dimension is intrinsic satisfaction which includes achievement, recognition, ability utilization, authority and activity. The second dimension is extrinsic satisfaction including compensation, advancement, company practices and policies. The two dimensions of job satisfaction are being influenced by one of the two variables which are being considered in this study: these are transformational, transactional as well as communication competence. The

theories are explained in details in chapter two.

Review of literature found support for transformational, transactional and communication competence to be the independent variable of the study. Leadership styles and communication competence were examined as the independent variables in many studies while job satisfaction was considered as a dependent variable. For example, Webb (2003) in his study mentioned that the independent variables could be transformational and transactional leadership behaviors which were closely examined in association with college and university presidents and it was found that the dependent variable could be job satisfaction. Furthermore, investigating the theoretical relationship between communication competence and job satisfaction is consistent with the recommendation made by many studies. For example, Schnake et al. (1990) cite numerous studies reporting the positive correlation between the quality of communication in the work place, on the one hand, and job satisfaction and performance on the other. Madlock, (2008a) in his study investigated the link between leadership style, communication competence and employee job satisfaction. Leadership and communication competence were considered as independent variables and job satisfaction was a dependent variable.

The hypothesized framework was proposed based on the above theoretical support and the findings of empirical studies. More details can be found in chapter two. A conceptual framework variables are related to the dependent variable. It can be referred to as figure 1.1.

Independent Variables

Dependent Variable

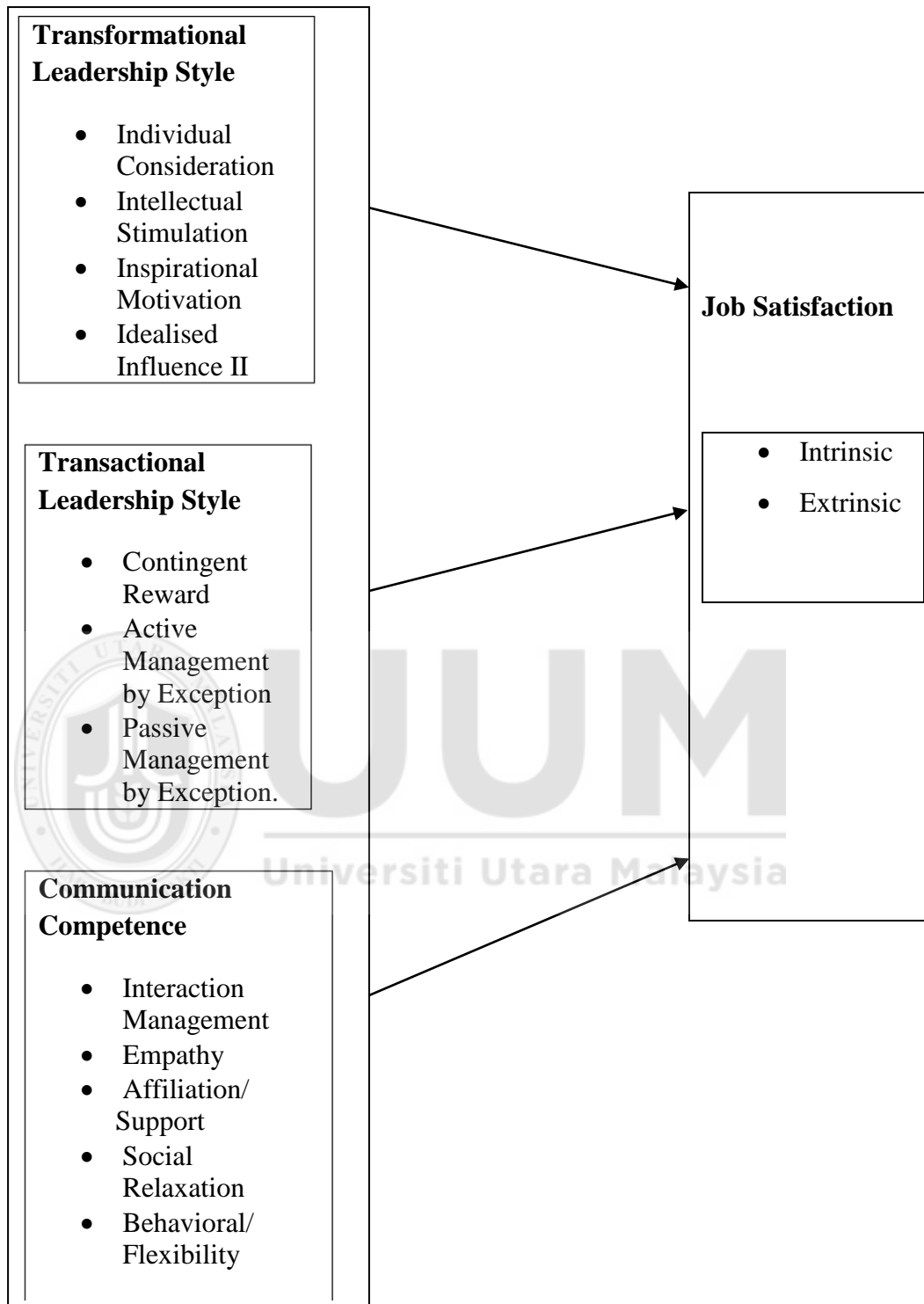


Figure 1.1. Framework of the Relationships between Transformational, Transactional, Communication Competence and Job Satisfaction

1.8 Significance of the Study

In spite of the popularity of topics such as leadership styles as well as communication and their relationship with job satisfaction, to date, as per the best knowledge of researcher, there has not been any research published regarding the relationship between leadership styles, as well as communication competence of a leader/supervisor in relationship with the job satisfaction of subordinates in the context of tertiary educational sector within the UAE. Existing research denotes that there is a shortage of literature with relevance to the perspectives of university employees regarding communication competence and leadership style in relation to their own job satisfaction. This is particularly applicable in a multicultural environment like the UAE. Hence the current study attempts to rectify this dearth of pertinent literature. In addition, it must be noted that very few research studies have been conducted on topics related to higher education institutions in the UAE which use the Multifactor Leadership Questionnaire, Minnesota and Communicative Competence Scale instruments to test variables in a study focusing on the UAE.

The findings of this study will provide a knowledge and an understanding on the effect of the transformational as well as the transactional leadership styles that are being practiced in association with the communication competence of the academic deans/supervisor in terms of providing employee job satisfaction at the various private universities in the UAE. This study can be considered as very important as it contributes to the literature that has been growing on employee job satisfaction. In addition, it may serve as a guideline which would assist future researchers who are trying to expand the research scope in leadership styles and communication. Apart from that, it will encourage the university administration to put more efforts into

developing the leadership style and communication competences which increase the employees` job satisfaction. Hence, the productivity of the employees will be enhanced. According to Pattersen et al. (2004) a job satisfied employee is a productive employee.

The results of present study will be valuable for researchers and theorists who are concerned with educational organization. In addition, this will assist the deans and heads of the universities in the UAE who keep searching for ways to increase employees` job satisfaction. Academic heads or Deans can shape the cultural trends and mold universities in several ways (Schein, 1992). These leaders ensure job satisfaction while maintaining a good rapport with their employees.

It was considered that this study can be a useful technique for academic administrators who could be trying to evaluate their own leadership styles and communication in relation to what was being used in the past . It could help them decide which behavior is more effective and the most important. This would definitely assist them to be more efficient in leading these institutions of higher education in the future. They could try to implement leadership and communication behavior which would help increase the employees` job satisfaction.

This study also will be significant for the general educational organization in UAE society. It provides scope for the development of fresh insights into the communication, leadership styles across UAE private universities and to some extent, into organisations in general. The findings of this study will facilitate better understanding to these organization about the appropriate leadership styles and the

importance of communication competence.

The current study contributes to a large extent in areas of research related to leadership practices and communication competence particularly of academic leaders at private universities which are a part of the UAE. “By identifying specific leadership behaviors that predict employees` satisfaction, leaders can employ these leadership behaviors and utilize them to further their institutions. Satisfied employees are substantially more productive. In addition, increasing employees’ levels of job satisfaction can lower the incidence of absenteeism, tardiness, turnover, and grievance” (Montana & Charnov, 1993.p.20). In this study it was significant to these administrators of the universities to become fully aware of the necessity of effective communication competence and its influences on employees’ job satisfaction.

1.9 Limitations of the Study

There are a few limitations for this study which should be taken into consideration with relevance to all other studies. The limitations of a study are factors that may negatively influence the results, and their ability to be generalized (Gay & Airasian, 2000).The first concerned the research sample. The study involved only the employees from accredited private universities by the Ministry of higher education in UAE. The international universities in the UAE which are not accredited by the ministry were ignored amongst the list of the universities. The reasons for limiting the samples from unaccredited universities was because of the fact that these universities don’t follow the polices of ministry of higher education in UAE. However, this has limited the generalizability of the findings.

The second limitation was relevant to the cross sectional current study that was conducted in such a way that the data was gathered during one fixed period. The data was not gathered on a periodic basis. In addition, the research method had some limitations as it used only quantitative data for analysis. Qualitative methods would have given a better idea about people's views in comparison to stipulated theories. Hence, the researcher did not have access to in depth insights on some of the examined issues in the study.

Although there are limitations, many of the findings in this study have been able to create a framework from which future researchers can build on. In addition, this is the first study that will examine these independent and dependent variables at a whole lot of private universities located in the UAE.

1.10 Terms and Conceptual Definitions

The following terms are the definitions which were used in this research study and the explanation is meant to provide details that will help readers understand these terms.

1.10.1 Leadership

Leadership is “a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2010, p. 3).

1.10.2 Leadership style

Leadership style is “the behavior pattern of a person who attempts to influence others” (Northouse, 2012, p.91).

1.10.3 Transactional Leadership style

Transactional leadership defining “agreements or contracts to achieve specific work objectives, discovering individuals’ capabilities, and specifying the compensation and rewards that can be expected upon successful completion of the tasks” (Bass & Avolio, 1997, p. 2).

1.10.4 Transformational Leadership style

Transformational leadership is the practice of leadership behaviors that empower followers to create vision, to promote change, and to achieve a meaningful and satisfying work environment (Bass, 1985)

1.10.5 Communication Competence

Communication competence is “the ability of an interacting member to choose among available communicative behaviors in order that he (she) may successfully accomplish his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interacting members within the constraints of the situation” (Wiemann 1977, p. 198).

1.10.6 Competence

Competence is defined as “the set of abilities, henceforth, termed resources, which a communicator has available for use in the communication process” (Jablin & Sias 2000, p. 125).

1.10.7 Job Satisfaction

“Job Satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences” (Locke, 1976, p. 1300).

1.11 Summary

Employees are more likely to be influenced by leaders who influence their behaviour, cognitive, as well as their performance. Employees' positive personality and job satisfaction can be developed by having positive leadership styles and communication competences which play an essential role in improving aspects of job satisfaction amongst the employee. So, the productivity and achievement of the employee can be improved. According to Duserick et al. (2007) Effective leadership leads to high and positive employee job satisfaction that gives rise to an increase in productivity.

The current study investigated the relationship that exists between leadership styles, communication competence and university employees job satisfaction. Moreover, if leadership styles as well as communication competence could predict job satisfaction was also assessed.

In the following chapter, a detailed discussion of various theories related to leadership styles, communication competence and job satisfaction among the employees. The chapter explores leadership style by defining the term leadership and discussing different type of leadership styles. The chapter further investigates the existing literature related to communication competence and job satisfaction. At the end of the chapter, the focus will be on a review of empirical researches on the relationship between leadership styles, communication competence and job satisfaction.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The most important target of the literature review is to work on building some literature review where understanding is derived from conceptual frameworks and related literature. Presenting reviews of scientifically supported evidence the researcher looks at past studies of relationships that could have happened between subject constructs which are meant to be measured. The chapter presents definitions on leadership and its theories and the focus is on transformational/transactional leadership styles. Next, there is a description of the concepts related to communication competence concept in its various dimensions. This is followed by a number of details regarding the concept of job satisfaction, scientific research and related theories which concern job satisfaction. Finally the chapter focuses on a discussion and review of empirical research carried out over a certain period in order to examine the relationship between leadership styles, communication competence and job satisfaction.

2.2 Theoretical Foundation

The current study attempts to apply theory of transformational leadership style founded by Bass (1985) and social exchange theory founded by Homans (1960) to specifically examine the relationship between leadership styles, communication competence and job satisfaction. In the sections that are outlined next, the underlying theories which support the framework of this particular study are presented.

2.2.1 Transformational Theory

Transformational leadership, a prominent part of new leadership theories has played an important role in leadership studies. Transformational and Transactional leadership theories are two of the most prominent leadership theories had put forward to explain leadership effectiveness. According to Cox (2001), there are two basic categories of leadership: transactional and transformational. Theory of transformational leadership states that both transformational and transactional leadership styles are applicable in a variety of settings and one of them is education (Bass, 1998). The transformational and Transactional leadership theory was originated by Burns (1978) with the core concept being the transformation of the leader making changes within the organization. In addition, Burns introduced the concept of transforming leadership and distinguished between ordinary (transactional) leaders, who exchanged tangible rewards for the work and loyalty of followers, and extraordinary (transformational) leaders who engaged with followers, focused on higher order intrinsic needs, and raised consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved (Barnett, McCormick & Connors, 2001; Judge & Piccolo, 2004).

Bass (1985) later developed and refined further the conceptualization of transformational and transactional leadership theory proposed by Burn (1978). He added to the initial concepts of Burns to help explain how transformational leadership theory could be measured, as well as how it influences follower motivation and performance (Bass, 1985). According to Bass (1997) transactional leadership theory was founded upon the idea that leader follower relations were based on negotiation exchange and contractual dimension. Regarding the transformational theory, Bass

(1985) stated that a leader is “one who motivates us to do more than we originally expected to do and encourage followers to go beyond self-interest for the good of the team or the organization” (p. 20). Bass (1985) explained the influence of transformational leadership on organizational as well as outcomes from employee satisfaction. Yukl (2013) added that “transactional leadership motivates followers by appealing to their self-interest and exchanging benefits” (p.321). Bass and Avolio (1993) indicated that the full-range of leadership including transformational and transactional leadership styles enhance the leaders and follower relationship to obtain positive outcomes. Bass (1999a) stated that transformational leadership generally has an impact on workers’ job satisfaction in a positive way while transactional leadership may not result in a high degree of job satisfaction.

Institutional leaders will have to understand the link that is present between leadership style along with the importance of employee satisfaction. (Bass & Riggio, 2006; Berson & Linton, 2005). In addition, Bryman (1992) indicated that the transformational leadership theory has been positively linked to a variety of organizational outcomes such as job satisfaction. The different kinds of actions coming from an academic leader will determine positive satisfaction of the employees who experience various emotions at work. Based on transformational leadership theory application, it is possible to theorize that a leader behaviors have influence on employees job satisfaction and there is a relationship between leadership styles and job satisfaction.

This theory was criticized by some researchers as any other leadership theories . Transformational leaders can use powerful influence over followers and motivate them to take decisions and actions regardless of ethical or unethical moral values and this could be a problem especially if some leaders show narcissistic tendencies and thrive on power. Additionally, some of followers tend to show strong dependent character and unfortunate bonds to their leaders. (Hay,2006). Furthermore, as Bass et al. (2003) notes, transformational leadership missed the balances of countervailing desired interests and power that help to avoid the trap of oppression and dictatorship. And in the absence of ethical moral rectitude the “dark side of charisma” will arise

This study explored and studied only transformational and transactional leadership styles and considered them as the main leadership styles used in this study. Laissez – Faire is one style which is also part of Bass’s theory .Sharpe (2006) in his study of leadership behavior examined how constructive employees are using the laissez-faire, autocratic, and democratic leadership styles. The laissez-faire is an innovative leadership style where the leader grants the employees full authority. According to Sharpe (2004), the responsibility of making decisions and completing tasks is given to the employees. Leaders who have this style of leadership style are not really concerned about organizational goals. However, Sharpe (2004) also said that the laissez-faire approach to leadership can be considered suitable when employees have long experiences, educated and skilled. When employees are not experienced and skilled, the laissez-faire leadership style may not be helpful to the organization. Sharpe (2006) mentioned that small universities don’t do well when leaders use the laissez-faire leadership style because employees obtain a lower level of satisfaction.

Transformational leadership theory has been used extensively in the current study due to the fact that academic leaders form a part of the leadership team in the UAE which concentrates on leading the UAE towards success and economic growth. In addition, Transformational leadership is universally applicable (Bass, 1998). The style is accepted in literature across the globe (Bass, 2003). Many cultures and people have shown the behaviors that encompass the style. Bass (2003) also suggested that without taking culture into consideration, transformational leaders may inspire subordinates to climb over their self-interests transcending them for the sake of the organization. In addition, transformational theory concentrates on leadership practices that can be learned over a period of time (Bass, 1998). A number of academic leaders in the UAE are expatriates who can learn the aspects of transformational style and become better at leading a set of people who have a foreign culture different from their own culture. Furthermore, the strengths of the theory are that (1) transformational leadership has been widely applied in many different fields such as education, industrial, business, and the military; (2) transformational leadership provides a broader view of leadership than other leadership models; and (3) the theory places a strong emphasis on followers' needs, values, and morals (Northouse, 1997).

Transformational leadership theory is quite important in business, but in this particular research study, the emphasis was on education and it was the main target. Stewart (2006) explained that one of the reasons responsible for the emergence of transformational leadership in educational settings was focused on the fact that the public had become increasingly more demanding with regard to the need of school systems to raise standards and improve educational outcomes. Transformational

leaders were perceived to be fair, professional, and effective in helping teachers solve problems (Leithwood et al., 1999). In addition, Adam (2003) “asserts that educational leaders who use transformational leadership styles are considered role models and contribute to the decision-making by providing quality decisions based on their experience and expertise” (p. 4). Moreover, transformational and transactional styles are known as the new leadership styles and are used by most academics who study educational organization leaders (Heller, 1993; Timothy & Ronald, 2004).

The Multifactor Leadership Questionnaire (MLQ) is the instrument developed by Bass and Avolio. The MLQ is the most widely used instrument to assess transformational leadership theory (Kirkbride, 2006). MLQ was used in this study to measure the independent variables on transformational and transactional leadership. The Multifactor Leadership Questionnaire has been established as the key instrument for measuring transformational leadership and related constructs (Bass & Avolio, 1990). The MLQ contained three leadership outcomes. Transformational leadership behaviors include Idealized Influence attributed and behaviour, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Transactional leadership behaviors included Contingent Reinforcement, Management-by-Exception (MBE), Management by Exception (Active) or MBE-A. One behavior described as non-leadership (Laissez-faire).

2.2.2 The Two-Factor Theory

Herzberg's two-factor theory is also known as the motivation-hygiene theory. The motivation/hygiene theory is known to be one of the most researched theories used to find solutions to the problems of employees' job satisfaction (Behling et al., 1968).

This is referred to as two-factor, dual factor, intrinsic/extrinsic or motivator/hygiene theory of motivation. The present study applied Herzberg's theory because it is considered as one of the most noted, used, and widespread theories in explaining motivation and job satisfaction (Bassett-Jones & Lloyd, 2005).

In a study detailed in Herzberg et al. (1959) a group of workers were interviewed in order to measure their degrees of satisfaction and to find out what factors made them satisfied or dissatisfied with their job. Responses about satisfaction are generally related to job content (motivators), whereas responses about dissatisfaction are associated with job context (hygiene factor). Depending on those interviews, Herzberg developed his theory which argues that there are two dimensions that determine one's job satisfaction: The first dimension is motivator or intrinsic factors. According to Herzberg (1966) intrinsic factors caused job satisfaction. Motivation/intrinsic factors are factors that deal with fulfilling employees' needs and personal growth such as achievement, recognition, responsibility and advancement. The availability of these factors leads to satisfaction. The other dimensions were the hygiene/ extrinsic. According to Herzberg (1966) hygiene factors are factors related to aspects of the job such as supervision, salary, interpersonal relations and working conditions. The presence of these factors leads to "no satisfaction" so the opposite of "satisfaction" is "no satisfaction" and not dissatisfaction.

As mentioned above, Herzberg perceived motivational and hygiene factors to be separated into two dimensions which would affect separate aspects of job satisfaction. Herzberg explained that this belief is not similar to the traditional approach of viewing job satisfaction and dissatisfaction as opposite ends of the same continuum.

2.2.3 Social Exchange Theory

Social exchange theory is a prominent theoretical paradigm for understanding workplace relationships and employee attitudes DeConinck (2010). The social exchange theory embodies well the nature of the work relationship between two parties i.e. employer and employee. George Homans was the person who founded the theory in the 1958 before it was further developed by other theorists. Homans's primary concern was related to the behaviour of individuals in a social interaction and how social structures such as power, conformity, status, leadership, communication and justice are important in understanding social interactions. Due to its wide implications, the term "social exchange" has often been used to describe the group processes and intergroup relations that develop between individuals in an organization (Settoon, Bennett, & Liden, 1996). One classic example of such a relationship would be that between employers and employees, where the most number of exchange are that of time and effort from employees in doing work in return for some resources from their employers. Foa and Foa's (1975) classified these resources as: love (affection, warmth); status (prestige, esteem); money (cash, credit, earning potential, paying on dates); material goods (gifts, sharing possessions); services (favors, comfort); and information (knowledge, common sense).

Supervisors who communicate with their employees on a daily basis facilitate social exchange, commonly described as the sequence of interactions that produce personal obligations, appreciation, and trust (Blau, 1964). Furthermore, within the context of employment relations, this theory fundamentally argues that employees will demonstrate good behavior and hence show good performance as a way to reciprocate the positive contributions made by the organization. In other words, the two sets of

people (leaders and employees) in this relationship could be very satisfied with different kinds of exchanges seen in different situations. Implicit in the social exchanges is that the maintenance of the social relationship between the two parties depends on the favorable attitude each party has with one another (Gouldner, 1960).

The social exchange theory talks about social interactions stating that relationships are maintained particularly if people are satisfied with that kind of relationship where a sense of trust has been established and the other party could continue to reciprocate in a similar way (Homans, 1958). Strong trustworthy relationships are often found in organizations where leaders are act with integrity and honesty, actively delegate tasks to others, openly communicate. (Whitener, Brodt, Korsgaard, & Werner, 1998). The social exchange theories could be used as frameworks where employees may have a high degree of job satisfaction as a mechanism of response to all kinds of support as well as good treatment which is generally offered by the institutions. Furthermore, Favorable social exchange relationships are essential for achieving organizational and individual goals and objectives as each individual and/or group is interdependent on the other (Hume & Leonard 2013).

The social exchange theory embodies well the nature of the work relationship between two parties i.e. employer and employee The social exchange theory talks about social interactions stating that relationships are maintained particularly if people are satisfied with that kind of relationship where a sense of trust has been established and the other party could continue to reciprocate in a similar way (Homans, 1958).

Wiemann (1977) have provided a definition of communication competence as: “The ability of an interactant to choose among available communicative behaviors in order that he (she) may successfully accomplish his (her) own interpersonal goals” (p.198). So communication competence and social exchange relationships are similar in terms of achieving the goals of the individual. Wiemann developed a model which describes the competent communicator to be other-oriented, empathic, affiliative, supportive, and relaxed while interacting with others to achieve the desired goals. Some of these factors are similar to Foa`s resources. Moreover, According to Chen et al. (2005) a major social exchange perspective in an organizational behavior refers to perceived organizational support. Providing support could be an important factor related to communication competence, where the academic leader supports the employee and workers show effective behaviour at the workplace as well as positive attitudes. This kind of behaviour by the deans/supervisor could influence the job satisfaction of subordinates.

The theorized relationship between organizational factors such as communication and leadership style and employee outcome such as satisfaction is possible and can be operated through social exchange. Sprecher (1998) applies social exchange concepts to an exploration of satisfaction and commitment of the employees. The employees feel obligated to return the favorable benefits they receive. Favorable exchanges based on obligation are characterized by the act of reciprocity (Cropanzano & Mitchell 2005). According to Jepsen (2007) reciprocal response can be job satisfaction and organizational commitment. Spector (1997) stated that the important reasons why job satisfaction should be given great attention is because this variable is to some extent a reflection of good treatment, where people deserve to be treated

fairly and with respect. The author adds that job satisfaction can also lead to employee behaviors, both positive and negative, which can affect organizational functioning. The research focuses on benefits given by the employer such as information that is new, favourable support along with flexibility and comfort which promises frequent interaction. Hence, the workers will be satisfied which in turn may stimulate worker loyalty giving rise to productivity increasing satisfaction of the customers. Duck (1994) indicated that communication is in fact a fundamental element of all exchange relationships.

The theories discussed earlier can be used to explain the relationship between leadership styles, as well as communication competence and job satisfaction in various higher educational organisations. The behaviour and attitude of the leaders/Supervisors could have an impact on the educational organization's environment as well as faculty and staff.

2.3 Leadership

The following section defines, explains and reviews leadership.

2.3.1 Leadership Concept

Leadership have been a 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). Almost all writers who tried to define leadership have their own definitions and there is no commonly agreed upon definition. According to Yukl (2010), there is no general agreement on the definition of leadership but most definitions cover these concepts: Leadership is a “process” through which a leader

can affect and be affected by the employees. The leader's "influence" on the workers is a necessary condition that has to be considered and leadership cannot exist without it. Leadership happens within a "group" and influences the individuals in that particular group to have the same aims as the leader. It is focused on the "accomplishment" of a set of goals through a group of people who may direct it. Similarly, Bryman (1991) indicated that the majority of definitions of leadership reflect some basic elements, including "group" "influence" and "goal". Thus, leadership has been defined in many ways but most of the given definitions contain some common elements. The following are some of the definitions that have appeared in the past.

The leadership was defined as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (Yukl, 2013, p. 7). Burn (1978) defined leadership as "Leadership is leaders inducing followers to act for certain goals that represent the values and the motivations, the wants and needs, the aspirations and expectations of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations" (p. 19). Winston and Patterson (2003) gave a comprehensive definition and defined leadership as "One or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and goals" (p. 7). Northouse (2007) stated, "Leadership is a process through

which an individual influence a group of people to attain common goals”. Dubrin (2012) defined leadership as the ability of the leaders to motivate confidence, encouragement, and support among their followers, who are needed to achieve the goals of the organization. In an educational context, one definition of leadership could be “A process of influence leading to the achievement of desired purposes. It involves inspiring and supporting others towards the achievement of a vision for the school which is based on clear personal and professional values” (Bush & Glover, 2003, p. 10). The researcher defined Leadership as a process used to create directions and to develop, influence and motivate faculty and staff in order to support and achieve educational organization goals.

While the given definitions appear to be different, the basic themes that are within them are similar. They have the ideas of process, influence, group and goal. Drawing on these given definitions, leadership is a process of leading, influencing or motivating followers to achieve a desired goal. Leadership for the purpose of the current study suggests that a leader’s aim is to support, influence and guide the followers to increase their job satisfaction and achieve the goal settings.

2.3.2 Leadership Theories

Several theories have been discovered in the field of leadership. According to Dixon and Hart (2010) Leadership literature is well provided with theories that confirm the significant relationship between positive leadership and group or organizational effectiveness. This particular section presents some of the most cited theories commonly found in literature related to leadership in order to pertinently enrich

certain processes of understanding leadership theory in order to display theoretical development regarding this area.

2.3.2.1 Great Man Theories

Great Man theories is the earliest understanding on leadership. The proponent of the great man theory assumes that leaders are born and have innate qualities; therefore, leaders cannot be made. The word “Man” was deliberately used to signify the role of males only. Initially, leaders were thought to be those having success stories which were largely associated with military men (Bolden, 2004).

Great Man Theories identified the leader’s genetic disposition or personal traits as the key factors in determining leadership effectiveness, thus the title “Great Man” theories (Stogdill, 1974). Leadership is explained by the internal qualities with which a person is born (Bernard, 1926). Thus, The leadership position depends on the leader’s birth not on learning or developing. Furthermore, the theory argues that leaders are people who are predominantly male, military man, and Western, who are highly influential due to their ability to use personal characteristics such as charisma, intelligence, wisdom or political skill to gain power and make decisive historical impact (Daft, 2002). Mann (1959) who carried out extensive research on literature advocating the great man theory, indicated that intelligence, masculinity, adjustment, dominance, extroversion and conservatism were all traits of these leaders. Based on the characteristics of this theory and the work environment found in universities nowadays, it cannot be applied to educational settings in terms of leadership. This is because the work environment in the 21st century is very different compared to what

it was earlier. There are many differences in today's world which center on the fact that there is team work and participation involved in workplace situations.

2.3.2.2 Trait Theories

Trait theories were one of the earliest theories in the 19th century which attempted to study leadership in organizations. These theories were also explored by many researchers who proposed that leaders have certain qualities which differentiate them from non-leaders. Trait theorists have attempted to quantify leadership based on specific qualities or characteristics of leaders such as personality, motives, values, or skills that differentiated them from their followers (Yukl 2002). The leaders have unique personal traits. Rowden (2000) indicated six qualities that separate leaders from non-leaders: enterprise, desire for influencing others, integrity, honesty, self-confidence, wisdom, and high skills for work. It assumes that leaders possess particular, inherent qualities that set them apart from other individuals (non-leaders); in other words, they are born, not made (Northouse, 2007; Yukl, 2013). Researchers have indicated many leadership traits for efficient leaders. Stogdill (1974) stated they found that traits such as intelligence, initiative, persistence in dealing with problems, self-confidence, tolerance, dominance, cooperation and ambition were the most important traits of leadership. Trait theories of leadership mainly focus on individual traits of efficient leaders. Moreover, Hay (1990) indicated nine traits essential to efficient leadership, including flexibility, sense of responsibility, influence, conceptualization, multi-angle of view, foresight, respect and sensibility, communication skills, and self-knowledge.

This theory is not really applicable in leadership settings of universities as in most educational settings leadership is not inherent. More often than not, leaders in universities are not really employed or trained as university leaders. Most often, faculty are promoted in the first instance to a higher position as an academic leader after considering teaching excellence, period of employment, various relationships within the organisation and the needs of the university not mainly because of their leadership skills.

The trait theories of leadership was criticized for several reasons. The theory was to fail to take different situations into account, such that people possessing certain traits that may make them leaders in one situation may not be leaders in other situations. It is also said to have failed to look at traits in relationship to leadership outcomes, such as effectiveness and job satisfaction, since it focused only on the identification of traits. Finally, it is not useful for training and development for leadership because traits cannot easily be taught or changed (Daft, 2002).

2.3.2.3 Behavioral Theory

The Behavioral theories of leadership focus on the study of specific behaviors of a leader. Behavior focuses on examining the leader and studying the actions of the leaders (Muchinsky, 1993). Researchers of behavioral theory have a firm belief that a leader's behavior is the best predictor of his leadership influences and hence it is the best determinant of his or her leadership success. They focus on identifying the behaviors exhibited by leaders that improve the effectiveness of their companies or organizations. Studies that focus on leader behaviors attempt to determine what kinds of things successful leaders do, rather than examine how the perceptions that others

hold toward leaders (Halpin & Winer, 1957). In terms of behavior studies, researchers identified two basic kinds of behavior that make up leadership: task behavior and relationship behavior. Task behavior facilitates goal accomplishment, whereas relationship behavior helps followers feel comfortable with themselves, with each other, and with the situation. This theory shifted leadership research from personality traits to tasks and relationship behaviors (Northouse, 1997).

The most famous study of behavior theory among several research on leadership behavior was a study conducted by researchers from The Ohio State University (Templer, 1973). They affirmed that leader behaviors can be explained within two independent factors called consideration and initiating structure (Halpin & Winer, 1957). The most promising work in measuring leadership behavior was the study of the two dimensions of leadership behavior: consideration and initiating structure (Korman, 1966). According to The Ohio State researchers, the definitions of these two constructs are as follows: consideration applies to the degree to which leaders show support and friendship towards followers, whereas the term initiating structure applies to the manner in which leaders stress the importance of achieving goals and tasks.

Behavioral Theories pointed that anyone can be made a leader by teaching them the most appropriate behavioral response for any given situation. The primary concept driving behavioral leadership studies is the idea that leadership is not necessarily an inborn trait, but rather effective leadership methods can be taught to employees (Saal & Knight, 1988). It is important to understand the implications of this theory which could mean that university faculty in educational settings could 'learn' ways and

means of turning out into good deans or supervisors. This is possible through observation as well as guidance, knowledge and full comprehension of leadership practices.

2.3.2.4 Contingency Theory

Contingency theory is a leader match theory which means it tries to match leaders to appropriate situations. leaders' behavior is altered by the character of the individual leader and by the conditions and characteristics of employees (Fiedler & Chemers , 1974). This theory is called contingency due to the fact that a leader's effectiveness depends on how well the leader's style fits the context (Northouse , 2010). Thus, this theory specifies certain situations that are responsible for some behaviors that happen to be more effective than others. Contingency theory suggests that leader`s is contingent on situational factors such as nature of task, nature of environment and characteristics of followers (Bass, 1990). According to Hicks and Gullett (1987) contingency theory which was primarily concerned with specific environmental variables that determine the best leadership style suited with the situation. No uniform leadership style is the best rather various variables like the leadership style, qualities of the followers and aspects of the situation play significant role in overall success.

Northouse (2010) mentioned that this theory does not require people to be effective in all situations. The contingency theory argues that leaders should not expect to be able to lead in every situation. Northouse (2010) added the contingency theory has been criticized because it fails to explain fully why people with certain leadership styles are more effective in some situations than in others. This theory has also been

criticized because it fails to explain adequately what organisations do when there is a mismatch between the leader and the situation in the workplace.

It is difficult to apply this theory in educational settings as many theories considered it as being too complicated and present certain limitations. According to this theory, there is no ideal leader and no ideal leadership style that best suits any particular educational setting as “there is no one best way of organising” (Morgan, 2007, p.42).

2.3.2.5 Path - Goal Theory

This theory is about how leaders motivate subordinates to accomplish designated goals. According to Northouse (2012) “the underlying assumption of path goal theory is derived from expectancy theory which suggests that subordinates will be motivated if they think they are capable of performing their work, if they believe their efforts will result in a certain outcome and if they believe that the payoffs for doing their work are worthwhile” (p.137). In this theory, Northouse (2010) added the challenge for the leader is to use a leadership style that best meets the subordinates’ motivational needs. This is done by choosing behaviours that complement or supplement what is missing in the work setting. Dixon and Hart (2010) elucidated on the Path-Goal leadership theory which explains the success of leaders who are flexible and able to generate high levels of work group effectiveness by increasing members’ motivation through clarification, direction, structure, and rewards.

Northouse (2010) also stated that the path goal theory has been criticized as it is very complex and incorporates many different aspects of leadership, It has not received much support from researchers as it fails to explain adequately the relationship between leadership behavior and worker motivation and The path-goal theory

approach treats leadership as a one-way event in which the leader affects the subordinate.

In settings that are strongly relevant to educational organisations, this theory is applicable. According to House (1971) it proposed that the leader behavior influence subordinates` by determining the forms of rewards, clarifying the path goal desired, providing the support needed, reducing the barriers to goal achievement and allowing the employee to participate in decision making. If the academic leader applied these behavior patterns into the organization then they could enhance employee` performance and organizational effectiveness. Although the forms of rewards could vary, it is still possible to satisfy the employee through positive language and a supportive environment.

2.3.3 Transformational Leadership Style

Before the researcher describes the transformational and transactional leadership styles, it is important to define the term leadership style. Different writers have defined the term differently. Leadership style can be viewed as a series of managerial attitudes, behaviours, characteristics and skills based on individual and organisational values, leadership interests and reliability of employees in different situations. Mosadeghrad (2003). According to Northouse (2012) “Leadership style consists of the behavior pattern of a person who attempts to influence others” (p.91). In other words, leadership style is a kind of behavioral models used by leaders when working with followers who influence their performance.

Attention to the concept of transformational leadership received added significance in 1978 when James Burns worked on his study. However, it was defined more specifically with meaningful extensions by Bass and other researchers (Bass,

1997). Transformational leadership often starts with the development of a vision, where leaders build the trust, and guide the way for their employees. Burns (1978) defined “transformational leadership as a process in which both leaders and followers believe in inspiring and uplifting one another to higher levels of moral ethics and motivation (p.20). Also Burns (1978) stated that “transformational leaders encourage their followers to work to the best of their ability and to put the organisation's interests over their personal ones and at the same time, they exert effort on behalf of the organisation to satisfy the followers' higher order needs” (p. 4). Moreover, Northouse (2010) described transformational leadership as “the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the followers” (p. 172). Transformational leaders pay attention to the needs of their followers and support them so that the subordinates reach their maximum potential. Yukl (2002) defined “transformational leadership as a process of bringing about crucial changes in the members' attitudes and assumptions and obtaining their commitment for the purpose of fulfilling the organisation's mission and objectives”(p. 24).

A transformational leader leads with an ethical philosophy and gives the organization its ultimate measure of worth and satisfies the needs and aspirations of the organization's constituents (Bass & Steidlmeier, 1999). Transformational leadership motivates employees to work for reasons beyond an immediate tangible reward (Aarons, 2006; Bass, 1999a). Boerner et al. (2007) wrote that transformational leadership is an effort to create altruistic fulfillment for the employee. The form of leadership gets its name from the fact that it transforms the working relationship beyond lower-level material satisfaction toward higher-level intrinsic fulfillment. A

transformational leader aligns the goals of the employee with the goals of the organization (Bass & Riggio, 2006; Den et al., 1997).

Bass and Riggio (2006) claimed that “Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible” (p.4). In addition, Avolio and Bass (2004) indicated that the transformational leaders interact with followers and set high standards show a determination that motivates followers in order to stimulate their thinking, to inspire their performance, to move them to see themselves and the opportunities and challenges of their environment in a new way and to perform beyond expectations. Similarly, Stone et al., (2004) indicated that the leader inspires employees to achieve more than they thought possible thus increasing organizational effectiveness. They develop their subordinates and encourage them to make the best use of their strengths. According to Bass (1985), leaders transform and motivate followers by 1) creating a new vision and emphasizing the importance of particular task outcomes, 2) encouraging followers to move beyond their own interests for the sake of the organization, and 3) stimulating the followers’ higher order needs.

Transformational leaders influence subordinates by motivating and inspiring them to achieve organizational goals (Bass & Avolio, 1995). Transformational leaders also try to help subordinates imagine appealing future outcomes related to the organization (Bass & Avolio, 1995). Research had shown that transformational leaders affect organizational outcomes such as organizational citizenship behavior, organizational commitment, job satisfaction and effort (Nguni, et al., 2006). This study specifically examined the influence of transformational leadership on the personal outcome, Job

satisfaction. The relationship between transformational leadership and personal outcomes such as job satisfaction and commitment is well established (Bass, 1998). Bass (1985) declared that transformational leaders inspire their followers to go above and beyond their own self-interests for the sake of the organization as a whole. As a result, these leaders are able to bring a deeper insight and appreciation of input received from each member. Bass (1985) further argued that transformational leaders encourage followers to think critically and look for new approaches to do their jobs. Moreover; according to Newman and Grigg (2008) a transformational leader expects followers to provide divergent thinking and not simply to agree. These challenges given to followers motivate them to become more involved in their tasks. This in turn results in an increase in the degree of satisfaction with their work and commitment to the organization. Critical thinking and reasoning becomes a part of their job process as they try to manage problems at the workplace and discover possible solutions.

Transformational leadership has been studied in educational settings. According to Yavirach (2012) Research methodologies and several concepts have been used to investigate studies on transformational leadership in higher education. Yavirach (2012) added transformational leadership in an educational setting would incorporate leadership that is visionary and authentic, and aimed to 'transform' not only the school, but also the teachers who work in it. The relationship between dean/supervisor and employee is of utmost importance, whereby predominantly democratic/participative leadership styles would be practiced. In an educational setting, this style of leadership would build relationships between academic leaders and faculty member, as well as building trust and collegiality amongst staff.

2.3.3.1 Dimensions of Transformational leadership

In the initial version of Bass theory who identified four factors of transformational leadership, which they called the four I's: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Avolio et al. (1991). Later Bass have identified five factors which represent the behavioural components of transformational leadership. Transformational leaders use these five factors in varied degrees in an attempt to influence both employee and organizational goal attainment (Bass, 1997; Avolio, Bass, & Jung, 1999). These five factors are sometimes referred to as the five I's of transformational leadership:

The first dimension is Idealized influence (Attributed) means that certain leadership traits or qualities are attributed to the leader, such as a leader possessing high levels of energy, self-confidence, strong convictions and personal beliefs. Such leaders often have a need and a desire for positions of power and they often display high levels of assertiveness toward others (Webb, 2009). In addition, idealized influence focuses on the charismatic part of a transformational leadership in which the leader becomes a role model who is admired respected and emulated by followers (Avolio & Bass, 2002). Charismatic leaders generally have great power and influence. Employees want to identify with them, and they have a high degree of trust and confidence in them. Charismatic leaders usually inspire and excite most of their employees with the general idea that they may be able to achieve great things with extra effort (Bass, 1990). In the transformational leader this behavior is seen (a) when goals are articulated in ideological terms, (b) when the communication of high expectations arouses accomplishment motives, and (c) when an idealized vision of the future is presented (Bass & Riggio, 2006).

Attributed charisma emphasizes the traits of academic leaders. The attributional component relates to attribution made by the followers about their leader on the basis of their perceptions about him/her. (Bass & Riggio, 2006). Charismatic leaders are eager for power, confident, and persuasive; thus, adherents' reliance on leaders can be promoted (House, 1992). Charismatic leaders are keen on employees' needs and will venture to promote reform with perfect future vision (Conger & Kanungo 1987). Charismatic leaders inspire and excite their employees with the idea that they may be able to accomplish great things with extra effort (Bass, 1990).

Second, Idealized Influence (behavior). The behavioral component is based on how followers see the behavior of the leader. Idealized charisma emphasizes behaviors of charismatic leaders (Bass, 1999b). Behavioral Individualized influence is different from attributed individualized influence in that the leadership characteristics have less to do with the leader's particular attributes and are more focused on their behaviors. Leaders with high levels of behavioral individualized influence often display personal conviction and trust. In relationship to their followers, these kinds of transformational leaders are known for their emphasis on personal values and morals and they demonstrate high levels of purpose, commitment and ethics (Webb, 2009).

Third, Inspirational motivation which motivates and inspires the leaders' subordinates, by putting in place practices to create attractive vision statements, moving up the follower goals and inspiring their interest and optimism (Bass & Avolio, 2004). It provides meaning and enthusiasm towards the future of an organization. Inspirational leaders behave in a certain way and try to inspire their

followers by motivating them to become committed to the organizational vision and apply an attractive future vision which finally will be envisioned for themselves. They providing challenge and meaning to their followers work. They encourage individual and team spirit and collaboration among organizational members, identify new opportunities, and encourage followers to envision attractive future states (Northouse, 2007). Avolio (1990) stated that the transformational leader is a source of inspiration and considered the needs of the subordinates.

In an educational setting in which transformational change is being conducted, academic leaders have the task of inspiring others to adopt new ideas. Leaders in principal positions who display behaviours of this leadership style encourage enthusiasm and optimism, rousing team work, pointing out positive results and advantages, and emphasizing aims, stimulating teachers and more (Simic, 1998). Leaders and supervisors who display inspirational motivation and share this at the workplace by motivating and inspiring employee faculty members and other staff will keep them satisfied. Employees may have a feeling of obligation toward the university and are willing to put in additional effort in order to achieve the organization goal. Employees may feel that their future prospects appear brighter due to the support extended by the leader and may be ready to take on new responsibilities.

Fourth, Intellectual stimulation which occurs when leaders pay attention to the growth and developmental needs of followers, support and coach their development to become more innovative and creative (Bass & Riggio, 2006). Transformational leaders with this style encourage and stimulate the efforts of their followers to be

innovative and creative by questioning assumptions, reframing problems, approaching old situations in new ways and challenging their own beliefs and values. According to Bass (1998) “Transformational leaders stimulate their followers’ efforts to be innovative and creative, by questioning assumptions, reframing problems, and approaching old situations in new ways” (p. 5).

Bass and Avolio (2004) believe that academic leaders who promote intellectual stimulation encourage teachers to question assumptions, their own beliefs and values, and when appropriate, those of the principal, which may be out-dated or inappropriate to solve current problems. Principals who promote intellectual stimulation help those in their presence to think about old problems in new ways (Bass & Avolio, 2004). In educational settings, academic leaders and supervisor who follow this style pay attention to the concerns and needs of developing faculty members and other staff and increase their creativity. These kind of academic leaders help workers to study the problems through different viewpoints and then try to solve them which will increase their responsibility and confidence and make a huge difference in higher education organizational development.

The last dimension of transformational leadership is individual consideration. This leader pays personal attention to followers based on individual needs of followers for achievement and growth (Avolio & Bass, 2002). It focuses on the progressive needs of each employee. Furthermore, Humphreys (2001) stated that a leader in the individual consideration dimension tends to pay close attention to the individual differences among his or her followers. This means, Individual consideration is the process leaders use to emphasize the unique needs of each employee. In addition,

Leaders with individualized consideration have genuine concern for the follower's individual needs, perspective, and personal development (Limsila and Ogunlana, 2008). According to Bass et al. (2003). Leaders with individual consideration appreciate the work of followers and delegate responsibilities to them as a way of developing them. Leaders act as coaches or mentors to the followers and give them constructive feedback.

Academic transformational leaders who display individualized consideration try to understand and share in others' concerns and developmental needs, and treat each individual uniquely (Bass, 1999b). These leaders expand, elevate and empower those needs in an attempt to maximize and develop their full potential (Bass & Avolio, 2004). Academic leaders and supervisors who display characteristics of this leadership style spend time coaching and teaching their faculty member and other staff which promotes self-development. They treat the employees as individuals, rather than simply group members, and identify the abilities, differing needs, and aspirations for those individuals.

2.3.4 Transactional Leadership Style

Burns (1978) developed the model of transactional leadership. Burns (1978) noted that transactional leadership occurs “when one person takes the initiative in making contact with others for the purpose of an exchange of valued things; thus, the two parties can transact profits and services with each other” (p. 19). Later, Bass (1985) built on and clarified the work of Burns and developed transactional leadership model. Transactional leadership, is “a term used to examine the interactions between leaders and followers, all of whom agree with, accept or comply with the leader in

exchange for praise, rewards and resources or simply the avoidance of disciplinary action” (Bass, Jung, Avolio & Berson, 2003, p. 208). In addition, Bass and Riggio (2006) proposed that transactional leadership involves the leader rewarding the followers when the performance of the followers has reached up to the expected level. Employees simply work and give out outputs with a specific return expected. Den et al. (1997) as well as Aarons (2006) argued that a transactional leader provides a tangible or intangible benefit to an employee in exchange for service. Boerner et al., (2007) wrote that transactional leadership motivates employees to produce only to the point of achievement of their desired benefit. While the transactional leadership environment does not motivate employees to achieve beyond specific job related expectations, there may be certain positions that are attractive to individuals seeking a short-term effort-to-reward ratio. Thus, transactional leadership is realistic as it emphasizes on achieving the specific desired goals (Aarons, 2006). Transactional leadership explained how works are performed and that there will be a reward for the employee when the task is completed well.

According to Bass (1985), transactional leaders motivate employees to produce the desired results by explaining the target that employees must achieved, showing employees how to achieve the target, clarifying the performance evaluation, providing feedback on job outcomes, and providing contingent rewards if employees met the target. The transactional leader concentrates on meeting goals and who complete the task will be rewarded. Research has shown that the agreement of the reward is the rule by which the actions follow (Aarons, 2006; Bass, 1999a). According to Aarons (2006) the relationship is understood based upon the employment compact. Both parties have agreed upon the requirements and

performance discussions focus on the input-output relationship. The decision points concerning what amount of effort will equate to what amount of reward is agreed upon by the parties involved: the leader, and the follower. Bass (2003) stated at the end of transactional process, the leaders set objectives and the employee works to achieve the objective and receive a set reward. Yulk (2010) argued that the exchange process is not likely to produce passion and commitment among followers.

Within educational contexts, transactional leadership is often viewed in a negative light, and some have argued that this type of leadership can lead to limited autonomy, autocratic leadership styles, and a low degree of educational organization change. Nevertheless, there is no question that this style of leadership still tends to predominate in many non-western cultures, developing countries, and other challenging types of contexts (Hallinger, 2004; Ngcobo & Tikly, 2010; Oplatka, 2004; Slater, Garcia, & Gorosave, 2008). Transactional models appear to be better suited for situations in which focusing on the key purposes of the organization; and on assisting people in recognizing what needs to be done in order to meet set outcomes or objectives. It is particularly useful in contexts where the parameters are relatively static, clearly defined and controlled, and when conformity rather than creativity are valued (Hallinger, 2004; Huber & West, 2002). The academic leaders have a required outcome that they are looking for. The outcome becomes the only interest of the leader while the followers also have a required reward that they are expecting. Effort is put into work so that the reward may be realized (Boerner et al., 2007).

2.3.4.1 Dimensions of Transactional leadership

According to Bass and Avolio (2004), transactional leaders employ three dimensions: (1) contingent reward; (2) management-by-exception active; and (3) management-by-exception passive. Transactional leaders and their employees follow a clearly defined set of operational procedures.

First, contingent reward. Bass (1985) emphasized that “proper opportunities should be grasped and relevant methods should be adopted to set goals or apply reward; employees who behave well should be praised in their presence” (p. 6). Contingent reward is based on economic and emotional exchanges, by clarifying role requirements, and rewarding and parsing desired outcomes. As Bass (1985) stated, transactional leadership involves contingent reinforcement that can be positive or negative. Both the leader and follower set the task outcomes to be accomplished by the follower in order to receive the rewards or to avoid penalties (Bass, 1985). A reward can be increase in pay, providing opportunities for advancement or praise. A punishment is used when the subordinate has not performed to an acceptable level and administered by with holding bonus, decreasing the salary or giving additional work.

Second, management by exception active. This factor of transactional leadership can happen when the leader has a system for actively monitoring errors and gaps in performance and tasks; it is a corrective action (Bass&, Avolio, 1990). The main role of the leaders is to make sure that things are on the right track so that there is no room for error. Active management-by-exception constitutes leadership whereby academic leaders continually examine and monitor faculty’ performance and make

modifications and provide corrections throughout the process. Leaders interfere and take corrective actions when subordinates fail to perform up to the standard (Bass, 1985).

The last one is Management by Exception Passive. Passive management leaders let employees do the job and wait for subordinate mistakes and intervene only when errors occur in their work (Limsila & Ogunlana, 2008). This means that leaders pay attention more to the subordinate when corrective actions are important. Therefore, there are no preventive actions or attempts by the leader to monitor or influence performance (Bass & Avolio, 1990).

In educational settings, the school principal waits for things to go wrong before attempting to fix the problem (Bass 2008). Furthermore, the academic leaders are motivated to take action only when problems become chronic. They usually fail to intervene until issues become serious and more often than not, situations implode (Bass & Avolio, 2004).

Table 2.1

Summaries of the Dimensions of Transformational/Transactional Leadership Styles

Dimensions	Descriptions
Idealized Influence (Attributed)	Leaders make followers feel good with him/her, create sense of belonging to common goals.
Idealized Influence (Behavior)	Leaders tend to be more ethical and have strong sense of mission.
Inspirational Motivation	Leaders provide meaning and challenge to followers' work and create team spirit and enthusiasm among followers.
Intellectual Stimulation	Leaders encourage creativity and innovation by questioning the existing ways of doing things.
Individualized Consideration	Leaders consider individual employee as unique by paying attention to their needs.
Contingent Rewards	Leaders engage in giving rewards in exchange for what is well done.
Management By Exception (Active)	Leaders follow up what is being performed by subordinates and take corrective action in case of deviances.
Management by Exception (Passive)	Leaders do not take action until problems become more serious.

Source: Derived from Bass (1997) and Bass, B. and Riggio, R. (2006)

In summary, transformational approaches have made an important contribution to leadership theory by tying together conclusions regarding leader traits, behaviors, and cognition. The theories acknowledge the importance of leader charisma and of developing and articulating a leadership vision. Transformational leadership, in particular, has been recognized for identifying the impact of effective leadership on follower motivation and for highlighting the importance of morality in the leadership process. Transformational leadership has become, arguably, the most dominant leadership model perhaps because of the continuing positive findings on its effects.

2.4 Higher Educational System in the UAE

Lozano (2006) explained that higher education organisations play a significant role in transforming societies. They do this by creating decision-makers, entrepreneurs and leaders who are into academics. Galang (2010) has mentioned that higher education can be considered as the key to improve quality of life for most individuals and also for humankind collectively. Moreover; it is considered as the highest stage of the educational ladder (Amin, 2006). Higher education includes universities, colleges, research centres , institutions and units (Yuan and Zuo, 2013). These organisations are highly complex which include multidimensional elements for example, staff (teaching and non-teaching) as well as students, and human capital which includes faculty along with buildings, laboratories, libraries which have organisational schedules as well as behaviours (Amin, 2006).

Most of the government and private universities of the United Arab Emirates are trying to realize the great potential of a future that is knowledge based. The Ministry of Higher Education and Scientific Research has understood the importance of offering academic programs of the highest quality. It tries to offer programs recognized by the country and known for their excellence. These academic programs are recognized by international organisations as well (moheer.org).Furthermore, according to UAE Interact (2006) "The Ministry of Education of the UAE has made remarkable progress in establishing a strong and multidimensional higher education system to serve its students, equally to male and female students, assisting them in acquiring the knowledge and skills they need to compete and lead globally" (p.32). The government of the UAE supports all academic institutions from primary level to university (Saunders & Quirke, 2002). In the past 35 years the government has

invested money, human and recourse, in the creation of an institution of higher education. UAE has provided education which has been a backbone while producing leaders who are skilled and capable of adopting several new technologies while keeping their identities traditionally accepted as Muslims and Arabs. Therefore, it is commonly felt that the best way to improve productivity in society is to improve the skills of the work force and raise the educational achievements of its citizens (Sheikh Zayed, 2005).

UAE provides good quality education which is very important. Leaders do care about the education in school and universities. Private and public universities are placed side by side. While the public one is managed by the government the private universities are handled by locals and international investors. Some of the private universities have received accreditation by the ministry while others are not accredited and just follow the mother university. The students are from UAE as well as different countries. They do come to the UAE to study in these international universities. The universities are distributed in all the Emirates but most of these universities are located in Dubai.

It was in the year 1971 that the UAE came into being as a federal state. This was based on the agreement signed by the rulers of the seven Emirates. They were unified into what is now known as the United Arab Emirates. In the year 1971, it was only a set of 74 schools striving to deliver the country's education without access to a University. In addition, the UAE's education system was instigated based on the British system but this was after the UAE came into being (Kirk & Napier, 2009).

During recent years, the US curriculum has been accepted in institutions offering higher education.

The UAE University is the first public university in UAE and came into being in 1977 in Al Ain. Once the UAE University was open, it was possible for the UAE citizens to complete their education for the first time within the country (Al-Adhab, 1992). The Higher Colleges of Technology (HCT) is a set of institutions that were established in 1988 in order to offer vocational as well as technical programs. However, they offer at present a number of courses including undergraduate and postgraduate courses that result in degrees. The HCT has a network currently with separate colleges which are meant for males as well as females on many campuses spread all over the country. In 1988, Zayed University was set up in a place called Abu Dhabi as well as Dubai that included two campus facilities. This was the third and most final institution to be established by the central government. All of these three educational institutions (HEIs) are controlled by the federal government and are known as the 'public' which are considered 'federal' institutions; Most of the other institutions are referred to as 'private' institutions.

The private institutions include universities which comprise of almost forty percent of the student population (UAE Education & Youth, 2006). In addition, there are two varieties of universities which are considered private which controlled by local emirates or organisations. In a few cases they are governed through overseas organisations which include foreign institutions offering higher education that have well established branch campuses. For example, The University of Wollongong which is a noted university from Australia developed its first international campus as a

branch in Dubai, 1993. Many other foreign institutions came into being and are functional now.

According to information from Ministry of Higher Education and Scientific Research (2015) a Commission for Academic Accreditation (the CAA) was established in the year 2000 to ensure quality assurance. The CAA has a number of duties and various obligations that are meant to authorize the licensing of educational institutions (private universities) which are not federal and yet grant degrees as well as other academic awards. While the accreditation of programs is dependent on the Ministry, the CAA is also involved actively in the process. The procedural law in the UAE says that all institutions providing full time curricula of a theoretical, practical, or applied nature that comprises of one academic year or more after getting a UAE Secondary School Certification will offer an academic degree which might include a certificate or diploma. However, these institutions must have a license and all of the programs need to be accredited, if in case the Ministry has to recognize them officially. Established in September 2000, accreditation committee of the CAA has provided licenses to a total of 66 institutions. In addition, it has accredited 479 Programs immediately after its operational services were developed in September 2000.

Due to the fact that the federation was in its infancy and there was a need for global thinkers as well as educators, it was discovered that the majority of employees who abound in the UAE particularly in the private organizations are academic expatriates who come from different countries and a number of different cultures. Therefore, their leadership perspectives could be found on ideologies that may not

fully capture what is called as the Arabic culture as well as Islamic roots (Wagie & Fox, 2005). However, expatriates are attracted to the UAE due to several reasons such as some of its advanced infrastructure which also includes modern labor laws as well as the society that is multicultural. Most of the workers are from the Indian subcontinent (51.3%) with the Arab region (37.4%). Furthermore, there are expatriates from Eastern and Western Europe along with North America, Australia and distant countries such as New Zealand (2.2%) (Fernandes & Awamleh, 2004). Most of the workforce in the UAE including deans are non-native at present. As new employees come here to work just for a few years it is entirely dependent on their visa and work permits because their job satisfaction seems to be very important. If they are unhappy, these employees may prefer to move to another organization and in most cases to another country while searching for comfort or satisfaction. Due to this difference in background between heads and employees, this study discusses the leadership styles which can be used in order to satisfy these employees and achieve the organizational goals.

2.5 Communication Competence

Communication is an important concept in the organization to build relationships among its members and other parties. Fostering good relationships is necessary in order to achieve some cooperation. This in turn will result in the achievement of organizational objectives. It is important for a leader or a Supervisor to have a strong grip on communication. Awad and Al Hashami (2012) have explained that communication today has become the lifeblood of every organization and it is essential to for the health of the organization. They stated that organizations cannot exist without communication because management in authority will not be able to

receive any inputs in terms of information. In addition, they state that supervisors would come to a standstill in terms of providing instructions as there would not be coordination with regard to work. It would be impossible for employees to work without coordination and the organization will collapse with the lack of it. However, it has been discovered that weak communication skills of leaders increases ambiguity and stress among employees (Ray, 1993). Without communication skills, interpersonal relationships cannot be developed. Planning, organizing, and controlling can be achieved by the manager in terms of functions needed for operations through communicative activity (Gibson et al., 1994). This means, no organization can operate without communication.

There is no accepted definition for the term communication. Some of the difficulty in defining the term communication "lies in the widespread use of the word - there are few disciplines that cannot claim the term as their own" (Yeager, 1975. p248). Therefore, the following does not attempt to define communication, but rather mentions characteristics that must be present to be termed as communication. The Latin term for communication is *communitas*, which means to share or *commonness* (Gayeski, 1993; Hawkins & Preston, 1981). In the simplest terms, the goal of communication is to "develop a commonness of meaning between sender and receiver" (Hawkins & Preston, 1981, p.3). Furthermore, Gibson and Hodgetts (1996) stated that "Communication is the process of delivering or receiving a message from one person to another person, either directly or indirectly, in writing, verbal and non-verbal language" (p. 389).

Researchers interested in communication found that communication competence is an important element in successful business, marriage, adaptation in life, and social interaction (Powers & Lowry, 1984). Communication competencies are believed to be among the most central qualifications in the workforce (Curtis et al., 1989; Hawkins & Fillion, 1999). Therefore, leaders must make an effort to communicate effectively with their employees. In other words, they must have communication competence (Cushman & Craig, 1976). Several studies have indicated that communication competence has a positive effect on many domains of the organization. If people want their relational needs to be satisfied, they need to communicate well in order to reach their goals. When a leader wants to be competent in terms of communication competence, he must be aware of all the related information, share the information, listen to people carefully, and connect with employees at all levels of the organization (Shaw, 2005). This section of the present study was inspired by prior researches that suggested communication between supervisor and subordinates influenced employee satisfaction (Jablin, 1979; Madlock, 2008a). However, the current study focuses on communication competence and it is concerned with the dynamics of whether employee job satisfaction is influenced by the communication competence of their leaders. It is also meant to show if a leader's communication competence behavior patterns in the university related to employee job satisfaction. The research findings of Pincus (1986) indicated that the behaviors of supervisors could be an important influence on their employees' job satisfaction.

Hackman and Johnson (2004, p. 367) indicated that from the perspective of communication competence, "leaders do not develop naturally but are made". There

is significant substance in this statement as communication is a learned social skill and hence, a person's competence as a communicator could either be developed or remain underdeveloped throughout their life. Adler and Rodman (2010) also suggested that, "competence can be learned and therefore communication competence can improve through training or self-taught measures of trial and error or observation" (p.14). Moreover, Devito (2009) mentioned that one learns interpersonal communication competence just as one learns to eat with a fork and knife – by observing others, by explicit instructions and by trial and error. Some individuals learn better than others and these are the people with whom one finds it interesting and comfortable to talk.

Research related to communication competence of administrators' shows that educational leaders at all levels spend at least 70% of their time involved directly in the communication process (Miltz & Kanus, 1977). Therefore, communication competence in leaders is observed as a requirement or a need for an university to work effectively. Each education organization, like other organizations, is composed of people with different personalities, perceptions, attitudes, value judgments, personal goals, and expectations. The organization's leadership must check their view and encourage feedback in order to discover their problems and find the solution which seems to be closely associated with the communication competence of organizational members. Luthans (1973) emphasized that organizational communication must be examined behaviorally as communication effects change through both psychological and language processes.

Cushman and Craig (1976) argued that communicator competence is related to the ability of individuals to show competencies in areas such as listening as well as negotiating. If Supervisors have to be perceived as competent communicators, they must share information and respond on time, listen to other points of view actively, communicate succinctly with all levels of the organization with complete clarity, and use a number of communication channels (Shaw, 2005). Moreover, Wiemann (1977) stated that the competent communicator can accomplish his/her own goals and the needs of the other. In the words of Spitzberg and Cupach (1984) a competent communicator in an organization, is an individual, who can recognize which skills are needed in a particular situation; encompass those skills and be properly motivated to use those skills. Parks (1977) stated “a competent communicator is a person who maximizes his or her goal achievement through communication” (p. 1). The communicator focused and determine a goal to be achieved. Presently, it is highly imperative that leader and supervisor of any profession should develop interpersonal competencies in order to fulfill the emerging corporate expectations. However, competent leaders are those who understand the skills and abilities that set them apart from others and whenever there is an opportunity, apply them in day-to-day affairs for achievements. Further, they are empowered to win the respect and cooperation of colleagues and staff member which facilitate them expand their ability to complete their tasks and help other to achieve their goals. Subsequently, It can be said that one factor of the long-term success of the entire organization depends on the quality of competencies honed by its leaders.

2.5.1 Concept of Communication Competence

There are numerous definitions of communication competence over the years. Cupach and Spitzberg (1983) pointed out disagreements between researchers in defining communication competence. Wiemann (1977) provides a comprehensive definition of communicative competence “ It is the ability of an interacting member to choose among available communicative behaviors in order that he (she) may successfully accomplish his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interacting members within the constraints of the situation” (p. 198). Wiemann and Backlund (1980) have provided a definition of communication competence as: “The ability [i.e. cognitive ability] of an interactant to choose among available communicative behaviors in order that he (she) may successfully accomplish [by employing skills] his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interactant within the constraints of the situation [adaptation and appropriateness]” (p. 188). They noted two similar categories of competence, namely the cognitive and behavioral perspectives, noting that communication is situated in the behavioral category.

Larson, Backlund, Redmond, and Barbour (1978) supported Wiemann’s view and defined communicator competence as “The ability of an individual to demonstrate knowledge of the appropriate communication behavior in a given situation" (p. 16).in addition, Bochner and Kelly (1974) defined Communication competence is "the ability to formulate and achieve objectives, to collaborate effectively with others, to be interdependent; and the ability to adapt appropriately to situational and environmental variation" (p. 288).

In addition to knowledge and behavior, two other components which are mostly presented often in discussions of communication competence are appropriateness and effectiveness. Communication competence is broadly defined as the degree to which a communicator's goals are achieved through effective and appropriate interaction (McCroskey, Booth-Butterfield & Payne, 1989). Spitzberg and Cupach (1981) defined communication competence as, "a form of interpersonal influence in which an individual is faced with the task of fulfilling communication goals (effectiveness) while maintaining conversational and interpersonal norms (appropriateness)" (p. 1). A competent communicator is a perceived individual who constantly engages in communication that is suitable and effective. Trenholm and Jenson (1988) define Communication Competence as the capacity to communicate in an effective manner at a personal level that is socially suitable . Communication competence according to Rubin includes, "Knowledge about appropriate and effective communication behaviors, development of a repertoire of skills that encompass both appropriate and effective means of communicating, and motivation to behave in ways that are viewed as both appropriate and effective by interactants" (Rubin, 1990 p. 96).

The operational definition of Communication Competence by Friedrich (1994) suggested that it is a situational ability to set realistic and appropriate goals and to maximize their achievement by using knowledge of self to generate adaptive communication performances. However, there are other researchers who disagree with these two elements and question the validity of what is appropriate and effective (Wilson & Sabee, 2003) which differs when taken into context. This would suggest

that suitable communicative behavior in one particular context may not be applicable in another.

This definition by Payne (2005) is contextually a sensitive definition of Communication Competence within organizations. Communication competence is the judgment of successful communication where "interactants" goals are met using messages that are perceived as appropriate and effective within the organizational context. Communication Competence in organizations involves knowledge of the organization and of communication, ability to carry out skilled behaviours, and one's motivation to perform competently (Payne 2005). Spitzberg and Cupach (1984) defined Communication competence as the degree to which meaningful behavior is perceived as appropriate and effective in a given context. That definition also stressed the importance of contextual factors in determining competence. When measuring or conceptualizing communication competence, contextual factors are always implied and competence really refers to our abilities to perform as well as the knowledge of how and when to perform (Hymes, 1979). In the current study, the researcher is of the view that a definition of communication competence refer to the talent of the leaders to communicate combining effective knowledge, behavior and motivation to obtain the goals and influence the followers working performance.

2.5.2 Aspects of Communication Competence

Research studies showed that communication competence involves both aspects cognition and behavior (Wiemann & Bachlund, 1980). Communication competence has two aspects, mental and behavioral. Cognitive researchers have assumed that communication competence exists if the communicator has a diverse range of social

knowledge and the cognitive abilities required for effective communication (Jablin & Sias, 2000; Roloff & Berger, 1982). People who can understand and demonstrate the abstract of the meaning appropriately are more eloquent, perceive themselves as competent and others perceive them as competent communicators. Behavioral aspect refers to effective behavior and communication competence in this context is the knowledge of appropriate behavior in a situation and the ability to use that knowledge (Osshell, 2009). Therefore, Cooley and Roach (1984) define communication competence as, “the knowledge of appropriate communication patterns in a given situation and the ability to use the knowledge” (p. 25). This means communication competence is the communicator’s ability in an interaction to choose the best behavior based on the situation. Meanwhile, behavioural researchers have focused on identifying the characteristics of communication behaviours and skills that are associated with communication competence (McCroskey, 1982; Rubin, 1990; Wiemann & Backlund, 1980). From this perspective, to be perceived as a competent communicator by both self and others, a person must know and demonstrate suitable behaviour. When a leader acquires related behavioural skills where communication occurs the person is then perceived as communicatively competent . As a result he / she can communicate effectively and achieve his or her goals at the end of the communication process.

Another aspect can be added which is motivation. In his theoretical model of communication competence, Spitzberg (2013) mentioned that in order to have interpersonal communication competence, the leader needs to have the motivation to create a competent impression and avoid being debilitated by anxiety. Furthermore, Spitzberg (2013) also mentioned that the leader needs to have the knowledge relevant

to the context , topics , activity procedures , norms and the like. Having motivation and knowledge may not be sufficient if the person cannot demonstrate the actual interaction skills required to implement their goals and understanding.

Several opinions on communication competence outlined above show that communication competence requires knowledge (cognitive ability) that is demonstrated through a suitable use of adapted behavioral skills in a given situation and motivation. Morreale, Spitzberg, and Barge (2013) have mentioned that a person can be inappropriate and ineffective, inappropriate and effective, appropriate and ineffective, or appropriate and effective. Moreover, these authors have stated that achieving the perception of competence in the situation is more likely if a person is motivated to communicate competently, knowledgeable about the communication process, and skilled in communicating in the given context.

2.5.3 Dimensions of Communication Competence

Communication competence is a broad construct with many dimensions and has been examined from a variety of perspectives. Many dimensions of communication competence have been proposed, discovered, and named, and these have sprung from various types of research efforts (Wiemann & Backlund, 1980). Based on a comprehensive review of literature, and coming from a developmental perspective, Bochner and Kelly (1974) studied communication competence as a part of human relation or group interaction. Their framework includes three criteria to evaluate competency: (a) the ability to formulate and achieve objectives, (b) the ability to collaborate effectively, and (c) the ability to adapt appropriately to situation and/or environment variations. Bochner and Kelly specify five skills most likely to

contribute to communication competence and are necessary for an individual to be considered a competent communicator: (a) empathy, (b) descriptiveness/feedback, (c) owning feelings and thoughts, (d) self-disclosure, and (e) behavioral flexibility. Allen and Brown (1976) proposed five dimensions of communication competence: (1) controlling, (2) feeling, (3) informing, (4) ritualizing, and (5) imagining. These dimensions can be considered functions, which a competent communicator must be able to perform. Backlund (1977) identified two dimensions of competence: (1) social insight and (2) open mindedness.

Wiemann (1977) created a complete comprehensive model of competence that consisted of five dimensions “1) affiliation/ support; 2) empathy; 3) social relaxation; 4) behavioral flexibility; and 5) interaction management” (p. 197). A partial test of the model demonstrated that the five dimensions were interrelated to a large extent and could probably be treated as a single dimension (Wiemann, 1977). The competent communicator is described as "empathic, affiliative and supportive, and relaxed while interacting; he is capable of adapting his behavior as the situation within the encounter changes and he moves from encounter to encounter" (Wiemann, 1977, p. 195). These five basic dimensions emphasize what must be addressed and considered while researching communication competence. Duran (1983) suggested dimensions for communication competence based on the model of Wiemann. It must be noted that Duran’s dimensions include: social experience, social confirmation, social composure, articulation, appropriate disclosure, and wit. Duran’s dimensions of communication competence can be viewed under the umbrella of Wiemann’s basic dimensions.

Communication competence has been conceptualized to encompass elements of knowledge, language skills, nonverbal behaviors, and effectiveness (Spitzberg, 1983). In another study, Spitzberg and Hecht (1984) proposed a four component model of communication competence which cuts across the various dimensions of competence: 1) motivation; 2) knowledge; 3) skill; and 4) outcomes. Wheelless and Berryman-Fink (1985) have suggested that communication competence had two dimensions that included behaviors such as empathy, listening, and other orientation. Rubin and Martin (1994) further divided the construct of interpersonal communication competence into ten factors, these factors include: Self disclosure, Empathy, Social Relaxation, Assertiveness, Interaction Management, Altercentrism, Expressiveness, Supportiveness, Immediacy, and Environmental Control. In one more study Payne (2005) applied a three component model of Communication Competence (motivation, knowledge, and skill) within an organizational context and analyzed the relationship between job performance, position level, and Communication Competence.

In the current study the model of Wiemann's notions of communication competence which consists of several behaviors exhibited by leaders will be used. The model was composed of affiliation/ support, empathy, (3) social relaxation, behavioral flexibility, and interaction management. According to Seiffert (1985), dimensions of communication competence proposed by Wiemann's stands as an acceptable framework for exploring communication competence and provide a solid foundation from which communication competence can be examined. Furthermore, Results of study in educational setting indicated that heads or educational supervisors mostly exhibit communication competences including the components of empathy, social

relaxation and support behaviors (Üstüner & Kış , 2014). All of these components are part of Wiemann's (1977) basic dimensions of communication competence.

Affiliation/Support: The leader should offer support and affiliation for the employee. Ragsdale (1995) pointed that affiliation and support are basic to connection and openness. furthermore, DeYoung (1977) suggested that the social climate methodology can be a useful tool in helping a supervisor understand the organizational dynamics of the college from the employees' viewpoint. Furthermore, he says affiliation and support through a social perspective adds a dimension of the supervisor turning out to be more of a facilitator than a leader. Affiliation and support may be shown through nonverbal and verbal behaviors. "Nonverbal behaviors as eye contact, head nods, pleasant facial expressions such as smiling, and physical closeness during interaction. Verbally, we indicate affiliation by using language appropriate to our relational status" (Ragsdale, 1995, p.5).

Empathy: Eisenberg and Strayer (1987) defined empathy as "an affective response more appropriate to someone else's situation than to one's own with concern, compassion, and tenderness experienced as a result of witnessing another person's suffering" (p. 3). Leaders who use empathy in their communication can understand the situation or situations of the employee. When the leader puts himself in employees' shoes, this can make him understand an employee struggle and this may help the leaders become more effective in solving problems related to difficult situations. "In communication, we can begin to demonstrate empathy by reciprocating the affective (emotional) behaviors of the other through smiling, eye contact, and forward leaning. We can reflect back verbally, saying things like, "I know how you

feel.” We can also give appropriate head nods and such verbal reinforces as “un-huh” to indicate we are truly listening” (Ragsdale, 1995, p.6).

Behavioral Flexibility: Behavioral flexibility is the ability to “cope with wide ranges of environmental circumstances” (Thomas, 1977, p. 488). Behavioral flexibility is a term that allows a leader to rely on more than a single behavior while dealing with a variety of situations. Behavioral flexibility is the ability to behave appropriately in different circumstances (Bochner & Kelly, 1974). Wiemann (1977) indicated that behavioral flexibility consists of verbal immediacy cues and the alternation and co-occurrence of specific speech choices that mark the status and affiliative relationships of interactants. A communication situation is different so the leader should develop the suitable behavior to deal with each situation.

Social Relaxation: According to Ragsdale (1995) “Establishing a climate of relaxation when communicating with another is a crucial step. Social relaxation enhances connectedness and provides a climate conducive to openness” (p.6). The literature related to social relaxation defined the term as the ability of a person to remain calm in extreme situations or the ability to be relaxed in social interaction. Wiemann (1977) indicated that competent persons must know how to handle behaviors such as rocking movements, leg and foot movements, body leaning forward or backward, speech rate, speech disturbances, hesitations, and non-fluent expressions as well as the tendency to manipulate objects. Generally, when the leader may discern a warm and friendly this put the follower in the same friendly climate.

Interaction Management: Interaction management is the use of leader-to-subordinator interaction to enrich the communication process. Interaction management is the ability to take turns in interaction (Wiemann, 1977). It includes interaction involvement which was defined by Cegala (1981), as “the extent to which an individual partakes in a social environment” (p. 112). Cegala also proposed that while being involved in interaction a person should be able to remain attentive, responsive and perceptive and interact with employees. Interaction management is deemed to have similarities with social interaction, as leaders may use a strategy such as discussion to control the behaviors of their employees while under pressure. A leader’s use of interaction management to control the employee may allow the employees to feel more comfortable and willing to interact with the leader.

2.5.4 Effective Communication

Clear and efficient communication help employees to focus on the important goals and duties, key work responsibilities could become easier for employees to accomplish. Communication effectiveness is an underlying factor of communication competence (Burgoon, Stern, & Dillman, 1995). Effective leaders usually prefer to communicate while using more metaphors, symbols, imagery and persuasive argumentation in order to convince others to accept their position (Bass 1985). Leaders do need visions and plans while achieving their aims, but they must also be able to state their visions in more articulate, effective ways in order to influence their followers (Conger & Kanungo, 1998). A leader can help followers understand why and how the activities they are engaging in are meaningful through language and interpersonal communication (Pondy, 1978). Furthermore, effective communication is

often cited as one of the most important attributes of a successful manager or supervisor (DiMeglio, 2007).

Effective communication by all members in an organization can be translated into positive energy which can enhance job satisfaction. A valued outcome associated with effective communication is job satisfaction (Madlock, 2008b; Weider-Hatfield & Hatfield, 1996). Job satisfaction leads to job success and lower absenteeism (Czech & Forward, 2013). Moreover, According to King et al. (1988) “a look at the communication research related to leaders revealed a consistently positive relationship between effective communication and job satisfaction” (p. 36). This support the current study.

2.5.5 Relationship at Work

Communication constitutes relationships. Gallagher et al. (2001) explained that whether strangers or lovers, kin or colleagues, informal or institutional relations are involved, communication is the sine qua non of relationships. There is no such thing as a relationship without communication. Competent communication has been extensively linked in empirical research to more satisfying personal relationships and more satisfying and productive occupational relationships (Arroyo & Segrin 2011). The greater the communication competence, the greater the quality of relationships. In addition, the importance of communication competence to relationships should be emphasized explicitly in regard to the relationships between leaders and subordinates. While understanding how to build relationships at work, two aspects are probably worth noting; first it is important to build relationships with superiors, and second it is important to build relationships with co-workers (Kram & Cherniss, 2001). This will

help to build an effective relationship with the organization. Reeta and Neerja (2012) in their study demonstrated that the Communication Competency of the IT managers helped them build warm relationships with people as they are close and personal with people. Moreover, Spitzberg and Cupach (2002) stated that the “skill in interpersonal communication is essential to an individual’s ability to manage relationships” (p. 567). The ability to communicate competently is important in relationship between employees in the workplace.

According to Devito (2009) there are six theories of relationship. The attraction theory, relationship rules theory, relationship dialectics theory, social penetration theory, social exchange theory and equity theory. The Attraction theory mentions that people form relationships on the basis of attraction. Devito (2009) added generally people are attracted to other people on the basis of five major factors : similarity, proximity , reinforcement , physical attractiveness, personality , socio economic and educational status. The Relationship Rules theory states that relationships are held together by adherence to certain rules. When those rules are broken, the relationship may deteriorate and even dissolve. Generally in a good relationship, people share information and feelings about successes, demonstrate emotional support for their colleagues, trust and offer help . On the other hand , a relationship deteriorates when colleagues are intolerant , discuss confidences with third parties, fail to demonstrate positive support and fail to trust each other. Therefore, one needs to know the rules and apply appropriate interpersonal skills at the right juncture. The Relationship Dialectics theory argues that people in a relationship experience dynamic tensions between pairs of opposing motives or desires (Baxter & Braithwaite , 2007). Leaders and employees alike may feel like being open to a number of different people and

avoid closeness. The Social Penetration theory describes what happens when relationships develop. It depends on the personalness of the topic which is being discussed.

According to Devito (1997) contact with another human being lessens loneliness. In addition, he thinks that human being need stimulation and interpersonal relationships provide one of the best ways to get this stimulation. As a human being is in part, an intellectual creature and needs intellectual stimulation, he needs to talk about ideas and argue about different interpretations of a problem. As an emotional creature, a human being laughs and cries, feel hope and surprise and experiences warmth and affection which is largely found in an interpersonal relationship. A person at the workplace also needs to acquire self-knowledge and it is largely through contact with other human beings that a human being learns about himself. He sees himself through the eyes of others and is closer to the ones who have the best eyesight. Most employees at the workplace might wish to share their good fortune with others and also share their emotional pain and so it is with leaders. Generally when something positive or negative happens a human being has a tendency to share this with a partner or colleague and in some cases the leader (Devito, 2009).

The deterioration of relationships decreases the communication between supervisor and employee. According to Korte and Wynne (1996) when relationships deteriorate within organizational settings as a result of reduced interpersonal communication between workers and leaders, this negatively influences job satisfaction and sometimes employees may resign from their jobs. Blumstein and Schwartz (1983) have mentioned that insufficient stimulation between the leader and employee, could

be a cause for a relationship that may deteriorate. This may occur also due to problems at work, financial difficulties, lack of self-growth and knowledge, inequitable distribution of rewards and costs. Devito (2009) emphasizes that when relationship deterioration takes place, it may be gradual or sudden. Deterioration can set in when costs are more than the rewards. In terms of equity, deterioration occurs when you feel that you are putting more into the relationship than you are getting. Relationship repair can take place by initially recognizing the problem intellectually and emotionally.

Finally, by understanding how the employees relate to each other, the organization would achieve a better and more effective working environment and as mentioned earlier, the greater the competence of communication, the greater the quality of relationships. Relationships at work influence both affective and behavioral outcomes (Kram and Cherniss, 2001).

2.6 Job Satisfaction

Job satisfaction is an important element of success in an organization. Job satisfaction is an important research topic in industrial and organisational psychology (Amburgey, 2005). Warr (2007) regards job satisfaction as one important dimension of an individual's happiness at work. Plenty of attention has been given to Job satisfaction in recent years, resulting in the construct being extensively researched over the past years. According to Al Shuaibi (2013), Job satisfaction as a workplace issue has received considerable interest and attention amongst practitioners and researchers. Job Satisfaction is usually treated as a collection of feelings or affective responses associated with the job situation, or simply how employee feel about different

characteristics of their jobs (Spector, 1997). Job satisfaction has emotional, cognitive, and behavioral components (Bernstein & Nash, 2008). The emotional component refers to job-related feelings such as boredom, anxiety, acknowledgement and excitement. The cognitive component of job satisfaction pertains to beliefs regarding one's job whether it is respectable, mentally demanding / challenging and rewarding. Finally, the behavioral component includes people's actions in relation to their work such as tardiness, working late, faking illness in order to avoid work (Bernstein & Nash, 2008).

2.6.1 Definitions of Job Satisfaction

Locke (1976) defined job satisfaction from an employee's standpoint as "a pleasurable or positive emotional state from the appraisal of one's job or experiences" (p. 1297). Newstrom (2007) argued that "job satisfaction is a set of favorable or unfavorable feelings and emotions with roomates employees view their work" (p. 204)" which means job satisfaction is a set of pleasant or unpleasant feelings with which employees view their work. Job satisfaction is an attitude that relates to overall attitudes towards life, or life satisfaction Illies et al., (2009). Job satisfaction is the amount of positive overall feelings that individuals have towards their jobs (Peerbhai, 2005). According to Perie and Bojer (1997), Job satisfaction is an affective reaction to an individual's work situation or an overall feeling about one's job or career as it relates to specific facets of the job or career like compensation, autonomy, and co-workers. Armstrong (2010) also draws the attention that job satisfaction refers to the attitudes and feelings people have about their work. This implies that positive and favourable attitudes towards the job indicate job satisfaction while negative and unfavourable attitudes towards the job indicate job dissatisfaction. Job satisfaction

defined by Robbin, Millett and Marsh (2004) as individual attitude towards his or her job. This summarizes the fact that a person who has a positive attitude towards his/her job with pleasant feelings is highly satisfied compared to the person who displays a negative attitude with unpleasant feelings towards the job.

Job satisfaction is related to people's feelings and attitudes about a variety of both intrinsic and extrinsic elements of jobs and the organizations where they perform their jobs. These elements are aspects related to pay, promotion, benefits, work nature, supervision, and relationship with colleagues (Mosadeghard, 2003). Job satisfaction is generally recognised as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements. Moreover, job satisfaction encompasses specific aspects of satisfaction related to pay, benefits, promotion, work conditions, supervision, organisational practices and relationships with co-workers (Misener et al., 1996). Schultz (1982) described intrinsic factors as including recognition, achievement, responsibility and advancement; extrinsic factors include elements related to salary, working conditions, supervision and administrative policies. Thus, intrinsic satisfaction refers to actually performing the work and experiencing feelings of accomplishment and self actualisation, e.g. career opportunity, advancement and extrinsic satisfaction is derived from the rewards given to an individual by the organisation or superiors that can include compensation and job security. In the present study, job satisfaction is divided into two factors intrinsic and extrinsic and their relationship with leadership styles and communication competence were examined. It is common for researchers to separate different facets of job satisfaction into intrinsic and extrinsic factors in which for instance pay is considered extrinsic while recognition is intrinsic (Judge & Klinger, 2007).

2.6.2 The Importance of Job Satisfaction

The importance of job satisfaction is especially significant in the field of industrial/organizational psychology because there is general agreement that it can have an effect on job performance, productivity, commitment and turnover. Job satisfaction is important for both employers and their workers. In addition, Job satisfaction is important in its own right as a part of social welfare. Workers' decisions about whether to work or not, what kind of job to accept or stay in, and how hard to work are all likely to depend in part upon the worker's subjective evaluation of their work, in other words on their job satisfaction (Clark, 1998.). Leaders must pay a lot of attention to job satisfaction because: 1. Studies showed that unsatisfied employees will leave the organization. 2. It is a demonstrated fact that satisfied employees will be healthier. 3. Job satisfaction is beyond just working for an organization and will have effects on the personal life of employees (Shafiabadi & Khalaj, 2010). When employees enjoy their job, their personal life will develop and their attitudes to life will be more positive (Robbins, 1996). Job satisfaction is important in educational settings as faculty member and staff attitude may affect on their behaviors.

Job satisfaction has been an area of interest for many researchers over the past several decades. The interest in job satisfaction has increased because it can affect a worker's productivity, absenteeism, turnover, and effectiveness (Mottaz, 1985). The satisfied workers will be more productive and remain with the organization longer, whereas dissatisfied workers will be less productive and are more inclined to quit (Sarker, Crossman & Chinmeteeputuck, 2003). Satisfied employees are absent less, show less job stress, stay at work longer, and make positive contributions to their organisations

(Griffin, 2004). Furthermore, King (1970) indicated a positive relationship between employee satisfaction and productivity. Moreover, when the employees are satisfied in the job this reflects on their opinion about the organization; when they talk to others about their organization a good image will be given about it. Employees who are satisfied with their jobs are likely to be better ambassadors for the organization and show more organizational commitment (Agho, Price & Mueller, 1992).

Meanwhile, Job satisfaction has been linked with enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Ngo, 2009). Gruneberg (1979,) stated that “when employees are satisfied their level of productivity will be higher than that of employees who are dissatisfied” (p. 61). Similarly, Syptak, Marsland, and Ulmer (1999) proposed that satisfied employees tend to be more productive, creative and committed to their employers. As Ostroff (1992) has shown, organizations with highly satisfied, committed, adjusted and relatively unstressed members have higher levels of organizational performance than do organizations with less satisfied, less committed, less adjusted and more stressed members. The leaders should enhance job satisfaction and this should be an organizational goal. Therefore, it is clear that satisfied workers will be more productive and have additional chances of being retained within the organisation for a longer period. This is in contrast to displeased workers who will be less useful and who will have a greater tendency to quit their jobs (Crossman, 2003). More importantly, it has been noticed that satisfied workers perform better and provide better service to clients. This could result in enhancing customer satisfaction. According to Dawson (2005), employee satisfaction is connected with employee behaviour which is positive in nature. It is true that satisfied workers generate clients

who are satisfied and undeniably loyal. Job satisfaction/dissatisfaction is applicable to different kinds of employees, regardless of the type of work they do. Attitudes of employees do have an impact when positivity is seen towards their jobs which means they are satisfied with their job. In contrast, negative attitudes would show that they are dissatisfied with their jobs. As the researches findings shown that there is a correlation between job satisfaction and performance, productivity, turnover and commitment at workplace.

2.6.3 Theories Related to Job Satisfaction

Al Shuaibi (2013) in his study explained that literature has identified several distinct theoretical perspectives of job satisfaction. In general, two main strands of theories of job satisfaction can be recognised: the content theory, and the process theory. Whilst the content theories essentially attempt to answer "what" makes people satisfied, the process theories answer "why" and "how" people are satisfied in addition to answering the "what" question. In this sense, the process theories can be said to have been developed to address the limitations of the content theories that are claimed to be simplistic.

The present study applied Herzberg's theory because it is considered as one of the most noted, used, and widespread theories in explaining motivation and job satisfaction (Bassett-Jones & Lloyd, 2005). Herzberg's two-factor theory is also known as the motivation-hygiene theory. The motivation/hygiene theory is known to be one of the most researched theories used to find solutions to the problems of employees' job satisfaction (Behling et al., 1968). This is referred to as two-factor, dual factor, intrinsic/extrinsic or motivator/hygiene theory of motivation.

According to Herzberg (1966) hygiene factors may prevent dissatisfaction but they do not lead to satisfaction. They are necessary only to avoid bad feelings at work. In contrast, motivators are the actual factors that motivate employees at work. Herzberg (1987) reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another.

Table 2.2

Dimensions of Job Satisfaction/Dissatisfaction by Frederic Herzberg

Intrinsic/Motivation Factor	Extrinsic/Hygiene/Maintenance Factors
Achievement	Company policy & administration
Recognition	Supervision
Career Advancement	Relations
Work Itself	Salary
personal Growth	Job security
Responsibility	Working conditions

Source: Edmond and Perez (2013)

Motivation/ intrinsic factors are decided on the work performed as well as the rewards of the work performed (House & Wigdor, 1967). The intrinsic factors include responsibility, advancement or growth, achievement, recognition, and the work itself (Herzberg, 1987). A change in attitude that would last for a long time would be attitude change that is led by advancement and Job responsibility while achievement was related to work itself and responsibility (Bassett-Jones & Lloyd, 2005; House & Wigdor, 1967). When the work done by employees is recognized by a supervisor, subordinates, or peers, this enhanced positive feelings of an employee on the job and

provided additional satisfaction particularly when the work is based on achievement (House & Wigdor, 1967).

On the other hand, extrinsic factors, hygiene factors are based on the employee-relationship with the work environment (House & Wigdor, 1967). The hygiene factors of company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security are extrinsic to the work; but are more likely to cause dissatisfaction (Herzberg, 1987).

There are several theories in the field of job satisfaction. The following section presents some of the most cited theories commonly found in literature related to job satisfaction in order to pertinently enrich certain processes of understanding job satisfaction theory.

2.6.3.1 McClelland's Needs Theory

A key argument placed by the need theorists is that when human needs are met, they will be satisfied and motivated to achieve their goals. McClelland's (1961) Needs Theory emphasizes this point. It is true that needs are found in varying degrees and the combination of these needs shape a person's behaviour and attitude. Some people often display a strong bias and leanings towards a particular need and this invariably affects their behaviour and working style (Loganathan, 2013). Three types of this motivational needs theory are closely linked with individuals' working attitudes. The first is the need for achievement or to do better. When individuals desire to achieve something, they follow an internal motivation to obtain fulfillment. Obviously, achievements have their differences in grade, and high achievements

require a willingness to take responsibility to solve problems, to systematically work to set an appropriate target, and to work for rewards (Robbins, 2001). The second is the need for affiliation which is the need for social networking with others. High affiliation needs to focus on intercommunicative activities and preference for social relationships above organization tasks (Robbins, 2001). The third is the need for power, or the desire to obtain power and authority. Those who have a high need for power always desire to dominate or control others (Robbins, 2001).

2.6.3.2 Equity Theory

Equity theory was considered as a motivation theory that gives information about the causes of satisfaction and dissatisfaction (Lawler, 1994). He added the theory is based on the belief that people benchmark themselves with colleagues in similar positions to determine the level of fairness in reward and remuneration systems of an organisation. It extends beyond the individual but compares the situation of an individual with that of others with respect to equity and fairness. It also suggests that people do not work in a vacuum (Dagnan et al., 2009). Workers examine their experience, age, educational background, status, and efforts, and then estimate whether their rewards including salary, status, and promotion chance are appropriate. If they find inequality in reward, they may try to change their input or their outcomes, distort their perception of self, distort their perception of others, choose a different referent, or leave the field (Wasler et al., 1978).

Equity theory states, in effect, that people will be better motivated if they are treated equitably and de-motivated if they are treated inequitably (Armstrong, 2010). Thus, it only through comparison that employees make a subjective estimation whether

remuneration is fair or not . When employees feel the remuneration is fair or just, they may have satisfactory feelings; if not, they may carry dissatisfied feelings.

2.6.3.3 The Expectancy Theory

This theory was developed by Vroom (1964) . In Spector (1997), expectancy theory explains how rewards lead to behavior by focusing on internal cognitive states that lead to motivation. On the other hand, Vroom (1964) proposed that individuals form expectations that their effort will lead to good performance which will be rewarded. However, whether or not individuals will be satisfied with the reward depends on the value of the reward itself.

The concept of expectancy theory was defined in more detail by Vroom (1964) When an individual chooses between alternatives which involve uncertain outcomes, it seems clear that this behaviour is affected not only by his preferences among these outcomes but also by the degree of to which he believes these outcomes to be possible. Expectancy is defined as a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome. Expectancies may be described in terms of their strength. Maximal strength is indicated by subjective certainty that the act will be followed by the outcome, while minimal (or zero) strength is indicated by subjective certainty that will not be followed by the outcome.

2.6.4 Measurement of Job Satisfaction

Job satisfaction has been visualized and been operational as a global construct and a multifaceted construct at the same time (Hirschfeld, 2000). In research, job satisfaction has been assessed using global aspects as well as multiple facets like

salary, career progression, supervisor, etc. (Fisher, 2003). One of the advantages of multidimensional methods of measuring job satisfaction is that the elements may relate in different ways to other variables of interest. This could happen in a way that advances practice of industrial/organizational scientific psychology (Hirschfeld, 2000).

It is important to note that there are two methods of measuring job satisfaction. These are the single-question measure and the multiple-item method. Single-question measures usually ask a question such as: 'On the whole, would you say you are satisfied or dissatisfied with your job?' (Quinn, Staines & McCullough, 1974).

There are many measures that have been developed to help researchers assess job satisfaction of employees. Some of the measures that have been widely used are Job Descriptive Index (JDI) created by Smith, Kendall and Hulin (1969), Job Diagnostic Survey (JDS), Job Satisfaction Survey (JSS) and Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967) which is used in this present study.

The Minnesota Satisfaction Questionnaire is one of the most popular measures that is generally used by researcher of job satisfaction. MSQ comprises of two distinct components: Intrinsic job satisfaction which is about how people feel about the nature of the job tasks themselves. On the other hand, extrinsic job satisfaction is how people feel about aspects of the work situation that are external to the job tasks or the work itself (Hirschfeld, 2000). Similarly, MSQ was explained by Spector (1997) who identified the 20-item short form of the Minnesota Satisfaction Questionnaire. The MSQ short form can be used to measure two different components: intrinsic job

satisfaction and extrinsic job satisfaction. Intrinsic job satisfaction refers to the way people feel about the nature of the job tasks themselves; extrinsic job satisfaction refers to the way people feel about aspects of the work situation that are external to the job tasks or work itself (Spector, 1997). Evidence does exist that supports a reasonable degree of discriminant validity between these two components of job satisfaction in their relationships with other relevant variables (Hirschfeld, 2000).

2.7 Leadership and Employee Job Satisfaction

Various empirical studies have been conducted to investigate the relationship between leadership styles and job satisfaction. The results of most studies have shown that there is a relationship between leadership styles and job satisfaction. Also Leadership behavior is an important factor that influences employees' job satisfaction (Bass, 1998; Griffin & Bateman, 1986; Lian & Tui, 2012; Menon, 2014; Nguni et al., 2006). In the view of Howell and Dorfman (1986) leadership behaviors have a direct effect on employees' job satisfaction, organizational loyalty, work pressure, motivation, and team cohesion, all of which, in turn, affect job performance. Similarly, Lashbrook (1997) stated that leadership style plays a vital role in influencing employees' job satisfaction. In educational settings, The result of the studies about the relationship between leader's leadership style and faculty job satisfaction have supported the relationship between leadership style and job satisfaction (Griffith 2004; Heller, 1993; McKee, 1991; Timothy & Ronald, 2004; Silins & Mulford, 2002; Walumbwa et al., 2005). Thus, it is suggested that academic leaders influence the job satisfaction of employees to a large extent.

Mester et al. (2003) suggested that that transformational leadership and transactional leadership styles are related to job satisfaction. Furthermore, Berson and Linton (2005) indicated that extensive research has been done to investigate the positive relationship between transformational and transactional leadership as they relate to employee satisfaction. Bass (1990) argued that, follower job satisfaction is one of the most directly impacted and important outcomes of leadership. The following studies finding show the relationship between transformational and transactional styles and job satisfaction. Several studies have indicated that transformational leadership results had higher influence on followers` job satisfaction than transactional style.

Leary et al., (2004) conducted a study to find out the relationship between leadership styles and employees` job satisfaction. The sample consisted of 329 employees selected randomly from 11 public higher educational institutions in the state of West Virginia. The results revealed that there is a significant correlation between both of task-oriented and relationship-oriented leadership styles and the overall employees` job satisfaction. The strongest relationship was seen between leadership and the extrinsic job satisfaction factors. On the other hand, the correlation between leadership styles and the intrinsic job satisfaction factors was statistically significant but not as strong as the correlation with the extrinsic ones.

Patricia (2002) studied transactional and transformational leadership, and how the two relate to job satisfaction. The participants of the study were engineers and technical support staff at an aerospace company. This study used the Multifactor Leadership Questionnaire (MLQ) and Job Describe Index (JDI) to measure transactional and transformational leadership and job satisfaction. The study

concluded that transactional leadership was not positively related to job satisfaction but that transformational leadership was. In another study, Abubakari and Mohammed (2014) in their study concluded that behavioural traits of transformational leadership styles promoted staff efficiency and productivity than transactional leadership styles. The study recommended that the Polytechnic authority should encourage the practice of transformational leadership characteristics among its staff to ensure efficient performance and productivity.

Jabnoun and Al Rasasi (2005) conducted a study to measure the effect of transformational and transactional leadership styles on employees' job satisfaction in UAE hospitals. Employees were selected randomly from six hospitals in UAE. The researchers adopted a Multifactor Leadership Questionnaire (Avolio & Bass, 2004). The researchers found that employees who rated their leaders in terms of the three dimensions of transformational leadership (i.e. charisma, intellectual stimulation, and individualized consideration) and contingent reward of transactional leadership were satisfied with their job. Medley and Larochelle (1995) studied the relationship between nurses' leadership styles and the job satisfaction of the nursing staff. This study used the Multifactor Leadership Questionnaire and the Index of Work Satisfaction to measure transformational leadership and job satisfaction among 122 staff nurses in community hospitals. The study revealed that staff nurses in hospitals do perceive transformational leadership styles. Staff nurses have greater job satisfaction if their leaders practice transformational leadership.

Menon (2014) in a study on the relationship between transformational leadership, perceived leader effectiveness and teachers' job satisfaction. The results provide

support for a three-factor structure model consisting of transformational, transactional and passive-avoidant forms of leadership. Teachers' overall job satisfaction was found to be significantly linked to the leadership behaviors included in the full range model of leadership. In another study, Hukpati (2009) examined the relationship between transformational leadership style among department managers and employees job satisfaction in tertiary institution in Ghana. The study covered the heads of departments and lectures job satisfaction in private and public a tertiary institutions. Questionnaires were administered 74 lectures and 12 heads of departments from private and public. The results displayed a positive relationship between both variable (transformational leadership and job satisfaction) in both private and public institutions. Griffith (2004) conducted a study on the impact of transformational leadership on job satisfaction, staff turnover and job performance. It was found that schools in which principals were perceived as transformational leaders had school staff that were more satisfied with their jobs and had less staff turnover.

Lin (2003) investigated the relationship between presidential leadership styles and faculty job satisfaction in eight institutes of technology in Taiwan. The Chinese MSQ short form was developed to measure the levels of 250 full-time faculty members' job satisfaction, and the LBDQ was used to measure principals' leadership styles as perceived by faculty. The findings indicated that a significant positive correlation ($r = .674, p = .000$) was found between leadership styles and job satisfaction levels. Furthermore, associate professors were significantly more satisfied with their jobs than were instructors. And, the older faculty members were significantly more satisfied with their jobs than the younger faculty.

2.8 Communication Competence and Job Satisfaction

Previous research related to organizational communication has found positive relationships between superior-subordinate communication and job satisfaction (Goldhaber et al., 1978; Madlock, 2006; Pincus, 1986; Schweiger & Denisi, 1991). Madlock (2006) investigated the relationship between supervisors' communicator competence and subordinates' job and communication satisfaction. The findings stated that there is a strong and positive relationship between the perceptions of supervisors' communicator competence and subordinates communication and job satisfaction. Similarly, Miles et al. (1996) indicated a noteworthy relationship between leader employee in relation to communication and job satisfaction. Research conducted by Falcione et al. (1977) displayed similar results as a positive relationship between a superior's communicator competence and subordinates' job satisfaction. Additionally, research findings by Berman and Hellweg (1989) found that the communication competence of superiors increases their subordinates' level of satisfaction and there is a positive relationship between superior's communication competence and the subordinates' perceived satisfaction with their superiors. Through their research it is evident that the communication competence of the leader is an essential factor in employee job satisfaction.

Empirical studies have proved that superior-employee communication is an important factor that influences job satisfaction at the workplace. The way in which an employee perceives a leader or supervisor's behavior can influence job satisfaction in a positive or negative way. Research carried out earlier has reported that supportive downward communication from managers was moderately to strongly relate to subordinate job satisfaction (Eisenberger et al., 1997; Gaertner, 2000). Infante and

Gordon (1989) in their study supported the significance of communication between leaders and subordinates in discovering the impact of job satisfaction on employees.

In fact, one study found that communication behaviours alone accounted for more than 60 per cent of the variance in employee job satisfaction (Goldhaber et al., 1978). Edy (2009) argued that communication is a factor that affects job satisfaction. This researcher states that communication between supervisors -subordinate is an important influence in achieving job satisfaction at the workplace. Research study by Sharbrough et al. (2006) demonstrated positive relationships were indicated between a leader's use of motivational language and how well they were perceived in terms of effectiveness, communication competence that resulted in job and communication satisfaction. Steele and Plenty (2015) revealed the results of their study on 152 respondents. Their results demonstrate a strong correlation between supervisor-subordinate communication competence and job satisfaction. It has been noticed that leaders who communicate frequently with subordinates and ask them for their input might motivate employees to have a higher level of job satisfaction in the organisation. Madlock (2008b) found a moderate relationship between supervisor communicator competence and employee job satisfaction. Also a leader's communication competence was found to be a predictor of subordinate job satisfaction.

The manner in which employees perceive a superior's behavior can positively or negatively have an influence on job satisfaction. Employees who do not like their Supervisors and have negative thoughts about their superior are generally not willing to communicate. In addition, they may not have the motivation to work whereas

employees that like and have positive thoughts about their supervisor will be more willing to communicate. They are generally satisfied with their job and work environment. The relationship between an employee and the supervisor is a very important aspect at the workplace. Therefore, a leader or academic head that uses friendliness and non-verbal immediacy to open communication lines is generally ready for positive feedback and can expect a high rate of job satisfaction from a subordinate. However, a superior who is antisocial and unfriendly who is not willing to communicate will generally get a lot of negative feedback and there will be a very low rate of job satisfaction from their employees at the workplace (Weiss & Cropanzano, 1996). Moreover, the open communication between the leader and the employee is very important in the workplace. When the leaders use specific behaviors of communication and care about the employee's opinion, then they will be motivated to do better and become satisfied in their job. Based on a study by Shojaee et al., (2005) those leaders who communicated their decisions to employees clearly or created an environment of consultation at the workplace were more successful in increasing the job satisfaction of their employees.

A leader's communication competence is deemed to not only increase job satisfaction but it can also improve organizational performance (Berman & Hellweg, 1989). Interpersonal communication is something that can affect the quality of services and the health of the society. Communication competence alongside with other resources has a major role in employee satisfaction. Therefore, improving communication competence among supervisors and leaders can help maintain and enhance human resources, who are the main resources of today's organizations. The results of leaders being seen as competent communicators may lead to increased satisfaction of their

subordinates ultimately resulting in greater productivity as mentioned by Gruneberg (1979). His research suggested that satisfied employees will perform at higher levels than dissatisfied workers. Based on the prior research findings, communication competence of leaders and supervisors appears to have influence on subordinates' job satisfaction as well as positive relationship which in turn increase employee performance and productivity.

2.9 Summary

This chapter has provided the theoretical background about leadership styles, communication competence and job satisfaction and some findings of previous studies which have examined the relationships between these three variables. From a theoretical perspective, it has confirmed the assertions of the transformational leadership theory which strengthens the belief that leadership styles influence job satisfaction while the communication social exchange theory explains how communication competences of the leader can influence employee job satisfaction.

This chapter reviews the three main variables of the study. The review on leadership styles clarified on leadership concepts, theories and styles. It then looks at communication competence concepts, dimensions and the relationship at work. Finally, review on the job satisfaction definitions, theories, importance, and discusses the relationship between leadership, communication competence and job satisfaction.

Findings from the literature review revealed that leadership styles and communication competence of the leader styles have relationship with employee job satisfaction. Furthermore, this review proposed the possibility of examining the influence of leadership styles, communication competence on job satisfaction. The independent

variables consist transformational/transactional leadership styles and communication competence and the dependent variable consist job satisfaction. This study would provide some valuable insights about the relationship between leadership, communication competence and job satisfaction in higher educational environments.

The following chapter will provide a description of the research methodology of the study. It will present the research design, population, samples, instruments and data collection procedure. Also it includes the construct reliability and validity of instruments.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methods used to achieve the purpose of the study which is to investigate the perceived relationship between the leadership styles and communication competence of academic leaders and supervisors and job satisfaction of employees. The research used quantitative research method to explore the influence of leaders leadership styles and communication competence on employees' job satisfaction. It also discusses the research design, population, samples, instruments and data collection procedure. This chapter also includes the construct reliability and validity of instruments as well as details based on the results of the pilot study.

3.2 Research Design

This study used a quantitative research method to collect data from the respondents using three instruments which comprises of four sections. The use of quantitative methodology in educational research can be very useful when trying to determine whether or not a claim is true or false. Often times quantitative research is specific, unbiased and objective as researchers are not closely attached to the study environment (Creswell, 2005; Gay & Airasian, 2000). In addition, Gay and Airasian (2000) stated quantitative research involves (a) a statement of both the hypothesis studied and the research procedures that will be implemented prior to conducting the study; (b) maintenance of control over contextual factors that might interfere with the data collected; (c) the use of large enough samples of participants to provide

statistically meaningful data; and (d) data analysis that rely on statistical procedures. Quantitative research data are usually collected through questionnaires. Questionnaires are considered the single most popular data collection tools in any research involving human subjects (Pickard, 2007). Questionnaires should be used to collect data because this method was both time consuming and cost effective (Dillman, 1991). As a result, questionnaires were used in this study to collect data.

This study was cross-sectional as opposed to being longitudinal in which data was collected more than once throughout the study period (Sekaran, 2003). Because the present study intended to get a cross-sectional description of the issues at hand and was not concerned with changes that took place across time and place, data was collected once during the whole period of the research work. The data was collected once the final questionnaires were available after taking into account the modifications that had to be incorporated for the final study.

3.3 Population and Sampling Design

Population is defined as the whole collection of units that meet specific designated characteristics (Ary et al., 2006). The population of the study was faculty members and staff from various colleges particularly concentrating on a random set of private universities of the United Arab Emirates. The researcher excluded leaders, supervisors and deans because this study was concerned with an investigation of their leadership style and communication competence so the respondents were only faculty and staff. The employee's rating of their leaders' leadership styles and communication competence would be more valid than the leaders' self rating. This claim was supported by many studies (Kelley et al., 2005; Johnson et al., 2007). Thus,

this study involved only faculty and other staff. The analysis of responses to the questionnaires formulated the reported conclusions.

The study had targeted some universities from the main cities of the country United Arab Emirates. Seven universities were selected by using simple random sampling technique to give the universities equal chance of being included as a sample. These seven universities represent different regional and socioeconomic background characteristics. There are mainly eight cities in United Arab Emirates namely, Abudhabi, Dubai, Ras Al Khaimah, Sharjah, Umm Al Quwain, Al Fujairah and Alain. As Um Al Quwain did not have a university at the time of distributing the questionnaire, it was excluded. In addition, there is one college in Fujairah and the researcher couldn't get approval from the concerned management to conduct the questionnaires. One private university was selected randomly from each city. However, two universities were selected randomly from Dubai as it has the highest number of private universities in the UAE. The universities which were involved in the study were Ajman University of Science & Technology, Al Ghurair University, Abu Dhabi University, The American University of Ras Al Khaimah, American University of Sharjah, University of Wollongong in Dubai and Al Ain University of Science and Technology. All of these are private accredited universities offering a variety of programs with numerous colleges. All these organisations support several colleges which facilitate undergraduate and graduate studies.

There are three public universities in the U.A.E that are autonomously being managed by the federal government of U.A.E. Although the focus was on private Universities in the United Arab Emirates, the researcher was equally concerned about public

Universities .Therefore, the researcher tried to get approval from two of these universities to participate in the study. However, the researcher could get it. It must be noted that public universities are bound by a large number of rules and procedures. Furthermore, empirical leadership studies found that there are, indeed, significant differences among leaders in the private and public sectors. The fact that leadership is different in public sector from private companies had been already demonstrated (Anderson, 2010). In addition, Hooijberg and Choi argue that “relationship behaviors and effectiveness might be significantly different between public and private sectors because in different environments in terms of market forces and exposure to legislators, and civil service rules” These differences affect the discretion afforded to leaders in these sectors and that affects how they lead ” (p. 404). Thus, the study examined only higher education private sector in UAE.

The population of the study consists of 966 faculty and staffs from seven private universities. Random sampling technique was used to select the representative sample. The simple random sampling refers to such a method that each unit of the target population is designed to be selected with equal probability (Ary et al., 2006; Gratton & Jones, 2004). Moreover, Gratton and Jones (2004) explained that simple random sampling is “considered the best technique to obtain a representative sample, and produce findings that will be generalizable to the overall population” (p. 101). To conduct a simple random sample, the researcher first prepared a list (sampling frame) of all members of the population of interest in each university. From this list, the sample was drawn so that each person or item had an equal chance of being drawn.

The study follows Krejcie and Morgan (1970) sampling table for determining sample size ; the total targeted population size was 966 possible participants. According to Krejcie and Morgan (1970), for a population size of 966, the sample size should be around 274 participants. As it was mentioned, the top level leaders were excluded because the study only examined their leadership style and communication competence and some of the employees were semi literate cleaners and drivers who could not answer the surveys so the population size become around 700 so according to Krejcie and Morgan (1970), for a population size of 700, the sample size should be around 247 participants. Table 3.1 illustrates total population and sample size of the randomly private universities in UAE using Krejcie and Morgan table.

Table 3.1

Number of Employees in a Random Selected private University in the UAE

Name of the Institution	Population	Sample
American University of Ras Al Khaimah	30	8
University of Wollongong in Dubai	48	12
American University of Sharjah	349	89
Al Ghurair University, Dubai	44	11
Al Alain University of Science and Technology	132	34
Ajman University of Science and Technology	172	44
Abu Dhabi University	191	49
Total	966	247

(Source: Statistics center, Abu Dhabi, United Arab Emirates, 2013/2012)

A formula was followed to have appropriate number of respondents from each university based on the total number of the employees in that university. The number of population of the university is divided by the total population then multiply by the total of respondents.

3.4 Research Instrumentation

The current study decided to take into consideration measures that were tried and tested. It was obvious that the use of established and existing measures was the most practical ones due to time management and financial constraints that were faced. Indeed, the use of established measures is a common practice amongst social researchers and it appeared to be the most reliable. A review of the literature related to leadership styles, employee job satisfaction and communication competence identified three questionnaires that have been used on multiple occasions to measure leadership behavior, job satisfaction and communication competence. The three instruments were established questionnaires: adaptation of Multifactor Leadership Questionnaire (Avolio & Bass, 2004), adaptation of Communicative Competence Scale (CCS) (Wiemann's 1977) and Minnesota Satisfaction Questionnaire (Weiss et al. 1967). The following explains the different kinds of instruments that were employed to collect data regarding the variables.

3.4.1 Leadership Styles Questionnaire

The instrument used to measure transformational/transactional leadership styles was Multifactor Leadership Questionnaire (MLQ) or commonly known as MLQ 5X. The Multifactor Leadership Questionnaire (MLQ) was developed by Bass and Avolio to measure transformational and transactional leadership characteristics following a six-factor model of leadership earlier proposed by Bass (Avolio et al., 1999). The MLQ is one of the most widely utilized instruments used to measure transformational and transactional leadership and it has been indicated that this instrument has been used by numerous empirical investigations throughout the US and other continents as well as it belongs to the model of transformational and transactional theory (Tejeda,

Scandura, & Pillai, 2001; Avolio & Bass, 2004). The MLQ was used to measure the factors that distinguish transactional and transformational leadership. The MLQ places each item on a 5-point Likert type scale. The scale is utilized as: 0) Not at all; 1) once in a while; 2) sometimes; 3) fairly often; 4) frequently, if not always. The latest version of the MLQ has been used in many research programs, doctoral dissertations and Master's theses around the world.

In this study, transformational leadership was measured using 20 items from Avolio and Bass' (2004) Multifactor Leadership Questionnaire (MLQ— Form 5X). Every item rates how normally specific behaviors are demonstrated by leaders and supervisors in the organization. The items measuring five scales were identified as characteristic of transformational leadership (Idealized influence attributed and behaviour, Inspirational motivation, Individual consideration, and Intellectual stimulation). Transactional leadership was measured using 12 items from Avolio and Bass' (2004) MLQ—Form 5X. Every item rates how normally specific behaviors are demonstrated by leaders and supervisors in the organization. The transformational leadership style dimensions of MLQ are Individual consideration, inspirational motivation, idealized influence (attributed), idealized influence(perceived) and Intellectual stimulation. On the other hand, The items measuring the three scales were defined as characteristic of transactional leadership (Contingent reward, Management-by-exception-active, and Management-by-exception-passive).

According to a study conducted by Odai (2012) The MLQ identifies and measures key leadership and effectiveness behaviors shown in prior research to be strongly linked with both individual and organizational success. The MLQ was chosen for use

in this investigation because of the broad range of leadership styles and behaviors it examines. The items on the MLQ are broadly applicable to a variety of organizations and professions, including educational organisations. The MLQ has been studied as it relates to university faculty, as well. Brown and Moshavi (2002) distributed “ the MLQ to 70 department chairs at various land-grant universities and determined that individual characteristics of transformational leadership were positively related to faculty satisfaction with supervision, their perceptions of their organization's effectiveness, and their willingness to expend extra effort" (p. 82). Evidence indicates the MLQ factors can be universally applied in any organization or culture (Avolio& Bass, 2004).

3.4.2 Communication Competence Questionnaire

Communication competence variable was measured through an adaptation of Wiemann's (1977) Communicative Competence Scale (CCS). According to Weimann (1977) CCS was created to measure communication competence and it has been used and published multiple times. The instrument developed has provided in a post hoc analysis of the revised instrument. The five point Likert-type inventory ranging from “strongly agree” to “strongly disagree”. The questions were created to assess five dimensions of communication competence (Empathy /Affiliation/Support, Behavioral Flexibility, and Social Relaxation) and a dependent measure (interaction Management). Some modifications were done to the CCS to be suitable for this study. Firstly, six items removed from this survey that included less observable behaviors such as, “My supervisor generally knows how others feel” The scale of the revised CCS included 30 items which were adapted to focus on the leader. Additionally, item wordings were modified for use in the leader-subordinate communication context.

3.4.3 Job Satisfaction Questionnaire

Job satisfaction independent variable was measured using the short version of The Minnesota Satisfaction Questionnaire (MSQ) developed by (Weiss et al., 1967). This scale has been widely used in the literature being a well-known and stable over the time instrument with previous researches yielding excellent coefficient alpha. Spector (1997) identified the 20-item short form of the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967) as a popular measure that is frequently used in job satisfaction. The short-form Minnesota Satisfaction Questionnaire (Weiss et al. 1967) consists of 20 items. MSQ are developed to measure job satisfaction by requiring respondents to rate degree of job satisfaction with various components of their job based on a scale of 1 to 5, with 1 being very dissatisfied to 5 being very satisfied. The response format for both the short-form and the long-form MSQ are the same.

The MSQ has been designed to measure two job satisfaction factors intrinsic and extrinsic (Weisse et al., 1967). This makes it an appropriate fit for this study. The intrinsic scale is composed of twelve items and is characterized by abilities related to on the job achievement opportunities, recognition, advancement, and opportunities to do things for others and measure feelings about the nature of the job tasks. The extrinsic subscale is composed of six items and is designed to measure company policies, compensation, co-workers and the quality of working conditions (Spector, 1997). A general satisfaction is composed of 20 items; two of the general satisfaction items are unrelated to intrinsic or extrinsic satisfaction.

3.5 Pilot Study

Before starting the main process of data collection, the researcher conducted a pilot study. A pilot study is like a small-scale project to obtain data from respondents who have similar characteristics to the target respondents of the study refine survey questions and reduce flaws in the study (Zikmund et al., 2009). City university college of Ajman was selected randomly to be the place for conducting the pilot study. CUCA is a private university located in the heart of Ajman. This university offers several undergraduate and graduate programs. As the atmosphere at the selected university is very warm and inviting, verbal permission was taken from the Vice Chancellor and questionnaires were distributed to the employees who were randomly selected. During the pilot study the researcher tried to meet all the research participants to deliver the questionnaires to them. The completed questionnaires were collected after a period of one week to provide sufficient time to the employees.

Participation in this study was on a voluntary basis and participants' responses were kept confidential. Fifty employees work in CUCA were approached to be pilot-study participants and given the questionnaires. Thirty faculty members and staff completed the questionnaires and returned. The participation of 30 respondents was deemed an appropriate number since normally the size of the pilot study ranges from 25-100 subjects (Cooper & Schindler, 2008). All thirty questionnaires were answered completely and were valid. This university was later not included in the final sampling frame due to the possibility of contamination. Three questionnaires were used, the Multifactor questionnaire to evaluate leaders, the Minnesota questionnaire to evaluate the job satisfaction ratio of the employees and Communication

competence to assess the perceptions of employees regarding the communication competence of their leaders.

The pilot study result revealed that there was a significant relationship between leadership styles of academic leaders and job satisfaction. In addition, statistically significant relationship was found between communication competence and Job satisfaction of the employees. Moreover, The data collected from the pilot study showed that the questionnaires used to measure the variables of the study were reliable as all values were higher than the value of .70 which considered as highly reliable (Nunnally, 1978 & Sekeran, 2003).

Table 3.2
Cronbach's Alpha for the Variables in Pilot study

Construct	Cronbach Alpha
Leadership styles	.94
Communication Competence	.96
Job Satisfaction	.85

Based on the findings of analysis, the actual study was later implemented. The results of the pilot study were seriously considered for pitfalls and the survey instruments were thoroughly tested for possible problems. Furthermore, It is concluded that the variables are reliable for the actual study.

3.6 Validity of the Questionnaires

Validity refers to the congruence or "goodness of fit" between an operational definition and the concept it purports to measure (Singleton & Straits, 2005). Assessing the Questionnaires for its validity is important in any research work so that results are not invalid. There are three main types to assess validation of instrument

the: subjective validation, criterion-related validation, and construct validation (Singleton & Straits, 2005). Subjective validation is of two types i.e. face validity and content validity. In essence, these two types of validity refers to the use of personal judgment whether the instrument used, on the face of it, measures the concept it is intended to measure (face validity) or whether the instrument has adequately measured all facts of a concept (content validity) (Singleton & Straits, 2005). On the other hand, criterion-related validity "applies to measuring instruments that have been developed for some practical purpose other than testing hypotheses or advancing scientific knowledge" (Singleton & Straits, 2005, p. 99). While construct validity also aims to answer the question of whether the instrument used measures the construct/concept it is intended to measure, its assessment is based on accumulation of research evidence and not mere appearance (Singleton & Straits, 2005)

This study employed subjective validation to assess the validity of the instruments used. In order to assure the validity of the Multifactor, the Minnesota Job Satisfaction and the Communication Competence scale were examined by two experts in the field of leadership and communication and they were faculty from two different universities. They reviewed them and ensured their appropriateness for the context of this study. Moreover, the literature review reported the validity of the Instruments.

There are now more than twenty years' worth of published research on the MLQ as it relates to transactional and transformational leadership practices of administrators and managers from various sectors of society. Avolio et al., (1995) the MLQ has demonstrated high validity. In addition, According to Carnes (2007), The MLQ validated instrument implemented accurately provided a formularized and

investigatory recourse for leadership characteristics as a transforming modality of productivity. The literature provided data supporting the validity of the Multifactor Leadership Questionnaire instrument and reported construct validity (Bass & Avolio, 1995; Gellis, 2001; Lee et al., 2011). On the other hand, various studies have provided evidence of construct validity for communication competence scale (Cupach & Spitzberg, 1983; McLaughlin & Cody, 1982; Street et al., 1988). Finally, The Minnesota Satisfaction Questionnaire (MSQ) is one of the most widely used instruments in the measurement of job satisfaction (Scarpello & Campbell, 1983) and its validity and reliability has been proven over the 40 years that it has been in use. It has been used to measure job satisfaction in a variety of sectors, including education. Additionally, According to another study carried out by Martins and Proença (2012) the results of the study provide evidence that the MSQ-Short Version is a valid and reliable scale for the measurement of job satisfaction of workers.

3.7 Reliability of the Questionnaires

Reliability is defined as the stability and consistency of the instrument used and it is one of the indicators of goodness of measure (Sekaran, 2003). A reliable measurement instrument used to describe the extent to which a variable or set of variables is consistent in what it is intended to measure (Hair et al., 2010) in this study. The Cronbach's alpha coefficient was used to determine any inconsistency/consistency of items in the three questionnaires. The reliability of each factor of the questionnaires was assessed by examining the internal consistency of items in the questionnaires. Internal consistency assessment allows the researcher to examine the relationship of all items simultaneously so that homogeneity can be checked based on the items to measure a similar concept via statistical procedures (Singleton & Straits,

2005). For the purpose of identifying internal consistency, the value of Cronbach's alpha is expected to be high (closer to 1) for a high internal consistency. As described by George and Mallery (2003) having a measure of Cronbach's alpha above 0.90 is a sign of high internal consistency, and less than 0.50 as unacceptable internal consistency.

As seen from the Table 3.3 the Cronbach's alpha for the independent and dependent variables are shared. The independent variable – leadership style is classified into two constructs: Transactional and Transformational leadership. These two constructs are further classified into various facets. Similarly, the independent variables Communication Competence and dependent Job Satisfaction are also classified into sub-dimensions that categorize their various facets of the variable for more in-depth analysis. All value of Cronbach's alpha greater than 70 which generally considered reliable as criteria stated by (Nunnally, 1978 & Sekeran, 2003). As a result, all the questionnaires used in this study were shown to be reliable.

Table 3.3

Cronbach's Alpha for the Variables

Construct	Factors	No.of items	Cronbach Alpha
Transformational Leadership Style	Individual consideration	4	.97
	Inspirational motivation	4	.97
	Idealized influence(Attributed)	4	.98
	Idealized influence(Perceived)	4	.97
	Intellectual stimulation	4	.98
Overall TLS		20	.97
Transactional Leadership Style	Management by Exception (Passive)	4	.92
	Management by Exception (Active)	4	.95
	Contingent Reward	4	.91
Overall TLS		12	.92
Communication Competence	Interaction Management	10	.85
	Empathy	6	.81
	Affiliation/Suport	6	.89
	Social Relaxation	3	.87
	Behavioural Flexibility	5	.97
Overall CC		30	.88
Job Satisfaction	Intrinsic	12	.97
	Extrinsic	8	.71
Overall JS		20	.83

The MLQ has reported reliabilities for each of the scales ranging from .74 to .94 (Avolio & Bass, 2004). According the pilot study carried in 2013, all reliability analysis indicated that the alpha configuration value for the multifactor instrument measuring leadership styles is 94. In the actual study, the alpha coefficients .97 for transformational and .92 for transactional. All values are above .70 which is conventionally acceptable.

Reliability for the full scale of communication competence has been reported at ranges between Cronbach's Alpha .85 and .91 (Wiemann, 1977). The pilot study analysis indicated that the alpha coefficients for the communication competence scale is .96. In actual studies, the alpha was .88. Cronbach Alpha's for individual constructs used in this study on the communication competence questionnaires shows in Table 3.3. All values are above .70 which is conventionally acceptable.

According to a study which was carried out by Buitendach and Rothmann (2009) the results indicated that the MSQ is a reliable instrument to assess the extrinsic and intrinsic job satisfaction of employees at selected organisations. It is therefore recommended that the MSQ with the two subscales of extrinsic and intrinsic job satisfaction be used to assess the levels of job satisfaction of employees. Reliability for the intrinsic scale was reported to be .86 for the extrinsic satisfaction scale .80 and for the overall general scale was .90. (Weiss et al. 1967). According the pilot study data analysis all reliability analysis indicated that the alpha coefficient is .85. In the actual study as shows in Table 3.3 the alpha coefficients .85 for the MSQ .All values are above 70 which is conventionally acceptable.

3.8 Data Collection Procedure

The data was collected two times during the time it took to carry out this study and bring it to the level of completion. Data collection for the actual study was carried out in 2014 involving 247 employees from seven private universities in United Arab Emirates. The researcher visited Vice Presidents of some universities and deans of colleges and sent emails to the ones who could not be met. The Vice Presidents or the deans of the selected universities were approached for approval. Some of the

universities declined participation. The reasons for the refusal was because of topic sensitivity or because they were not interested. In addition, some of these universities might worry it would have an effect on the reputation of the University. The deans or heads who declined participation were sent an email thanking them for their time and replies. Considering the type of population that was targeted and the sensitivity of survey questions the researcher had to keep the survey anonymous to a large extent. The employees assessed and evaluated their leaders based on their interaction patterns with the respective leaders and their identity had to be protected. Hence, it was decided that online data collections would be the most efficient means to collect the necessary information in an accurate and timely manner. The use of an Internet-based survey was convenient, cost-effective, and easily analysed (Creswell, 2003). Additionally, web surveys allow data to be collected and downloaded into statistical software without additional data entry (Witt, 1998).

The researcher used an online data collection. According to Wilcoxson (2007) “Online data collection was used because of the benefits it provides over paper surveys. The online instruments increased response rate, protected confidentiality of the direct reports as they assessed their supervisors by having the submission of their surveys come directly to the author, reduced the number of errors, saved time and money in data entry, and reduced the number of missing values. Subjects were prompted to return to unanswered questions before being allowed to submit the survey” (p.67) . In this study, The online data collection saved time and allowed the researcher to obtain large amounts of data without traveling around the country and paying for paper and postage.

The questionnaires completed by participants was made available through an easy to remember URL (OnlineLeadershipcomSurvey.com), which pointed to the survey hosted by Survey Monkey, an online survey service. The Survey Monkey tool was chosen to host this study because it met the needs of the researcher. The program was both easy to use and economical. To conduct the simple random sample for the study, the researcher first collected the email address of the employees from contacts provided in the respective institution's websites. After that, the researcher prepared a list (sampling frame) of all members of the population of interest in each university. The sampling frame was put in an Excel spreadsheet. Once having the sampling frame (potential survey respondents) in Excel, the researcher selected a random sample of them so that each person had an equal chance of being selected. The online link which consisted of the three questionnaires were e-mailed and addressed to the faculty members and staff based on the simple random selection method.

The e-mail also included a cover letter from the researcher which explained that the survey was a part of a PhD's thesis and the gathered information would be kept confidential and discussed only in aggregate form. It was also explained that participation was voluntary and assured the anonymity of the subjects. A follow-up email was sent one week after the initial mailing to remind the employees to complete the survey.

3.9 Data Analysis

Data were analysed using the (SPSS) Statistical Package for the Social Sciences computer program. First, data from the questionnaires were transferred from online Survey Monkey into SPSS. Then, Descriptive statistics were generated to review data

and to show profile of respondents in terms of age, gender, length of experience and education level so that a review and general assessment of the data could be made. After that, a reliability coefficient of Cronbachs alpha was employed to examine whether the variables in each component had internal consistency. As it was mentioned, a threshold of .70 was sought to indicate an acceptable level of reliability.

In order to test the hypotheses of the study. Firstly, correlation analyses were employed. Pearson correlation was used to test the relationship between the variables in the study. The researcher inter correlated the main variables and produced an inter correlation matrix. The researchers in correlational research designs investigate findings through the use of correlation statistical testing to help describe and measure the degree of association or relationship between two or more variables (Creswell, 2005). The principal aim of the study was to investigate relationships between leadership styles, communication competence and employee job satisfaction and measure the degree of the relationship. Correlational studies are used to test whether or not relationships existed between given variables, as well as to test the extent of these measures (Gay & Airasian, 2000). Therefore, a correlational analysis was the prominent measure used in the study. The interpretation of correlation among the variables was based on the effect size as shown next page in Table 3.4 (Dunn, 2001). After that, multiple regression analyses were utilized to seek the influence of the predictor independent variables (leadership styles and communication competence) on the dependent variable (job satisfaction).

Table 3.4

Description of the Strength of the Correlation Coefficient (r)

r coefficient	Interpretation
0.00 – 0.19	Very weak
0.20 - 0.39	Weak
0.40 - 0.59	Moderate relationship
0.60 - 0.79	Strong relationship
0.80 - 1.00	Very strong relationship

Source: Adapted from Dunn (2001)

3.10 Summary

The chapter describes how the study was practically conducted to discuss the topics related to methodological issues such as research design, population, instrumentation, and data collection procedures and data analyses. This study used quantitative data to investigate if there was a statistical significance for the hypotheses of this study that was stated. A total of three established questionnaires namely, the Multifactor Leadership Questionnaire (MLQ); an adapted Communication competence Questionnaire (CCS) and Minnesota Satisfaction Questionnaire (MSQ) were used in this study. The chapter also reports the results of pilot study. Statistical analysis results of the pilot study indicated that the three instruments in the study had a high level of validity and reliability. Thus, the results supported that the instruments were good for measuring leadership styles, communication competence and job satisfaction.

The statistical program SPSS was used to compute and analyze the data. In order to investigate the hypotheses person correlation analysis was used to estimate the relationship between the leadership styles, communication competence and job satisfaction. Cronbach's Alpha was used to determine the reliability of the

questionnaire. Multiple regression analysis was selected for its ability to examine the predictors for job satisfaction. The findings of the study obtained from the data analyses are presented in Chapter Four.



CHAPTER FOUR

RESEARCH FINDINGS AND ANALYSIS

4.1 Introduction

The chapter focuses on the analysis of the data collected through the survey questionnaire. The research approach which is based on the hypothesis testing comprises of initial preparation, screening of the data collected and identifying the correlations to test and validate the hypothesis. The study utilizes descriptive statistics, correlation and regression analysis executed through the aid of SPSS software. Towards the latter half of the chapter, a brief summary of the chapter with the identified relationships amongst the variables are discussed.

4.2 Description of Completed Questionnaires

The survey questionnaire was administered through an online survey platform. Online platform provides development and sharing of surveys through multiple channels such as email, social media, etc. Marra and Bogue (2006) in their study related to critical assessment of online surveys say there are many positive factors in relation to online surveys. Firstly, the developed items are taken from valid and reliable sources and fed online. Secondly, online surveys are a good tool to reach out to numerous respondents in the most effective manner. In addition, Yun and Trumbo (2000) have mentioned that there are many beneficial aspects related to online surveys. It can be a cost effective data collection method and provides a supportive environment while trying to develop an instrument. These researchers have stressed that online surveys can give rise to better response rates.

Two hundred and seventy four employees from seven universities were randomly selected as respondents. The researcher sent 274 questionnaires by email to respondents of these 247 (90%) were completed and returned to the researcher. As it explains 6 were identified as outliers and deleted so the final number of questionnaires to be analyzed were 241. The numbers of the unreturned questionnaires did not affect the results. As the questionnaires were sent by email as a link, it was easy for the employees to just open the link and answer the questions. Thereafter, they clicked on the submit option which enabled the researcher to access the results. This made the return rate 90% but it took a longer period of time. The reason for the delayed submissions for some participants was due to the fact that they were busy with workplace commitments and the sensitivity of the topic as they will assess their leaders. It seems some of them took time and think before they decide to complete the questionnaires. The researcher had to send reminders to the employees in order to complete the online questionnaires.

4.3 Data Screening

In this study, the survey method was used and tested through SPSS analysis. However, in this process, it is critical to first identify the quality of the information collected through certain precautions. Data cleaning that includes verifying the appropriateness of the data collected from the survey. In this process, the legitimacy of each variable was confirmed, and tested for being a numerical value. A logical legitimacy of unwanted circumstances was tested in order to overcome illegitimate data sets (Zhang & Shen, 2010). Furthermore, before the data analysis was conducted, it is important to take into consideration the accuracy of the data entered into the data file so that the findings would be accurate (Tabachnick, Fidell, & Osterlind, 2001).

The data screening procedures include checking data for accuracy of entry, the detection of missing data, normality, outliers and assumptions for multiple regression analyses (Hair et al., 2005). Regression analysis was used to investigate how variables like leadership styles and communication competence might predict job satisfaction.

4.3.1 Accuracy of Data Entry

Prior to launching a full-scale data entry and analysis, there are two options: to do a complete data entry (double) or to use evaluation of the data entered (Atkinson, 2012). In this study, the data set was retrieved through an online platform in excel format, which was later coded for SPSS analysis. Given the extensive dataset, the latter method of data evaluation through sampling was applied. During the data accuracy and cleaning process, it was identified that no data set or variable was out of range of the given Likert scale range. Moreover, physical examination of the data files on the five-point scale demographic data was done and it found no out of range value.

4.3.2 Missing Data

During the initial stage of the data collection, there were few respondents who specified few errors in the survey questionnaire, such as inability to choose the right option in a 5-point scale which may cause missing values. These errors were shared with the researcher by the respondents and quickly rectified in order to avoid such errors. The errors were fixed and the survey was re-launched. In addition, while addressing the issue of missing data, it is important to note that the online survey was sent as a link to a random set of participants workplace email address. The respondents open the link and must answer each question before proceeding to the

next one. The respondents can not submit the survey without answering all the questions. Therefore, there were no issues with regard to the missing data and no returned questionnaire had missing data or other issues in completing the survey. When respondents completed the survey, it was automatically accessible by the researcher.

4.3.3 Outlier

According to Hair et al., (2009) “ outliers as an observation with a unique combination of characteristics identifiable as distinctly different from the other observations” (p.33). Outlier was identified from a multivariate perspective. Pallant, (2007) emphasized that the appearance of outliers in research effect on the result in a serious menace. However; Osborne & Overbay, (2004) stated that outliers can not be a problem and may not affect on the result of the analysis. There are many methods to check the outliers one of them is Mahalanobis. Mahalanobis distance was calculated upon the recommendation of Meyers et al. (2006) by using linear regression analysis. To do so, the explore option on SPSS was applied in which all variables were entered into the program. According to Meyers et al.,(2006) the values that register above 16.266 should be eliminated. As a result of this procedure, a total of 6 cases were identified as outliers and deleted. As these showed Mahalanobis distance values that were bigger than the critical value of 16.266.

4.3.4 Normality

Data were checked for normality using the Kolmogorov-Smirnov (K-S) and the Shapiro-Wilk (S-W) tests. Both require interval data and can be run in SPSS. According to Thode (2002) Some researchers advocate the Shapiro-Wilk test as the

best option for testing the data normality. Normality was found to be significant as Shapiro-Wilk test value is greater than 0.05 which means that the data distributed in a suitable way. leadership styles and communication competence were treated as the independent variables and job satisfaction as the dependent variable in the test.

4.4 Profile of Sample

4.4.1 Gender

A plurality of 241 respondents participated in the survey questionnaire, among which 56.85% (n = 137) were male and 43.15% (n = 104) were female. The analysis revealed that males represented higher percentage of total sample. Table 4.1 shows the composition of sample by gender.

Table 4.1
Distribution of Sample by Gender

Gender	Number	Percentage (%)
Male	137	56.85
Female	104	43.15
Total	241	100%

4.4.2 Age

Based on the age analysis, 8 categories were identified in which the highest number of response received was from 26 to 30 (23.24%), followed by 51 years and above (19.09%) and then, from 31 to 35 (14.52%). The lowest category was from 36 to 40 (9.13%).

Table 4.2

Distribution of Sample by Age

Age	Number	Percentage(%)
20-25	25	10.37
26-30	56	23.24
31-35	35	14.52
36-40	22	9.13
41-45	24	9.96
46-50	33	13.69
51 above years	46	19.09

4.4.3 Education Level

The third variable analysed in the demographic section of the respondents was the education level. As illustrated in the Table 4.3 the variable was classified into three sections. The level of education of the participating respondents was 36.93% (n=89) Doctorate, 26.97% (n=65) Masters, 36.01% (n=87) Bachelors.

Table 4.3

Distribution of Sample by Education Level

Education Level	Number	Percentage(%)
PhD	89	36.93
Master`s Degree	65	26.97
Bachelor`s Degree	87	36.01
Total	241	100.0

4.4.4 Length of experience

The fourth demographic variable considered for this analysis was experience under the current leader. As seen in the Table 4.4 the variable was classified into four facets. According to the analysis, about 53.11% (n=128) had 1-5 years of experience under

their current academic head, followed by 21.16% (n=51) respondents with 6-10 years of experience, 18.67% (n=45) with less than a year of experience. The sections with minor responses included 11-15 years with 3.73% (n=9) responses, 16-20 years with 3.33% (n=8) responses and 21 years and above with n=0 (0.0%) responses.

Table 4.4

Distribution of Sample by the number of years in terms of Experience

Experience (years)	Number	Percentage (%)
Less than 1 year	45	18.67
1-5	128	53.11
6-10	51	21.16
11-15	9	3.73
16-20	8	3.33
21 years and above	0	0
Total	241	100.0

4.5 Correlations between Variables of the Study

To test the significance relationships between variables of the study, the Pearson's correlation analysis was carried out. The application of bivariate correlation guides the researcher in identifying the significance and strength between the variables tested. Correlation analysis is run to describe the strength and direction of the relationship between two continuous variables (Sekaran, 2003). The direction of the relationship can either be positive or negative. A positive correlation shows that as one variable increases so does the other. While a negative one shows that as one variable increases, the other decreases (Pallant, 2007). Pearson correlation coefficient, r , symbolizes the estimated strength of a linear the prefix (+, -) indicates the direction of the relationship (positive or negative), while the number represents the strength of the relationship. In theory, the higher the value of the correlation between two

variables, the more related they are to each other. The closer to 1. the stronger the relationship: 0 = no relationship (Cooper & Schindler. 2008).

In interpreting the strength of the relationship based on the r coefficient Dunn ' s (2001) recommendation was used. According to Dunn (2001) a correlation coefficient (r) between 0.00 and 0.19 is very weak. If the correlation coefficient ranges from .20 to .39 it is weak. A correlation coefficient between .40 and .59 shows moderate relationship. If correlation coefficient is .60 to .79 it is strong. Very strong is a correlation coefficient between .80 and 1.00. Correlations were computed between the main variables in the study is shared in the Table 4.5.

Table 4.5
Correlation between Communication Competence, Job Satisfaction, Transactional and Transformational Leadership Style

Variable	1	2	3	4
Communication Competence(1)	1			
Job Satisfaction(2)	.54**	1		
Transactional (3)	-.35**	-.43**	1	
Transformational(4)	.74**	.60**	-.33**	1

** . Correlation is significant at $p < 0.01$.

Based on the correlation analysis presented in Table 4.5, All the main variables of the study correlated with each other at significance level of .01. The results indicated that communication competence and job satisfaction had positive, moderate and significant relationship with coefficient correlation, ($r = .54, p < 0.01$). In addition, there was positive, strong and significant correlation between Transformational and job satisfaction, ($r = .60, p < 0.01$). The results found that the correlation between

transactional leadership and job satisfaction was negative, moderate and significant, ($r = -.43, p < 0.01$) this means the level of job satisfaction would be decreased and become lower when led by transactional leadership style. In sum, there was a significant relationship between independent variables, communication competence, transformational leadership style /transactional leadership style with the dependent variable job satisfaction.

4.6 Findings based on Research Questions

There were six research questions in the study. This part will attempt to answer all the questions one by one by displaying the analysis of correlation and regression.

4.6.1 Research Question 1

Research Question 1: Is there any significant relationship between transformational leadership styles and job satisfaction of the employees in universities?

One hypothesis that corresponded to the above research question was constructed.

H_{a1}: There is a significant relationship between transformational leadership style and employees' job satisfaction.

Correlations analysis was applied identifying the significance and strength of the relationship between the transformational leadership styles and job satisfaction. As per the result in Table 4.5 a positive, strong and significant correlation was found between transformational leadership and employee's job satisfaction ($r = .56, p < 0.01$). Moreover, Correlations analysis was applied to test the significance relationship between transformational leadership styles factors and intrinsic and extrinsic job satisfaction. Table 4.6 shows the relationship between transformational leadership

factors namely, Individual consideration, inspirational motivation, idealized influence (attributed), idealized influence(perceived) and Intellectual stimulation with intrinsic job satisfaction and Table 4.7 shows the relationship between transformational leadership factors namely, Individual consideration, inspirational motivation, idealized influence (attributed), idealized influence(perceived) and Intellectual stimulation with extrinsic job satisfaction. The result showed that all five factors of transformational leadership style were statistically significant and correlated with both intrinsic and extrinsic job satisfaction.

Table 4.6

Correlation between factors in Transformation Leadership styles and Intrinsic Job satisfaction

Variable	1	2	3	4	5	6
Individual consideration 1	1					
Inspirational motivation 2	.82**	1				
Idealized influence (att) 3	.88**	.90**	1			
Idealized influence(per) 4	.86**	.88**	.90**	1		
Intellectual stimulation 5	.91**	.85**	.88**	.89**	1	
Intrinsic job satisfaction 6	.60**	.59**	.61**	.57**	.57**	1

** . Correlation is significant at $p < 0.01$.

The result showed that all transformational leadership factors correlated significantly with intrinsic job satisfaction(Table 4.6) .The result indicated that there was a strong, positive and significant relationship between Individual consideration and Intrinsic job satisfaction, with the coefficient correlation ($r = .60, p < 0.01$). It was found that there was moderate but significant relationship between inspirational motivation and Intrinsic job satisfaction, with coefficient correlation of ($r = .59, p < 0.01$). Another significant relationship with the coefficient correlation ($r = .61, p < 0.01$) was between Idealized influence (attributed) and intrinsic job satisfaction. In addition, there was a

significant relationship between Idealized influence(per) and intrinsic job satisfaction, with coefficient correlation of ($r = .57$, $p < 0.01$) level. The same result was found between Intellectual stimulation and Intrinsic job satisfaction, ($r = .57$, $p < 0.01$) level. To conclude, The Table 4.6 shows that all the values are positive and significant. The analysis found the strongest correlation was between Idealized influences attributed with intrinsic job satisfaction.

Table 4.7

Correlation between factors in Transformation Leadership styles and Job Extrinsic Job Satisfaction

Variable	1	2	3	4	5	6
Individual consideration 1	1					
Inspirational motivation 2	.82**	1				
Idealized influence (att) 3	.88**	.89**	1			
Idealized influence(per) 4	.86**	.88**	.90**	1		
Intellectual stimulation 5	.91**	.85**	.88**	.89**	1	
Extrinsic job satisfaction 6	.90**	.92**	.94**	.93**	.91**	1

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

Table 4.7 shows that the relationship between transformational leadership styles factors and extrinsic job satisfaction was found to be statistically significant. The result showed that there was a very strong and positive relationship between Individual consideration and extrinsic job satisfaction, with the coefficient correlation ($r = .90$, $p < 0.01$). The analysis found that there was very strong and positive relationship between inspirational motivation and extrinsic job satisfaction, with coefficient correlation of ($r = .92$, $p < 0.01$). In addition, there was very strong significant relationship between Idealized influence (attributed) and extrinsic job

satisfaction, ($r = .94, p < 0.01$) level, and very strong correlation between idealized influence (perceived) and extrinsic job satisfaction, with coefficient correlation of ($r = .91, p < 0.01$) level. Finally, the correlation between Intellectual stimulation and extrinsic showed very strong significant result where ($r = .91, p < 0.01$) level. It was found that Idealized influence (attribute) factor had the strongest relationship with extrinsic job satisfaction .it was concluded that that the relationship between all factors of transformational leadership style and extrinsic job satisfaction were very strong, positive and significant.

4.6.2 Research Question 2

Research Question 2: Is there any significant relationship between transactional leadership styles and job satisfaction of the employees in universities?

Ha2: There is a significant relationship between transactional leadership and employees' job satisfaction?

Correlations analysis was applied to test the significance relationship between transactional leadership styles factors and employees' Job satisfaction. As per the analysis in table 4.5 the relationship between transactional leadership and job satisfaction was negative moderate but significant ($r = -.43, p < 0.01$). The hypothesis was supported. Moreover, Table 4.8 shows the relationship between transactional leadership factors namely, management by exception (passive), management by exception (active) and contingent reward with intrinsic job satisfaction. Table 4.9 shows that the relationship between transactional leadership factors namely, management by exception (passive), management by exception (active) and contingent reward with extrinsic job satisfaction.

Table 4.8

Correlation between factors in Transactional leadership style and Intrinsic Job satisfaction

	1	2	3	4
Management by Exception (Passive)	1			
Management by Exception (Active)	.71**	1		
Contingent Reward	.64**	.65**	1	
Intrinsic job satisfaction	-.65**	-.41**	-.21**	1

** . Correlation is significant at $p < 0.01$.

Based on the analysis presented in Table 4.8, the results of correlation found that all transactional leadership style factors correlated negatively and significantly with Intrinsic job satisfaction. As the result showed, there was a significant and negative correlation between management by exception (Passive) and intrinsic job satisfaction, ($r = -.65$, $p < 0.01$). Furthermore, the result showed that there was a significant and negative correlation between management by exception (active) and intrinsic job satisfaction, with the coefficient correlation ($r = -.41$, $p < 0.01$). Finally, the analysis between contingent reward and intrinsic job satisfaction indicated weak and negative relationship where ($r = -.21$, $p < 0.01$). From this it can be concluded that frequent use of transactional leadership style behaviors lead to lower of intrinsic job satisfaction.

Table 4.9

Correlation between factors in Transactional Leadership Style and Extrinsic Job Satisfaction

Variable	1	2	3	4
Management by Exception (Passive)	1			
Management by Exception (Active)	.71**	1		
Contingent Reward	.64**	.65**	1	
Extrinsic job satisfaction	-.41**	-.35**	-.03**	1

** . Correlation is significant at $p < 0.01$.

The results in Table 4.9 showed that there is a negative and significant correlation between transactional leadership style factors and extrinsic job satisfaction. Also it showed that Management by exception (Passive) correlated with extrinsic job satisfaction negatively and significantly, ($r = -.41$, $p < 0.01$). Also there was a significant and negative relationship between management by exception (Active) and intrinsic job satisfaction, ($r = -.35$, $p < 0.01$). There was very weak and negative relationship between contingent reward and extrinsic job satisfaction where ($r = -.03$ $p < 0.01$). From this it can be concluded that frequent use of transactional leadership style behaviors lead to lower of extrinsic job satisfaction.

4.6.3 Research Question 3

Research Question 3: Is there any significant relationship between leader communication competence and job satisfaction of the employees in universities?

Ha3: There is a significant relationship between the communication competence and employees job satisfaction.

To test the relationship between communication competence and job satisfaction, Person correlation analysis was applied. As per the correlation analysis results in Table 4.5 ($r = .54, p < 0.01$), the H3 was accepted as there was a significant correlation between communication competence and job satisfaction. Moreover, Table 4.10 shows the relationship between communication competence factors namely, interaction management, empathy, affiliation/support, social relaxation and behavioral flexibility with intrinsic job satisfaction and table 4.11 shows the relationship between communication competence factors namely interaction management, empathy, affiliation/support, social relaxation and behavioral flexibility with extrinsic job satisfaction. The result showed that all communication competence factors correlated significantly with intrinsic and extrinsic job satisfaction.

Table 4.10
Correlation between factors in Communication Competence and Intrinsic Job Satisfaction

Variable	1	2	3	4	5	6
Interaction Management1	1					
Empathy 2	.74**	1				
Affiliation/Support 3	.87**	.70**	1			
Social Relaxation 4	.84**	.66**	.81**	1		
Behavioural Flexibility 5	.86**	.72**	.89**	.80**	1	
Intrinsic job satisfaction6	.45**	.55**	.61**	.60**	.64**	1

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

When correlation was performed between interaction management and intrinsic job satisfaction, the result indicated that there was positive and significant correlation

between them, ($r = .45$ $p < 0.01$). In addition, there was a significant and positive correlation between empathy and intrinsic job satisfaction, ($r = .55$, $p < 0.01$). As the result shows, there was a significant and positive correlation between affiliation/support and intrinsic job satisfaction where ($r = .61$, $p < 0.01$). The result presented that there was a significant and positive correlation between social relaxation and intrinsic job satisfaction with coefficient correlation of ($r = .60$, $p < 0.01$). Finally, the correlation between behavioral flexibility and intrinsic job satisfaction showed significant and positive result where ($r = .64$ $p < 0.01$). The strongest correlation was between flexibility factor and intrinsic job satisfaction.

Table 4.11

Correlation between factors in Communication competence and Job satisfaction

Variable	1	2	3	4	5	6
Interaction Management	1					
Empathy	.74**	1				
Affiliation/Support	.87**	.70**	1			
Social Relaxation	.84**	.66**	.81**	1		
Behavioural Flexibility	.86**	.72**	.89**	.80**	1	
Extrinsic job satisfaction	.84**	.93**	.76**	.72**	.88**	1

** . Correlation is significant at $p < 0.01$.

Data in table 4.11 shows that there was very strong, positive and significant relationship between interaction management factor and extrinsic job satisfaction, the result indicated ($r = .84$, $p < 0.01$). In addition, there was a significant and positive correlation between empathy and intrinsic job satisfaction, ($r = .93$, $p < 0.01$). As the result shows, there was a significant and positive correlation between affiliation/support and extrinsic job satisfaction where ($r = .76$, $p < 0.01$). The result presented that there was a significant and positive correlation between social

relaxation and extrinsic job satisfaction where ($r = .72, p < 0.01$). Finally, the correlation between behavioral flexibility and extrinsic job satisfaction was found to be statistically significant with ($r = .88, p < 0.01$).

4.6.4 Research Question 4

Research Question 4: Does transformational leadership style have an effect on the job satisfaction of the employees in universities?

Ha4: The transformational leadership style of the leader affects employees' job satisfaction.

This hypothesis was answered through regression analysis that examined the influence of transformational leadership style on employee intrinsic and extrinsic job satisfaction. In testing the hypotheses developed for this study, the choice of the level of significance was set at $p < 0.05$ and $p < 0.01$, common in general management studies (Cooper & Schindler, 2008).

Table 4.12

Stepwise Regression Analysis results: Transformational Leadership Style as a predictor of Job Satisfaction

Model	R	R Square	Adjusted R ²	SE	F
1	.98	.97	.96	0.20256	2881.268

Predictor: (Constant), Transformational leadership style

The regression analysis was processed to test if the transformational leadership style is a predictor of employee job satisfaction. The regression model had the following statistics: $R = .98$, $R^2 = .97$, $Adjusted R^2 = .96$, $p < 0.05$, standard error = .20256.

As per the observation, a variance of 96% was observed in job satisfaction by the transformational leadership style variable. The results from Table 4.12 show that R^2 value was .96 which means that .96% of the variance in job satisfaction could be explained significantly by the predictor variables. This is an acceptable level for R^2 in explaining variability of job satisfaction. Table 4.12 shows findings which indicated that independent variables as a whole were a significant predictor of job satisfaction ($F= 2881.268$). Furthermore, this result has supported by the significant correlation among the variables.

Table 4.13

Step wise Regression Analysis Coefficients of Transformational Leadership and intrinsic Job Satisfaction

Variable	Beta	t	P
Transformational Leadership	0.47	2.865	.005
Dependent Variable: Intrinsic Job Satisfaction			

Table 4.13 shows that transformational leadership style is has a significant influence on intrinsic job satisfaction ($p = .005 < .05$). The value of the t-statistic is significant.

Thus, the independent variable can be retained in the model. In other words, this variable can explain the change in intrinsic job satisfaction. The ($\beta=.47$) meant that for every unit if increase in transformational style, there was a .47 unit of increase in intrinsic job satisfaction and transformational style has positive influence on intrinsic Job Satisfaction.

Table 4.14

Step wise Regression Analysis Coefficients of Transformational Leadership and Extrinsic Job Satisfaction

Variable	Beta	t	P
Transformational Leadership	0.95	57.875	.000

Dependent Variable: Extrinsic Job Satisfaction

As shown in Table 4.14 that transformational leadership style is statistically has a significant influence on extrinsic job satisfaction ($p = .000 < .05$), ($\beta = .95$, $t = 57.875$). The β value which is .95 means that a unit of increase in the transformational leadership style caused .95 unit increases in extrinsic job satisfaction and transformational leadership style has a positive influence on extrinsic job satisfaction. Also, this means that the transformational leadership made the strongest unique contribution to explaining extrinsic job satisfaction. Based on the statistical analysis of the regression result hypotheses four was supported.

4.6.5 Research Question 5

Research Question 5: Does transactional leadership style have an effect on the job satisfaction of the employees in universities?

Hypothesis 5: The transactional leadership style of a leader affects employees` job satisfaction.

Leaders` transactional style of leadership was identified as being a predictor of job satisfaction – both intrinsic and extrinsic.

Table 4.15

Model Produced from Stepwise Regression Analysis of transactional and Job Satisfaction

Model	R	R Square	Adjusted R²	F
2	.46	.21	.20	23.58

a. Predictors: (Constant), Transactional leadership

In Table 4.15 The regression results showed that transactional leadership style as a whole found to be significant predictor of job satisfaction, $R = .46$, $R^2 = .21$, Adjusted $R^2 = .20$ $F = (23.58)$. The results from Table 4.15 R^2 showed a value of .21 which means that .21% of the variance in job satisfaction could be explained significantly by the predictor variables. The value of r square is of acceptable level in the explanation of the variability for job satisfaction. The results indicated that transactional leadership style was significant predictor of job satisfaction.

Table 4.16

Stepwise Multiple Regression Analysis of transactional leadership and intrinsic Job Satisfaction

Variable	Beta	t	P
Transactional Leadership	- 0.32	-3.924	.000

Dependent Variable: intrinsic Job Satisfaction

As Table 4.16 showed that transformational leadership style is a significant predictor of intrinsic job satisfaction ($p = 0.000 < .05$). The negative β value ($\beta = -.32$) meant that a unit increase in transactional leadership style caused .32 unit decrease in intrinsic job satisfaction so when the leaders increase using transactional leadership behaviors the intrinsic job satisfaction of employees will decrease. Moreover, The transactional leadership style has a negative influence on intrinsic job satisfaction.

Table 4.17

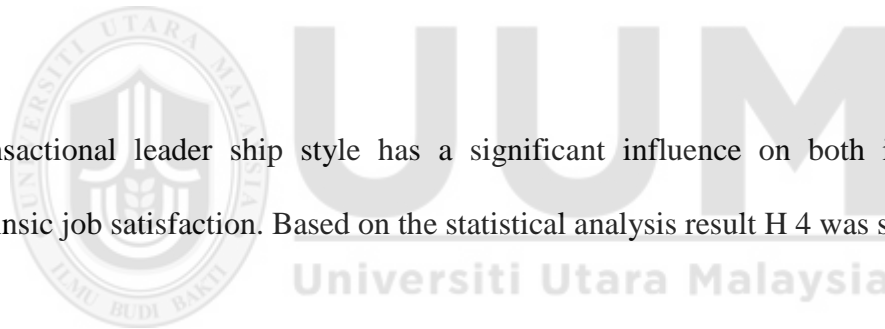
Step wise regression analysis Coefficients of Transactional Leadership and Extrinsic Job Satisfaction

Variable	Beta	t	P
Transactional Leadership	- 0.19	-2.299	.023

Dependent Variable: Extrinsic Job Satisfaction

Table 4.17 shows transactional leadership style is a significant predictor of extrinsic job satisfaction, as indicated (p-value = .023 < .05). The negative β value ($\beta = -.19$) meant that a unit increase in transactional leadership style caused .19 unit decrease in extrinsic job satisfaction so when the leaders increase using transactional leadership behaviors the extrinsic job satisfaction of employees will decrease. Moreover, The transactional leadership style has a negative influence on extrinsic job satisfaction.

Transactional leadership style has a significant influence on both intrinsic and extrinsic job satisfaction. Based on the statistical analysis result H4 was supported..



4.6.6 Research Question 6

Research Question 6: Does the leaders' communication competence have an effect on the job satisfaction of the employees in universities?

H_{a6}: The communication competence of the leader affects employees' job satisfaction.

The regression model utilized job satisfaction as the dependent variable with communication competence as the independent variable set. Using regression analysis, the leaders' communication competence was regressed with a set of two sub variables contributing to job satisfaction.

Table 4.18

Model produced from stepwise Regression Analysis as a result of Communication Competence and Job Satisfaction

Model	R	R square	Adjusted R2	F
3	.67	.45	.44	28.733

Predictor: (Constant), Communication competence

When stepwise regression analysis was computed on the data to test if the communication competence is a predictor of job satisfaction, the model had the following statistics: , R= .67, $R^2 = .45$, Adjusted $R^2 = .44$ F (28.733) . The results from Table 4.18 R^2 showed a value of .45, which means that .45% of the variance in job satisfaction could be explained or predicted significantly and collectively by communication competence of the leaders. The value of R^2 is of acceptable level in the explanation of the variability for job satisfaction. The results indicated that communication competence is significant predictor of job satisfaction.

Table 4.19

Step wise regression analysis Coefficients of Communication Competence and Intrinsic Job Satisfaction

Variable	Beta	t	P
Communication Competence	.24	2.919	.004

Dependent Variable: Intrinsic Job Satisfaction

Table 4.19 shows that Communication competence was statistically a significant predictor of intrinsic job satisfaction, as indicated ($p = .004 < .05$). ($\beta = .24$, $t = 2.919$), The β value which is .24 means that a unit of increase in communication competence caused .24 unit increase in intrinsic job satisfaction and communication competence has a positive effect on intrinsic job satisfaction.

Table 4.20

Step wise regression analysis Coefficients of Communication Competence and Extrinsic Job Satisfaction

Variable	Beta	t	P
Communication Competence	.37	4.443	.000

Dependent Variable: Extrinsic Job Satisfaction

The result in table 4.20 shows that communication competence was also statistically significant predictor of extrinsic job satisfaction as indicated ($p = .000 < .05$). ($\beta = .37$, $t = 4.443$) The β value which is .37 means that a unit of increase in communication competence caused .37 unit increase in extrinsic job satisfaction and communication competence has a positive effect on extrinsic job satisfaction.

As indicated earlier, multiple regression analysis can also determine which one among the predictor variables that has the most effect on Intrinsic and extrinsic job satisfaction. To assess this, standardized beta values are used. The strongest predictor is known by looking at the absolute biggest beta value (Hair et al., 2009). As shown in Table 4.14, transformational leadership style showed the biggest beta value of .95 for extrinsic and as showed in Table 4.13 the biggest beta value .47 for intrinsic job satisfaction. This means that transformational leadership style has the strongest positive influence on intrinsic and extrinsic job satisfaction. The regression analysis found that all independent variable significantly influence on the intrinsic and extrinsic job satisfaction.

Table 4.21

Summary of Hypothesis Analysis

Hypothesis	Result
Hypothesis 1	Supported
Hypothesis 2	Supported
Hypothesis 3	Supported
Hypothesis 4	Supported
Hypothesis 5	Supported
Hypothesis 6	Supported

4.7 Summary

The chapter reports the findings of the study which intended to examine the relation between leadership styles and communication competence with job satisfaction and the influence of leadership styles and leaders' communication competencies on job satisfaction of employees. A total of six hypotheses were formulated and tested. As shown in Table 4.21 all research hypotheses received empirical support and were supported.

Correlation analysis was used to examine H1, H2 and H3. The results found that the two independent variables were correlated with the dependent variable of the study. Moreover, all five factors in transformational leadership correlated positively and significantly with intrinsic/extrinsic job satisfaction. The same analysis between the five factors in communication competence and intrinsic/extrinsic job satisfaction found positive and significant relationship. However, the analysis found all factors in transactional leadership correlate negatively and significantly with intrinsic/extrinsic job satisfaction. Regression analysis was used to examine H3, H4 and H5. The result found that transformational leadership, transactional leadership style and communication competence were significant predictors of intrinsic and extrinsic job

satisfaction. Moreover, Transformational leadership style plays the most important role in predicting job satisfaction. The next strongest predictor as result shown is communication competence and the last one is transactional leadership style.



CHAPTER FIVE

DISCUSSION, IMPLICATIONS AND SUGGESTIONS

5.1 Introduction

This chapter discusses the findings of the study in detail. It starts with the research summary, continues with the discussion on the variables of the study: the leadership styles, communication competence of leaders, job satisfaction and the relationship between the variables. The current chapter summarizes the results acquired through the empirical tests followed by a discussion of results implications for theory and practice. Furthermore, recommendations for future research are suggested.

5.2 Research Summary

This study had examined the relationship between leadership styles and job satisfaction amongst the employees; also the relationship between communication competence of leaders and employees job satisfaction. In addition, this study investigated the effect of leaders` leadership styles and communication competence on employee job satisfaction within the UAE private universities.. Six research questions and six hypotheses were developed for this study.

A descriptive research design was used in the research study to identify the factors as perceived by the employee. Descriptive statistics were run to profile the participants and to describe the "character" of the main variables. Then, alpha cronbach test run to confirm the reliability and effectiveness of the instruments before correlation analysis was conducted to examine the possible relationship between the leadership styles of leaders and supervisor with employee job satisfaction. The research study also

includes multiple regression analyses which were performed to analyse the hypotheses which was formulated earlier. In order to achieve the research objectives, the present study employed a survey to collect data from employees from private universities located in the United Arab Emirates. The sample consisted of employees from various colleges and departments in each university. Survey questionnaires were used as the main data collection technique. The analysis of responses to the demographics and three different survey instruments formulated the reported conclusions.

Three different questionnaires were used to gather information from the faculty and staff: 1) The Multifactor survey was used to measure leadership styles, and 2) the Minnesota survey was used to measure job satisfaction, and 3) the Communication Competence Scale was used to measure Communication Competence. In the current study seven universities located at six different cities throughout UAE have been targeted. To achieve the research objectives, the present study employed a survey design to collect data from faculty and other staff from accredited private universities in the main cities of the UAE; simple random sampling technique was used to select the universities. The numerical data collected through these surveys were gathered using an online platform and SPSS software was used for the analysis.

Before the questionnaires were administered for the actual study, a pilot study was conducted and the resulting reliability analysis indicated that the alpha configuration value for the multifactor instrument measuring leadership styles was 0.94. All reliability analysis indicated that the alpha configuration value for The Minnesota Instrument to measure Job Satisfaction was 0.92. All reliability analysis indicated that the alpha

configuration value for the Communication Competence instrument measuring is 96. All values were above .70 which was conventionally acceptable.

The findings of the current study have revealed the information mentioned below. The following hypotheses were proposed in this study.

Hypothesis 1: The hypothesis was supported and accepted. The first hypothesis predicted significant relationships between transformational leadership style and employee job satisfaction. The results of Pearson correlations supported the hypothesis by indicating statistically significant, strong and positive relationships between the variables. All factors in transformational leadership styles, namely idealized influence (attributed); idealized influence (behavioral), inspirational motivation; intellectual stimulation; and individualized consideration were found significantly related to job satisfaction.

Hypothesis 2: The second hypothesis was supported and accepted; the result of correlation value revealed that there is statistically significant and negative relationship between transactional leadership style and job satisfaction. All factors of transactional leadership style, namely contingent reward; management-by-exception active; and management-by exception passive had a negative significant relationship with job satisfaction.

Hypothesis 3: The third hypothesis was supported and accepted. The result indicated that the relationship between communication competence and job satisfaction is statistically significant and positive. All factors of communication competence:

affiliation/support, social relaxation, empathy, behavioral flexibility, and interaction management had statistically significant and positive relationship with job satisfaction.

Hypothesis 4: The hypothesis was accepted. The analysis found that the transformational leadership style is a statistically significant predictor of employees` job satisfaction in private universities in UAE.

Hypothesis 5: The hypothesis was accepted. The analysis found that the transactional leadership style is statistically significant predictor of employees` job satisfaction in private universities in UAE.

Hypothesis 6: The hypothesis was accepted. The analysis found that the communication competence of the leaders is a statistically significant predictor of employees` job satisfaction in private universities in UAE.

5.3 Discussion of Findings

This section discusses the findings of the study that were subject to statistical testing. Leadership styles and Communication Competence were the independent variables; Job Satisfaction was the dependent variable. The discussion focuses on answering the questions of the study. It begins with transformational style then transactional style, followed by communication competence.

5.3.1 Leadership Styles and Job Satisfaction

In this study, The researcher has investigated the relationship between Leadership styles and job satisfaction of selected private universities employees. The statistical analysis results of the correlation test indicated that a significant and positive correlation was found between transformational leadership and job satisfaction. Such findings are consistent with previous studies (Aydin et al., 2013; Bass & Avolio, 1990; Griffith, 2004; Hukpati 2009; Weasmer & Woods, 2002). A significant and negative correlation was identified between transactional leadership and job satisfaction. These findings supported previous research findings (Awamleh et al., 2005; Saleem, 2015; Voon et al., 2011). Furthermore, Researchers (Bass, 1999a; Bass & Riggio, 2006; Dumdum et al., 2002; Lowe et al., 1996) indicated that transformational leadership was generally more strongly related with job satisfaction than transactional leadership. Bass (1990) stated that transformational leadership is the prototype of leadership that people have in mind when they describe their ideal leader. Bass (1990) also added transformational leaders are more effective and successful. If private universities` leaders are practicing transformational leadership more often than transactional, the employees satisfaction will be higher and the chances for success and the continued viability is promising.

5.3.1.1 Transformational leadership style and Job Satisfaction

The Correlation Analysis results showed that all the five factors of the transformational leadership style namely Individualized Consideration, inspirational motivation, Idealized influence and Intellectual Stimulation had significant positive relationships with job satisfaction. The results seem to be consistent with the findings of other studies provide evidence that all the factors of transformational leadership

had a significant positive relationship with job satisfaction (Bass & Avolio, 1994; Clabaugh et al., 2000; Emery & Barker, 2007; Hinduan, et al., 2009; Patten ,1995). Furthermore, according to the regression analysis conducted on the two variables , Transformational style was found to be a significant predictor of employee job satisfaction. The findings were also in line with theory of transformational leadership style which highlighted transformational style as being related to job satisfaction Bass (1985). This means that frequent use of transformational leadership style leads to higher job satisfaction.

The possible explanation for the positive relationship between transformational style factors and job satisfaction are as follows: The results found that individualized consideration had a strong and positive relationship with job satisfaction. With reference to this, the attention that leaders pay to personal need and feelings of the faculty and other staff was reflected in their general positive attitude toward work and work conditions, which in turn increased job satisfaction. Also, coaching the faculty and staff by the leaders would satisfy and motivate them too. It is without doubt that individualized consideration is very important as it relates to a subordinate's satisfaction with the leaders (Bass, 1985). Furthermore, Inspirational motivation had strong and positive relationship with job satisfaction and the study suggested that employees were satisfied when leaders gave them a challenging task and motivated them to achieve desired goals. So when leaders are inspirational and motivational, and levels of aspiration are being heightened, job satisfaction will be higher and faculty will be happier. Idealized influence (attributed) had very strong and significant relationship with job satisfaction and this may be a result of the nature of the job in higher education settings. The way a leader acts and speaks can convince the faculty

to respect and admire them and follow their directions. Idealized influence had strong and positive relationship with job satisfaction, indicating that the faculty and staff were satisfied by the leaders who were role models especially if they took the initiative to understand the employee. Finally, intellectual stimulation had a strong and positive relationship with job satisfaction. The faculty was satisfied when the leader encourages them to solve the organizational issues and provides them the knowledge to improve their creativity. These findings support the importance of fostering these five factors in a university environment. Such behaviors would create a work environment that would enhance the university employees' job satisfaction.

The results of the current study indicated that transformational leadership style has been found to have a statistically significant relationship with the employee's extrinsic and intrinsic job satisfaction, but the results revealed that the relationships between transformational leadership and employee's extrinsic (i.e. remuneration and job prospects) is stronger than intrinsic job satisfaction (i.e. job content and related conditions). Such findings were consistent with previous study of Leary et al. (1999) who investigated the relationship between leadership styles and faculty job satisfaction in the higher education context of the United States. The study focuses on the college level, and faculty members rated the leadership styles of their leaders and their own job satisfaction. The findings demonstrated that generally there was a statistically significant relationship between leadership styles and the faculty's overall job satisfaction. In detailed findings a stronger relationship was indicated between extrinsic job satisfaction and both dimensions of the leadership. On the other hand, the study showed a weaker relationship between intrinsic job satisfaction and both dimensions of the leadership.

In the current study, the less strong relationship between leadership styles and intrinsic job satisfaction is justified because “intrinsic job satisfaction indicates that the degree to which a respondent feels satisfied is determined by internally motivated factors [which] come from within the individual” (Al-Omari, 2008, p.118), whereas leadership styles do not come from within the individual. Rather, these styles, which represent the behaviour of the campus principals/divisional directors, stem from the faculty members’ working environment and are therefore considered to be external behaviours/factors or extrinsic in nature (Al-Omari, 2008; Stumpf, 2003); thus, they have a weaker relationship with the employee’s intrinsic job satisfaction and stronger relationship with extrinsic job satisfaction. The outcome of this research suggested that to have higher level of employee job satisfaction, more consideration should be given to extrinsic factors (company policies, compensation, supervision) than intrinsic factors (responsibility, recognition, achievement, advancement etc.)

Findings of this study confirm that transformational leadership style increased the level of employees’ job satisfaction in higher education settings. Furthermore, strong and positive relationship was found between transformational style and job satisfaction. Transformational leadership has shown a statistically significant positive relationship with teacher job satisfaction (Bass & Avolio, 1994). Furthermore, this study suggested that leaders who use transformational leadership behaviors in higher education institutions evoke positive reactions, achieve the desired goals, gain support from faculty and other staff and raise their level of job satisfaction. An employee with higher level of satisfaction as a result of transformational leader behaviors would put extra efforts and perform better. The results of the current study are supported by some studies that have been carried out.

For instance Hukpati (2009) investigated the relationship that was seen between transformational leadership style related to department managers in association with employees job satisfaction particularly in higher educational institutes in Ghana. The study focused on the heads of various departments in relation to faculty job satisfaction in private and public higher educational institutions. Survey Questionnaires were given to 74 lecturers as well as 12 heads of various departments from private as well as government institutions. The results showed that there is a positive relationship between these two - both variables (transformational leadership and job satisfaction) in both private and government institutions.

A study about The Role of Transformational Leadership Style in Enhancing Lecturers' Job Satisfaction was conducted in Malaysia to identify the influence of transformational leadership style Employed by departments' heads on improving lecturers' job satisfaction. In this study, a quantitative descriptive survey design was employed with sample size of 305 lecturers consist of Professors, associate professors, senior lecturers, and lecturers in the Universities in Malaysia. The data identified that transformational leadership improves Lecturers' job satisfaction more than other leadership styles. This study demonstrated that departments' heads can be more effective in satisfying lecturers when they more frequently demonstrate transformational leadership behaviors (Sadeghi & Lope Pihie, 2012)

Hamidifar (2010) also conducted a similar study on the relationship between leadership and employee job satisfaction at Islamic Azad University focused on 16 Branches in Tehran, Iran. A total of 400 questionnaires were distributed using random sampling method and 386 were completed. The result of the study was found

to be consistent with other similar studies which showed the significant positive influence of transformational leadership factors on employee job satisfaction.

Verma (2015) investigated the relationship between the perceived leadership styles of principals and job satisfaction of the teaching faculties working in educational organizations in UAE. This study was carried out in fifteen private schools, educational institutes and universities situated in different emirates of UAE. A total of 300 expatriate teachers and lecturers took part in this survey . Findings of this study indicated that the perceived transformational leadership style of principals showed positive significant relationship with teacher's job satisfaction level.

Al-Hussami (2008) tried to investigate the effect of transformational leadership style on employees' job satisfaction. 192 nurses at four nursing private homes in the United States were targeted. The result revealed a positive relationship between transformational leadership style and nurses' job satisfaction. Transformational leadership accounted for 80% variance in job satisfaction. The results actually showed that the nurses were less satisfied with salary, work conditions, and organizational support.

Naidoo (2008) in a study on the impact of leadership styles on job satisfaction of 140 sport administrators at organizations of higher education in South Africa tried to find out the impact of transformational style. The results show that most of the administrators used the transformational leadership style. When job satisfaction was analyzed, the findings showed that the employees were dissatisfied with salary, promotion, status and recognition but were satisfied with the leadership style and nature of work.

The results of the current study showed that the academic leaders and supervisors who are interested to increase employee job satisfaction should be aware of transformational leadership styles and consider practicing the five behaviors of transformational style that cause job satisfaction more frequently. Furthermore, this study suggested that leaders who use transformational leadership behaviors in higher education institutions evoke positive reactions, achieve the desired goals, gain support from faculty and other staff and raise their level of job satisfaction.

5.3.1.2 Transactional leadership Style and Job Satisfaction

The correlation results of the study found that all factors of transactional leadership had negative and statistically significant relationships with job satisfaction and specifically with both extrinsic and intrinsic job satisfaction. Through this, it can be concluded that frequent use of transactional leadership style leads to lower levels of satisfaction with relevance to both factors of job satisfaction. On the other hand, regression analysis results indicated that transactional leadership was identified as being a significant predictor of job satisfaction.

As per the analysis, a negative correlation was identified between all factors of transactional leadership style namely Contingent Reward, Management by Exception, Active and Management by Exception, Passive and job satisfaction. First, the study found that contingent reward behavior had a significant negative relationship with job satisfaction. The plausible explanation for this result is that employees such as university faculty members with a high level of education dislike the leaders' focus on reward and in some cases punishments. Also, those with higher levels of education may have higher levels of reward expectation from employment positions.

Furthermore, Management by Exception Active had a negative relationship with job satisfaction. Possible explanation for this result is that leaders who demonstrate this behaviour continually examine and monitor faculty' performance and make modifications and provide corrections throughout the process which possibly makes the faculty member feel incapable of completing the work. These kind of leaders expect faculty and staff member only to obey and they specify standards for compliance which is difficult in an academic environment where the faculty is involved in teaching students and not always in a position to connect with the leader. Finally, Management by Exception Passive had a negative relationship with job satisfaction. The employees were not satisfied with the academic leader and supervisor who took actions only if problems occurred or the situation became serious; someone who may use punishment to correct the situation. Possible explanations could be due to pressures placed upon employees by this behavior. Faculty members can not be responsible for everything in the university whether important or not as they have a lot of other teaching responsibilities and need time for their research activities. Also the academic staff in an environment like a university may not accept the punishment method to correct the mistake. As it was shown in a number of literary works that transactional leadership is often viewed in a negative light in educational settings which supported the findings of this study.

The study found that faculty and staff members had negative and lower level of satisfaction with the transactional behaviours. They were not motivated and satisfied by reward and punishment system, monitored and controlled to get the work done through them and it traced their faults. These behaviour patterns cause lower job satisfaction in turn to reduce the performance of employees in universities

environment. Hence, based on the findings of the study, transactional leadership showed negative relationship in connection with job satisfaction. Such findings were consistent with previous studies which also reported negative and weak correlation between the variables:

Saleem (2015) examined the relationship between transactional leadership styles and teachers job satisfaction of 217 teachers from universities in Pakistan. The result found out that weak negative relationship between transactional leadership and job satisfaction.

Voon et al. (2011) explained that one purpose of their study was to determine the aspects of transactional leadership that affect employee's job satisfaction in the public sector in Malaysia. Data was collected from 200 employees working in public sector. The results showed that transactional leadership style has a negative relationship with job satisfaction in government organization.

Awamleh et al. (2005) examined transactional leadership among banking managers in the UAE. They studied the effects of transactional leadership styles of banks manager on employees' self-perceived performance and job satisfaction. One finding of this study depicted that there was negative relation between transactional leadership styles and employees' job satisfaction.

5.3.1.3 Transformational and Transactional leadership

In general, the employees felt their leadership styles had an influence on their job satisfaction level. The statistical analysis results of the current study provided evidence to support that transformational leadership had strong and positive

relationship with job satisfaction. On the other hand, weak and negative relationship was found between transactional leadership and job satisfaction. The findings were consistent with previous studies (e.g. Al-Hussami, 2008; Ali et al., 2013; Bushra et al. ; Fatima, 2010 ; Emery & Barker, 2007; Griffin, 2004; Judge & Piccolo, 2004; Limsila & Ogunlana, 2008; Patricia,2002; Nguni, 2005) which supported the theory that transformational leadership factors have higher positive relationship with job satisfaction than transactional leadership factors. Transformational leaders enhance job satisfaction among followers (Scandura & Williams 2004; Nemanich & Keller, 2007). On the other hand, Cummings et al. (2010) stated that transactional leaders that are only concerned with the outputs of the workers and do not care about their feelings fail to attain best efforts of the staff. Bass and Avolio (1994) noted that in much research done in all types of businesses, industries, military and educational settings, the transformational style of leadership was more satisfying than transactional. The study suggested that transformational leadership tended to show higher level of job satisfaction than transactional leadership. Such findings were consistent with previous studies. For instance:

Sung et al. (2009) in their study explored the relationship between supervisors' transformational and transactional leadership styles and teachers' job satisfaction in 500 randomly selected Taiwanese teachers of higher education. Analysis of the research results found a significant relationship between teachers' perceived transformational leadership and their job satisfaction. In other words, Taiwanese teachers of higher education who are more satisfied with their jobs perceive their supervisors to have significantly greater transformational leadership styles. In addition, the study found that teachers who perceived transformational leadership

were the most satisfied with their jobs. In contrast, teachers who perceived transactional leadership reported less job satisfaction.

According to Aydin et al. (2013) the findings of his study showed that particularly, transformational leadership style affected job satisfaction of teachers in a positive way. It was concluded that as the leadership style of administrators' changes from transactional to transformational, the level of job satisfaction and organizational commitment of teachers' rose.

Koh et al. (1995) investigated the effects of transformational leadership on teacher attitudes and satisfaction in Singapore. Data were collected from 213 school teachers and principals using instruments which included the MLQ. In comparison to transactional leadership, transformational leadership was found to be associated with additional positive effects in predicting teacher satisfaction.

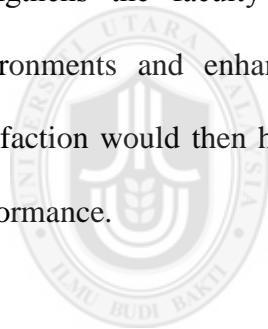
Yavirach (2012) in his study which was conducted in an autonomous university in Thailand, attempted to examine the connection and the relationship between transactional and transformational leadership and subordinates' job satisfaction. Data was collected from 540 respondents. The result found that there is a significant relationship between transformational and transactional leadership to subordinates' job satisfaction and organizational commitment in terms of team effectiveness. At the organization level, transformational leadership found higher correlation with the dependent variables than transactional leadership.

Patricia (2002) studied transactional and transformational leadership, and how the two relate to job satisfaction. The participants of the study were engineers and technical support staff at an aerospace company. This study used the Multifactor Leadership Questionnaire (MLQ) and Job Describe Index (JDI) to measure transactional and transformational leadership and job satisfaction. The study concluded that transactional leadership was not positively related to job satisfaction but that transformational leadership had positive relation with job satisfaction.

Ali et al. (2013), carried out a study the impact of the leadership styles on job satisfaction of instructors in universities located in Mogadishu-Somalia. A list of 60 instructors working in three universities in Mogadishu was obtained to participate in this study. The result of the study indicated that the transformational and transactional leadership styles influenced job satisfaction of instructors working in Universities in Mogadishu also there was a significant and strong relationship between transformational leadership style and job satisfaction while there is a weak relationship between job satisfaction and transactional leadership. The findings supported that the instructors preferred transformational leadership style over transactional leadership style.

Ramey (2002) examined the impact of leadership styles on employees' job satisfaction of 7,190 nurses selected from a number of hospitals in the Appalachian state. The results displayed a positive relationship between transformational leadership style and employees' job satisfaction and a negative relationship between transactional leadership style and employees' job satisfaction. The maximum number of nurses wanted to be led by transformational leaders rather than transactional ones.

The results of the current study showed that the academic leaders and supervisors who are interested to increase employee job satisfaction should be aware of transformational leadership styles and consider practicing the five behaviors of transformational style that cause job satisfaction more frequently. On the other hand, they should avoid the three transactional style behaviors as they contributed negatively to employee job satisfaction. While there is no perfect deans/heads leadership model, Roueche, Baker, and Rose (1989) proposed that transformational leadership is the paradigm best suited to college leadership in the 21 st century. Based on the current study findings and other reviews, transformational style is appropriate for practicing in the higher education context rather than transactional style, as it strengthens the faculty's ability to achieve goals, motivate, create supportive environments and enhance individual satisfaction. The enhanced employee job satisfaction would then have a positive influence on productivity and organizational performance.



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5.3.2 Communication Competence and Job Satisfaction

The correlation results indicated that the communication competence had a significant positive relationship with job satisfaction. Moreover, when regression analysis was applied, the result showed that communication competence was found as being a significant predictor of extrinsic and intrinsic job satisfaction. Such findings were consistent with previous studies (e.g. Berman & Hellweg's 1989; Grip et al., 2006; Jung & Shin 2015; Myers & Kassing 1998 ; Madlock 2006; Madlock 2008a; Sharbrough et al., 2006; Steele & Plenty,2015). The significant and positive relationship between variables found in the current study contributes to the importance of communication competence in the leaders and faculty/staff members'

relationship in the private universities. As Wiemann (1977) indicated the competent communicator successfully achieves his/her goals and the needs of the other. Therefore, clear and efficient communication behaviors would help employees focus on the important goals and duties, which in turn could become easier and could be accomplished at an early stage.

The results of the study found that all factors of communication competence had positive and statistically significant relationships with both factors of job satisfaction extrinsic and intrinsic. The relationship between leader communication competences and extrinsic job satisfaction (company policies, compensation, supervision) is stronger than intrinsic job satisfaction (responsibility, recognition, achievement, advancement etc.). This means that employees working in private universities were more satisfied with extrinsic job satisfaction rather than intrinsic job satisfaction due to good remuneration and working conditions in the universities. As a result, this study suggested that to have higher level of job satisfaction among employees, more consideration should be given to extrinsic factors compared to intrinsic factors. In general, It can be said frequent use of effective and appropriate competences lead to both job satisfaction extrinsic and intrinsic.

The analysis of the result indicated that Affiliation/Support competence had a positive relationship with job satisfaction. A possible explanation for this finding is that this competence demonstrated that the leaders did discuss the problems with the employees and listened to their ideas and views. Work environment in such a university has different types of problems specifically between the faculty and the students as the teacher deals with human feelings. When the academic leaders are

supportive of the faculty this would produce a work environment that would facilitate faculty tasks and increase their level of job satisfaction. Also, The analysis indicated that empathy competence had a very strong and positive relationship with employee job satisfaction. This finding is understandable, as the faculty and staff were satisfied when the leader responded to each of them individually with compassion in a tender way. The faculty appreciated the leader when he understood his/her feelings in an educational environment where the faculty taught and communicated with different types of students. Furthermore, the result found that there is a positive significant relationship between behavioral flexibility competence and job satisfaction. Also flexibility had the strongest relationship with job satisfaction. Possible explanation for this finding is that the leaders who were flexible with their employees caused them to be more positive in the university. Also the employees showed that they were satisfied when the leader behaved appropriately in different situations and communicated flexibly with them. Next, the result displayed a positive relationship between social relaxation competence and job satisfaction. The leaders enhanced the employee job satisfaction when they were relaxed and comfortable. While speaking, they communicated by using their voice and body expressively. Finally, The results showed that the relationship was found to be statistically significant and positive between interaction management and job satisfaction. This behavior allowed the leader and employee to take turns in communication. Both were interested in the conversation specially the dean or the head of department and faculty who have a similar level of education which enhances the communication process and makes it easy between them. The leaders communicate effectively with the employee which makes them feel more comfortable. This in turn would enhance their job satisfaction.

Thus, it is reasonable to expect that these communication behaviors would be related to employee job satisfaction.

It is confirmed based on the findings of the study that a leader's communication competences showed significant relationship with employee job satisfaction. Faculty and staff members who found that the leader or supervisor were highly competent communicators have stated that it influenced their job satisfaction. A similar finding has been reported in many previous empirical studies.

Madlock (2008a) tried to measure the link between leadership style, communicator competence, and employees' job satisfaction. A sample of 220 employees' working in different organizations was targeted. The results displayed a positive relationship between transformational leadership style, leaders' communication competency and employees' job satisfaction. Also it was found that low levels of job satisfaction can result in high levels of absenteeism and turnover.

Steele and Plenty (2015) investigated the correlation between supervisor-subordinate communication competence and job satisfaction. The results of the study among 152 respondents indicated a strong relationship between supervisor-subordinate communication competence and job satisfaction.

Grip et al. (2006), conducted a study on the relationship between the communication competencies and job satisfaction of pharmacy assistants in the Netherlands. The data gathered from 1,056 pharmacy assistants working in 388 pharmacies. Findings indicated that there is positive relationship between the pharmaceutical assistants'

communication competency and their job satisfaction. Also it showed that assistants with more communicative competencies were more satisfied with their job.

Nasserinejad et al. (2014) conducted a study in Gonabad city universities. Participants were 140 individual workers. The finding indicated a significant relationship between supervisor communication competence and employee job satisfaction. This work clearly supports communication as a potential contributor in building effective interpersonal and harmonious working relationships. The communication skill dimensions supported by this study are all critical thinking skills involving empathy, effective listening, adaptability and flexibility. High levels of affective, cognitive, and behavioural competence components are essential for establishing and developing strong relationships within organizational systems.

It is important that higher educational institutions are able to provide the necessary resources and train their leaders/supervisors to be competent communicators in order to make sure that their employees are satisfied with the communication. This would result in the faculty experiencing high levels of job satisfaction. The leader also should be able to communicate the educational institution's vision and goals clearly. Hence, this understanding created feelings of satisfaction among employees. The leader should use the five communication competences effectively to keep the academic staff members highly satisfied and relaxed since that they interact with human feelings and student problems most of the time. The employees were particularly more satisfied with the extrinsic factors of their work. So, the leaders should reinforce these qualities. As stated in literature reviews of various studies, there is a relationship between job satisfaction and employees performance,

productivity and commitment. The higher the job satisfaction, the better the performance. The study found that an effective leader's communication competence increased the employee's job satisfaction which in turn increased the performance and productivity. Thus, effective and appropriate communication behaviors are important with regard to higher educational institutions.

5.4 Implications for Theory and Practice

The findings of the study suggested that there is significant relationship between leaders leadership styles, communication competence and employee's job satisfaction. Also it was found that the leadership styles and communication competence had an influence on employee's job satisfaction. This section discusses the implications of the study.

5.4.1 Theoretical Implications

It is worth analyzing the implications related to theoretical functions in the current study. The findings have contributed to theory in the following area. Firstly, it has provided empirical support for the transformational and transactional theory and social exchange theory. Secondly, the findings provided evidence for the construct validity of the three instruments used in the study. The model of the present study was constructed based on the findings of the previous study Madlock (2008a), with Bass' (1985) Transformational and Transactional leadership theories, and Social exchange theory Homans (1958) as foundation theories.

From a theoretical perspective, the results of this study reinforced the transformational and transactional theory which was suggested by Bass (1985). The transformational theory demonstrated that transformational leadership style has a positive impact on employee' job satisfaction and was significantly correlated with employee outcomes. In addition, it has been proved in this study that there is a significant relationship between leadership styles of academic leaders with relevance to employee job satisfaction. On the other hand, the transactional theory demonstrated that transactional leadership style is significantly related to job satisfaction, which has been proved in this study but negative significant relationship was found. These results may be used to bring about some awareness amongst the academic leaders or supervisors in UAE private universities.

The current study also provided support for the model of communication competence and communication social exchange theory within the context of employment relations. The theory fundamentally argued that employees will demonstrate good behavior and hence good performance as a way to reciprocate the positive contributions made by the organization and leader. Under this context, theoretically speaking, high job satisfaction is likely to get the faculty to exert more effort in their assigned tasks which can be interpreted as a form of response toward the exchange that happens between the leader's positive communication behaviors and the employee. The leader communication competence is positively related to employee job satisfaction.

This study provided support for the approach to job satisfaction put forward by Weiss et al. (1967), this study contributed to the research of scholars such as Herzberg

(1966) who have previously established factors and dimensions of satisfaction extrinsic and intrinsic in relation to one's profession.

This study has provided support for validation of the instruments used in measuring leadership styles (Bass & Avolio, 2004), communication competence (Weimann, 1977) and job satisfaction (Weiss et al., 1967) in private universities in UAE. Reliability results suggested all instruments were good tools for measuring leadership styles, communication competence and job satisfaction as they exhibited reliability values and high validity. This study has been the first of its kind to use the Multifactor Leadership Questionnaire (MLQ), the communication competence scale (CCS) and Minnesota satisfaction questionnaire (MSQ) in UAE higher educational settings. This constitutes a new approach to the study of leadership and communication competence in relation to job satisfaction across organizations and in particular private universities.

5.4.2 Practical Implications

The result of this study has implications for leaders of private universities, owners and policy makers. Leaders are encouraged to understand both leadership style and communication competence in order to achieve the desired goals and enhance employee job satisfaction which in turn may improve their commitment, performance and productivity.

The findings of this study suggested that transformational leadership is more important in terms of follower satisfaction than transactional leadership. The research stated that transformational leadership led to greater job satisfaction (Bass & Avolio,

1994). This was supported in this study. Thus, the academic leaders that use transformational leadership styles who clear the vision and mission of the organization to each employee and to foster innovative thinking to look at the existing working criteria in new ways can derive positive results in terms of job satisfaction . It has been proved that the usage of transformational leadership styles will heighten employee job satisfaction and potentially increase the individual productivity. Hence it is recommended that academic leaders and supervisors in the universities follow and adapt the transformational style while leading the human resources available to them.

The current study identified specific leaders and supervisor communication competences that appear to have a positive influence on employee job satisfaction and found that communication competence contributes to high job satisfaction. Hence, The finding of the present study is important to most Middle eastern universities as they were provided with an area of focus which is leader communication competence. So, they emphasized that it is important to develop communication competence of the leaders and supervisors. This is because it has been proved that it can clearly improve communication within the organization and job satisfaction among employees.

The current study provides directions to the universities to develop communication competence and leadership training programs which could include team building exercises, workshops, or simple reviews of skill development characteristics. These professional development training programs can be extremely beneficial to academic leaders and staff. They certainly assist leaders in designing messages and behaviors that are appropriate and effective within their work environment and enhances their

leadership and communicative behaviours, which in turn may result in greater employee satisfaction .Furthermore, academic leaders who have gained some benefit from the training programs can conduct in house training programs for employees (faculty) as a part of professional development.

The study suggested that the academic leaders need to put their efforts to enhance the causes of employees' job satisfaction and to minimize any source of employee's job dis-satisfaction in the organization. The study suggested extrinsic job satisfaction factor such as company policies, compensation, supervision satisfy the employee rather than intrinsic job satisfaction such as responsibility, recognition, achievement, advancement etc. As it was proved in the current and previous studies the importance of job satisfaction is usually related to employee commitment, work performance and organizational productivity .Therefore, academic leaders need to understand the significant job satisfaction factors and how they influence employees' performance. Moreover, the leader and supervisor need to examine the employee job satisfaction relationship from an employees' view and not depend only on their own observation. Certainly, this will help the leader understand the factors that lead to more productive employees.

Private accredited universities by the Ministry of Higher education across UAE undergo regular rechecking of the university performance (license)and audit the university programs. Given the significant correlations revealed in this study, it could be proposed that during the auditing and accreditation process for the new programs it is important to take into consideration that the audit of leadership , communication competence and faculty job satisfaction should become a compulsory component of

this procedure. The (MLQ), (CCS) and the (MJS) could be worthwhile instruments when auditing the success of the university in terms of organisational leadership, communication and job satisfaction as they can be considered as the most important factors to ensure core effectiveness. This is particularly relevant as the reputation of the University would decrease due to the inefficiency of a weak leader. However, the effectiveness of the programs would improve with the addition of an efficient academic leader.

Leaders of higher private education institutions should establish a center for the study of colleges and department deans, supervisors and chairs, with emphasis on their leadership styles and the weakness and strengths associated with their styles. Also their communication competences should be taken into consideration. It is presumed that the result of these studies will in turn improve the skills of leaders. This will automatically result in better performance and ensure the job satisfaction of employees working under academic leaders.

5.5 Recommendations for Future Research

The current study has obtained valuable findings about the relationships between leadership styles, communication competence and job satisfaction in a random set of private universities in the United Arab Emirates. Nevertheless, the results from this study suggested a number of potential recommendations for researchers in the future.

1. The current study was conducted on the academic staff and employees of a random set of private universities in the United Arab Emirates. Future research should consider public universities. It is recommended to target

samples throughout the country United Arab Emirates from a maximum number of universities. This might yield more interesting results and will make it possible for the findings to be generalized for all administrators across the universities in the UAE.

2. The current study of investigation covers two types of leadership styles i.e. transactional and transformational. Researchers can also study other leadership styles like laissez-faire style, servant style and can find appropriate leadership style which plays an essential role for enhancing employee job satisfaction. In addition, as recommended by Antonakis et al. (2003), these leaders should acquire concrete skills instead of depending on general recommendations like “use the transformational leadership style.
3. Chapter 2 showed with relevance to a few studies on leadership styles, communication competence and job satisfaction, some studies have been carried out in the field of Higher education while not many studies have been carried out in Arab countries. This calls for more research to be conducted in this area.
4. The researchers should emphasize on the investigation of other factors such as demographic factors, to assess their impact on the leadership styles communication competences of the leader as well as job satisfaction of the employee in the higher educational organizations.

5. For future studies, researchers should include the qualitative methods in data gathering and not just the quantitative method as it is used in this study. This will provide further evidences in the interpretation of the findings taken from quantitative data.

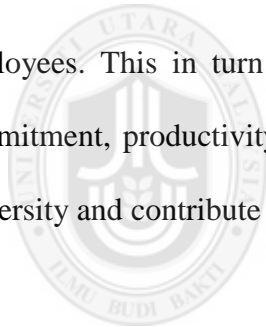
5.6 Conclusion

On the whole, this study has achieved its objectives in which all the six research questions and the six hypotheses raised have been addressed, clarified and answered. The results of this study found that transformational leadership style had a statistically strong and positive relationship with job satisfaction. Also communication competence had a statistically positive relationship with job satisfaction, whereas transactional leadership style had a statistically negative relationship with job satisfaction. In addition, The study examined the influence of a leader's transformational /transactional leadership styles, and communication competence on employee's job satisfaction in the private universities in UAE.

The primary goal of every organization should be to improve its effectiveness. Two approaches to improving the overall effectiveness of an organization is to increase the effectiveness of the leader and to enhance job satisfaction levels of employees. Since leadership styles and communication competence are conceived as the essence of organizational behaviour, it has been suggested that one of the best ways to improve organizational effectiveness is to improve a leader's leadership styles and communication competence. Employees are one of the most important assets for an organization. Their role is vital to the

organization's success. In higher educational context for example, a faculty member plays an important role in providing quality teaching to the students, enhancing their skills and doing research. Thus, it is important for the organization to ensure that they have high job satisfaction. Also other staff should have high job satisfaction while they provide services and complete their job tasks.

In conclusion, this study was successful in making a significant contribution to the existing literature by further exploring the impact of leadership styles and communication competence on job satisfaction through an empirical analysis. It is to be noted that using the transformational style of leadership style and appropriate and effective communication competence should lead to increased job satisfaction among employees. This in turn could result in enhanced performance among employees, commitment, productivity, working climate and encourage employees to stay in the university and contribute to greater organizational effectiveness.



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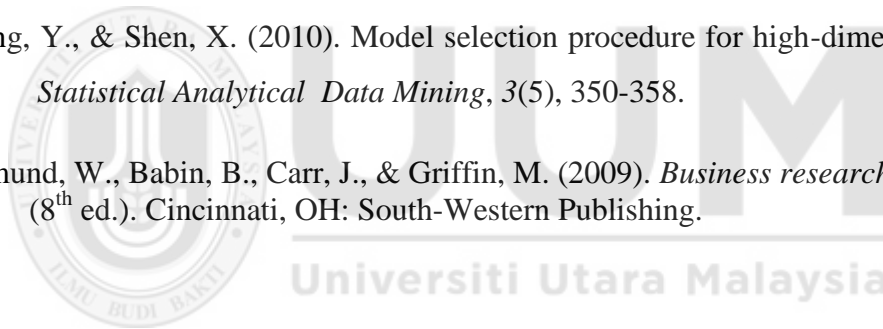
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APPENDIX 1 Questionnaires



Dear All,

This is a survey on leadership styles and interpersonal communication competence in relation to job satisfaction in UAE. It is an integral part of my thesis and it would be very kind of you to complete the survey. The survey will take just ten minutes of your time and I do hope you will be able to share your views. The link is given below for your kind consideration.

<https://www.surveymonkey.com/s/GZCBSXQ>

Please note that the information will remain absolutely confidential and will only be used for research purposes. It is an anonymous survey and I do hope you will be able to provide quick feedback. I look forward to an early response.

Note: The surveys will only be used for my thesis that will be submitted in to Universiti Utara Malaysia.

Regards,

Shadi Hijazi

PhD Candidate

Part I:

Please complete the following information about yourself.

1. What is your age? ____

20 -25Yeras

26-30 Years 31-35 Years

36-40 Years

41-45 Years

46-50 Years 51 above Years

2. What is your sex?

Male ____

Female ____

3. What is your education level?

Bachelor ____ Masters ____ Doctorate ____

4. How long have you worked with your current manager or boss? ____ months

Less than 1 Year

1-5 years

6-10 years

11-15 Years

16-20 Years

21 Years and above

Part II

This questionnaire is used to describe the leadership style of your leader. Answer all items on this answer sheet. Please answer this questionnaire anonymously.

Judge how frequently each statement fits the person you are describing. Check the appropriate number according to the scale below.

Once in a while **Sometimes** **Fairly often** **Frequently** **Always**
1 2 3 4 5

1. Re-examines critical assumptions to question whether they are appropriate. 1 2 3 4 5
2. Talks about his/her most important values and beliefs 1 2 3 4 5
3. Seeks differing perspectives when solving problems 1 2 3 4 5
4. Talks optimistically about the future 1 2 3 4 5
5. Instills pride in me for being associated with him/her 1 2 3 4 5
6. Talks enthusiastically about what needs to be accomplished 1 2 3 4 5
7. Specifies the importance of having a strong sense of purpose 1 2 3 4 5
8. Spends time teaching and coaching 1 2 3 4 5

9.Goes beyond self-interest for the good of the group	1 2 3 4 5
10.Treats me as an individual rather than just as a member of a group	1 2 3 4 5
11.Acts in ways that builds my respect	1 2 3 4 5
12.Considers the moral and ethical consequences of decisions	1 2 3 4 5
13.Displays a sense of power and confidence	1 2 3 4 5
14.Articulates a compelling vision of the future	1 2 3 4 5
15.Considers me as having different needs, abilities, and aspirations from others	1 2 3 4 5
16.Gets me to look at problems from many different angles	1 2 3 4 5
17.Helps me to develop my strengths	1 2 3 4 5
18.Suggests new ways of looking at how to complete assignments	1 2 3 4 5
19.Emphasizes the importance of having a collective sense of mission	1 2 3 4 5
20.Expresses confidence that goals will be achieved	1 2 3 4 5
21.Provides me with assistance in exchange for my efforts	1 2 3 4 5
22.Fails to interfere until problems become serious	1 2 3 4 5
23.Focuses attention on irregularities, mistakes, exceptions, and deviations from Standards	1 2 3 4 5
24.Discusses in specific terms who is responsible for achieving performance targets	1 2 3 4 5
25.Waits for things to go wrong before taking action	1 2 3 4 5
26.Makes clear what one can expect to receive when performance goals are Achieved	1 2 3 4 5
27Shows that he/she is a firm believer in "If it ain't broke, don't fix it."	1 2 3 4 5
28.Demonstrates that problems must become chronic before taking action	1 2 3 4 5
29.Concentrates his/her full attention on dealing with mistakes, complaints, and failures	1 2 3 4 5
30.Keeps track of all mistakes	1 2 3 4 5
31.Directs my attention toward failures to meet standards	1 2 3 4 5
32.Expresses satisfaction when I meet expectations	1 2 3 4 5

Part III

Complete the following questionnaire. For each item, fill in the number (1-5) on this form which measure the communication competence of the leader/supervisor. Always keep your direct leader/supervisor in mind as you answer.

Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5 = Strongly Agree

- | | | | | | |
|---|---|---|---|---|---|
| 1. My leader finds it easy to get along with others | 1 | 2 | 3 | 4 | 5 |
| 2. My leader can adapt to changing situations | 1 | 2 | 3 | 4 | 5 |
| 3. My leader treats people as individuals | 1 | 2 | 3 | 4 | 5 |
| 4. My leader interrupts others too much | 1 | 2 | 3 | 4 | 5 |
| 5. My leader is "rewarding" to talk to | 1 | 2 | 3 | 4 | 5 |
| 6. My leader can deal with others effectively | 1 | 2 | 3 | 4 | 5 |
| 7. My leader is a good listener | 1 | 2 | 3 | 4 | 5 |
| 8. My leader's personal relations are cold and distant | 1 | 2 | 3 | 4 | 5 |
| 9. My leader is easy to talk to | 1 | 2 | 3 | 4 | 5 |
| 10. My leader won't argue with someone just to prove he/she is right | 1 | 2 | 3 | 4 | 5 |
| 11. My leader ignores other people's feelings | 1 | 2 | 3 | 4 | 5 |
| 12. My leader generally knows how other feel | 1 | 2 | 3 | 4 | 5 |
| 13. My leader lets others know he/she understands them | 1 | 2 | 3 | 4 | 5 |
| 14. My leader understands other people | 1 | 2 | 3 | 4 | 5 |
| 15. My leader is relaxed and comfortable when speaking | 1 | 2 | 3 | 4 | 5 |
| 16. My leader listens to what people say to him/her | 1 | 2 | 3 | 4 | 5 |
| 17. My leader likes to be close and personal with people | 1 | 2 | 3 | 4 | 5 |
| 18. My leader generally knows what type of behavior is appropriate in any given situation | 1 | 2 | 3 | 4 | 5 |
| 19. My leader is an effective conversationalist | 1 | 2 | 3 | 4 | 5 |
| 20. My leader is supportive of others | 1 | 2 | 3 | 4 | 5 |
| 21. My leader can easily put himself/herself in another persons shoes | 1 | 2 | 3 | 4 | 5 |
| 22. My leader pays attention to the conversation | 1 | 2 | 3 | 4 | 5 |
| 23. My leader is interested in what others have to say | 1 | 2 | 3 | 4 | 5 |
| 24. My leader doesn't follow the conversation very well | 1 | 2 | 3 | 4 | 5 |
| 25. My leader is a likeable person | 1 | 2 | 3 | 4 | 5 |
| 26. My leader is flexible | 1 | 2 | 3 | 4 | 5 |
| 27. People can go to my manager with their problems | 1 | 2 | 3 | 4 | 5 |
| 28. My leader generally says the right thing at the right time | 1 | 2 | 3 | 4 | 5 |
| 29. My leader likes to use his/her voice and body expressively | 1 | 2 | 3 | 4 | 5 |
| 30. My leader is sensitive to others' needs of the moment | 1 | 2 | 3 | 4 | 5 |

Part IV:

The purpose of this questionnaire is to give a chance to tell how you feel **about your job**, what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding on things people **like and dislike about their jobs**.

- Read each statement carefully.
- Decide **how satisfied you feel about the aspect of your job** described by the statements. Keeping the statement in mind:
 - if you feel that your job gives you **more than you expected**, check the box under **“Very Sat.”** (Very Satisfied);
 - if you feel that your job gives you **what you expected**, check the box under **“Sat.”** (Satisfied);
 - If you **cannot make up your mind** whether or not the job gives you what you expected, check the box under **“N”** (Neither Satisfied or Dissatisfied);
 - if you feel that your job gives you **less than you expected**, check the box under **“Dissat.”** (Dissatisfied);
 - if you feel that your job gives you **much less than you expected**, check the box under **“Very Dissat.”** (Very Dissatisfied).
- Be frank and honest. Give a true picture of your feelings about your present job.

On my present job, this is how I feel about....	Vry dissat.	Dissat.	N	Sat.	vry Sat.
1. being able to keep busy all the time.	1	2	3	4	5
2. The chance to work alone on the job.	1	2	3	4	5
3. The chance to do different things from time to time.	1	2	3	4	5
4. The chance to be somebody in the community.	1	2	3	4	5
5. The way my boss handles his/her workers.	1	2	3	4	5
6. The competence of my supervisor in making decision.	1	2	3	4	5
7. Being able to do things that don't go against my conscience.	1	2	3	4	5
8. The way my job provides for steady employment.	1	2	3	4	5
9. The chance to do things for other people.	1	2	3	4	5
10. The chance to tell people what to do.	1	2	3	4	5

- | | | | | | |
|--|---|---|---|---|---|
| 11. The chance to do something that makes use of my abilities. | 1 | 2 | 3 | 4 | 5 |
| 12. The way company policies are put into practice. | 1 | 2 | 3 | 4 | 5 |
| 13. My pay and the amount of work I do. | 1 | 2 | 3 | 4 | 5 |
| 14. The chances for advancement on this job. | 1 | 2 | 3 | 4 | 5 |
| 15. The freedom to use my own judgment. | 1 | 2 | 3 | 4 | 5 |
| 16. The chance to try my own methods of doing the job. | 1 | 2 | 3 | 4 | 5 |
| 17. The working conditions. | 1 | 2 | 3 | 4 | 5 |
| 18. The way my co-workers get along with each other. | 1 | 2 | 3 | 4 | 5 |
| 19. The praise I get for doing a good job. | 1 | 2 | 3 | 4 | 5 |
| 20. The feeling of accomplishment I get from the job. | 1 | 2 | 3 | 4 | 5 |



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APPENDIX 2
Distribution of Items by Factors

Part I leadership styles		
No	Factors	Items No.
1	Individual Consideration Measure	8,10,17,15
2	Inspirational Motivation Measure	4,6,14,2
3	Idealized Influence (Attributed)	5,9,11,13
4	Idealized Influence (Perceived)	2,19,7,12
5	Intellectual Stimulation	1,3,16,18
6	Management by Exception (Passive)	22,25,27,28
7	Management by Exception (Active)	23,29,30,31
8	Contingent Reward	21,24,26,32
Part II Communication Competence		
No	Factors	Items No.
1	Interaction Management	1, 4, 5, 6, 9, 19, 22, 23, 24, 28
2	Empathy	10,11,12,13,14,21
3	Affiliation/Support	7,8,16,20,25,27
4	Social Relaxation	15,17,29
5	Behavioral/ Flexibility	2,3,18,26,30
Part III Job Satisfaction		
No	Factors	Items No.
1	Intrinsic	1,2,3,4,7,8,9,10,11,15,16,20
2	Extrinsic	5,6,12,13,14, 17,18,19

APPENDIX 3

SPSS Results for Pilot study statistics

Demographic Profile of Respondents

Variables		Frequency N	Percentage %
Gender	Male	11	36.7
	Female	19	63.3
Age (years)	20-25	3	10
	26-30	3	10
	31-35	4	13.33
	36-40	8	26.66
	41-45	4	13.33
	46-50	5	16.66
	51 above years	3	10
Education Level	Bachelor	11	36.7
	Masters	15	50.0
	Doctorate	4	13.3

Reliability

Reliability Statistics for multifactor leadership questionnaire (MLQ)

Cronbach's Alpha	N of Items
.943	32

Reliability Statistics for Minnesota Satisfaction Questionnaire (MSQ)

Cronbach's Alpha	N of Items
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.922	20
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Reliability Statistics for Communication competence (CCS)

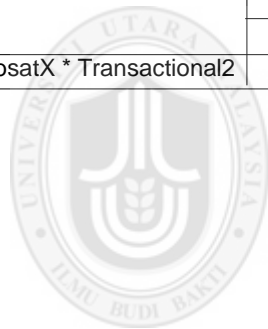
Cronbach's Alpha	N of Items
.960	30

Cross Tabulation

Transactional Leadership Style x Job Satisfaction

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
jobsatX * Transactional2	30	100.0%	0	.0%	30	100.0%



Transactional Leadership Style x Job Satisfaction

			Transactional		Total
			High	Low	
jobsat X	high	Count	12	3	15
		% within Transactional	100.0%	16.7%	50.0%
	low	Count	0	15	15
		% within Transactional	0%	83.3%	50.0%
Total			12	18	30

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	13.333 ^b	1	.000		
Continuity Correction ^a	10.208	1	.001		
Likelihood Ratio	16.912	1	.000		
Fisher's Exact Test				.001	.000
N of Valid Cases	30				

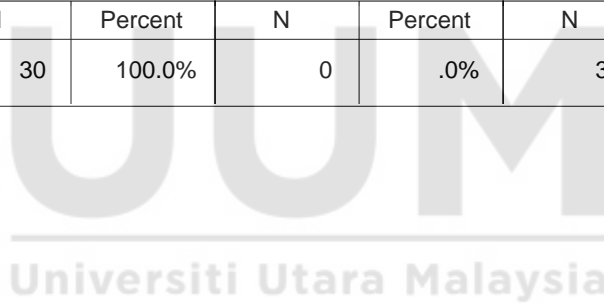
a. Computed only for a 2x2 table

b. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .00.

Transformational Leadership Style x Job Satisfaction

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
jobsatX * Transformational2	30	100.0%	0	.0%	30	100.0%



Transformational Leadership Style x Job Satisfaction

jobsatX * Transformational2 Crosstabulation

			Transformational2		Total
			High	Low	
jobsatX	high	Count	12	3	15
		% within Transformational2	72.7%	22.2%	50.0%
		% of Total	40.0%	10.0%	50.0%
	low	Count	4	11	15
		% within Transformational2	27.3%	77.8%	50.0%
		% of Total	13.0%	37.0%	50.0%
Total		Count	16	14	30
		% within Transformational2	100.0%	100.0%	100.0%
		% of Total	53.0%	47.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.051 ^b	1	.025		
Continuity Correction ^a	3.232	1	.072		
Likelihood Ratio	5.300	1	.021		
Fisher's Exact Test				.070	.035
N of Valid Cases	30				

a. Computed only for a 2x2 table

b. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 4.50.

**Communication Competence x Job satisfaction
Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
jobsatX INCOM *	30	100.0%	0	.0%	30	100.0%



Communication Competence x Job satisfaction

			INCOM		Total
			High	Low	High
jobsat X	high	Count	15	0	15
		% within INCOM	90.9%	.0%	50.0%
	% of Total		50.0%	.0%	50.0%
	low	Count	2	13	15
% within INCOM		9.1%	100.0%	50.0%	
% of Total		5.0%	45.0%	50.0%	
Total	Count		17	13	30
	% within INCOM		100.0%	100.0%	100.0%
	% of Total		57.0%	43.0%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	16.364(b)	1	.000		
Continuity Correction(a)	12.929	1	.000		
Likelihood Ratio	21.024	1	.000		
Fisher's Exact Test				.000	.000
N of Valid Cases	30				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 4.50



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APPENDIX 4

Demographic Profile of Respondents

Variables		Frequency N	Percentage %
Gender	Male	137	56.85
	Female	104	43.15
Age (years)	20-25	25	10.37
	26-30	56	23.24
	31-35	35	14.52
	36-40	22	9.13
	41-45	24	9.96
	46-50	33	13.69
	51 above years	46	19.09
Education Level	Bachelor	87	36.01
	Masters	65	26.97
	Doctorate	89	36.93
Experience (under current academic head)	Less than 1 year	45	18.67
	1-5 years	128	53.11
	6-10 years	51	21.16
	11-15 years	9	3.73
	16-20 years	8	3.33
	21 years and above	0	0.0

APPENDIX 5

SPSS Result for Data Analysis

Cronbach's Alpha for the variables

				Cronbach Alpha
				Current Study
Independent variable	Leadership Styles	Transformational Leadership	Individual consideration	0.969
			Inspirational motivation	0.968
			idealized influence	0.979
			Intellectual stimulation	0.977
		Transactional Leadership	Management by Exception (Passive)	0.918
			Management by Exception (Active)	0.946
			Contingent Reward	0.906
Independent variable	Communication Competence	Interaction Management		0.848
		Empathy		0.805
		Affiliation/Support		0.888
		Social Relaxation		0.864
		Behavioural Flexibility		0.966
Dependent variable	Job Satisfaction	Intrinsic		0.965
		Extrinsic		0.692

Correlations between the variables (with sub-variables)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
IC 1	1														
IM 2	.816	1													
IIA 3	.884	.896	1												
IIP 4	.856	.881	.899	1											
IS 5	.906	.846	.884	.885	1										
MEP 6	-	-	-	-	-	1									
MEA 7	0.35	0.428	0.407	0.407	0.367	0.713	1								
CR 8	.023	-.06	.039	-.017	-.02	0.645	.645	1							
IM 9	0.75	0.743	0.778	0.765	0.771	-	-	-	1						
EM 10	0.88	0.871	0.915	0.889	0.86	0.316	0.304	0.062	0.73	1					
AS 11	0.71	0.689	0.758	0.729	0.718	-	-	-	0.86	.70	1				
SR 12	0.68	0.694	0.698	0.719	0.673	-	-	-	0.83	.65	.80	1			
BF 13	0.75	0.742	0.772	0.763	0.741	-	-	-	0.85	.71	.89	.80	1		
IN 14	.571	.606	.586	.569	.571	.654	-.409	-.206	0.45	.54	.60	.59	.63	1	
EX 15	.904	.943	.958	.951	.919	.912	-.353	-.027	0.84	.93	.75	.72	.78	.60	1

Correlation between factors in Transformation Leadership styles and Job Extrinsic Job Satisfaction

Variable	1	2	3	4	5	6
IC 1	1					
IM 2	.82**	1				
IIA 3	.88**	.89**	1			
IIP 4	.86**	.88**	.90**	1		
IS 5	.91**	.85**	.88**	.89**	1	
Ex 6	.90**	.92**	.94**	.93**	.91**	1

Correlation between factors in Transformation Leadership styles and Intrinsic Job satisfaction

Variable	1	2	3	4	5	6
IC 1	1					

IM 2	.82**	1				
IIA 3	.88**	.90**	1			
IIP 4	.86**	.88**	.90**	1		
IS 5	.91**	.85**	.88**	.89**	1	
IN 6	.60**	.59**	.61**	.57**	.57**	1

Correlation between factors in Transactional leadership style and Intrinsic Job satisfaction

	1	2	3	4
MEP	1			
MEA	.71**	1		
CR	.64**	.65**	1	
IN	-.65**	-.41**	-.21**	1

Correlation between factors in Transactional Leadership Style and Extrinsic Job Satisfaction

Variable	1	2	3	4
MEP	1			

MEA	.71**	1		
CR	.64**	.65**	1	
EX	-.41**	-.35**	-.03**	1

Correlation between factors in Transactional Leadership Style and Intrinsic Job Satisfaction

Variable	1	2	3	4	5	6
IM	1					
EM 2	.74**	1				
AS 3	.87**	.70**	1			
SR 4	.84**	.66**	.81**	1		
BF 5	.86**	.72**	.89**	.80**	1	
IN	.45**	.55**	.61**	.60**	.64**	1

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Correlation between factors in Transactional Leadership Style and Extrinsic Job Satisfaction

Variable	1	2	3	4	5	6
IM	1					
Em	.74**	1				
AS	.87**	.70**	1			
SR	.84**	.66**	.81**	1		
BF	.86**	.72**	.89**	.80**	1	
Ex	.84**	.93**	.76**	.72**	.88**	1

Pearson Correlation

Correlations	1	2	3	4
Communication Competence	1			
Job Satisfaction	.541**	1		
Transactional	-.348**	-.430**	1	
Transformational	.744**	.556	-.325**	1

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

Test of Normality

	Kolmogorov-Smirnov ^A			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Job Satisfaction	.151	10	.200	.964	10	.836

Model produced from stepwise regression analysis as a result of Communication Competence and Job Satisfaction

Model	R	R Square	Adjusted R Square	F	Std. Error of the Estimate
1	.675a	0.455	0.439	28.733	0.67995

- a. Predictor: communication competence
- b. Dependent variable: job satisfaction

regression analysis Coefficients of Communication Competence and Intrinsic/Extrinsic Job Satisfaction

	Model	Standardized Coefficients	T	Sig
		Beta		
Communication competence	(Constant)		3.861	.000
	Satisfaction intrinsic	0.243	2.919	0.004
	Satisfaction extrinsic	0.372	4.443	.000

Model summary for Leadership and Job Satisfaction

	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Transformational Leadership	1	.984 ^a	0.968	0.964	0.20256
Transactional Leadership	1	.458 ^a	0.209	0.201	0.94302

Step wise Anova of Leadership and Job Satisfaction

	Model	Sum of Squares	df	Mean Square	F	Sig.
Transformational Leadership	Regression	236.451	2	118.226	2881.268	.000 ^b
Transactional Leadership	Regression	41.936	2	20.968	23.578	.000 ^b

Coefficients of Transformational Leadership/ Transactional Leadership and Intrinsic/Extrinsic Job Satisfaction

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
Transformational Leadership	(Constant)	-0.054	0.062		-0.861	0.39
	Satisfaction intrinsic	0.06	0.021	0.470	2.865	.001
	Satisfaction extrinsic	0.925	0.016	0.954	57.875	.000
Transactional Leadership	(Constant)	4.822	0.293		16.482	.000
	Satisfaction intrinsic	-0.375	0.096	-0.322	-3.924	.000
	Satisfaction extrinsic	-0.171	0.074	-0.188	-2.299	.023