

ORGANIZATIONAL COMMITMENT AS A MEDIATION FACTOR ON THE RELATIONSHIP  
BETWEEN TRANSFORMATIONAL LEADERSHIP AND JOB SATISFACTION IN LUXUN ACADEMY  
OF FINE ART UNDER LIAONING PROVINCE

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## ABSTRACT

The objectives of this research were: (1) to propose a model of mediating effects of organizational commitment on the relationship between administrators' transformational leadership and faculty members' job satisfaction within Luxun Academy of Fine Art in Liaoning province (2) to evaluate the model fit with the empirical data, and focus to the variables were influenced the job's satisfaction of faculty members.

The total population of this study included 595 faculty members from Luxun Academy of Fine Art. A stratified random sampling method was used to sample, totaling 342 person which calculated from G\*Power program. The instrument for collecting data was a questionnaire. Descriptive statistics and inferential statistics were used to perform data analysis by using statistical computer software.

Research results revealed that: (1) A mediating effects of organizational commitment relationship between administrator's transformational leadership and faculty member's job satisfaction model fit with the empirical data at statistically significant  $p < 0.01$ , the value of full model: Chi-square = 61.49, df = 51,  $p = 0.15$ , GFI = 0.97, AGFI = 0.96, CFI = 0.99, NFI = 0.98, and SRMR= 0.02. (2) Administrators' transformational leadership, and faculty members organizational commitment had a directly influence faculty member's job satisfaction (3) Administrator's transformational

leadership not indirectly influence faculty members job satisfaction through organizational commitment.

**Keywords:** Mediating effects of organizational commitment, transformational leadership, job satisfaction, Luxun Academy of Fine Art

## 1. Introduction

Leadership is one of the basic and most important needs in each organization. It is often considered as the solution to most organizational problems (Daft & Marcic, 2006). It can direct human resources toward the strategic objectives of the organization and ensure that organizational functions are aligned with the external environment (Zaccaro & Klimoski, 2001). Leadership as crucial factor of organizational effectiveness Leadership is one of the basic and most important needs in each organization. It is often considered as the solution to most organizational problems (Daft & Marcic, 2006). It can direct human resources toward the strategic objectives of the organization and ensure that organizational functions are aligned with the external environment (Zaccaro & Klimoski, 2001).

Transformational/Transactional Leadership several different approaches have evolved over the years to describe leadership styles. Integrative leadership theories are the new approach in leadership which have been established based on combining trait, behavioral, and contingency approaches and the transformational leadership is one of them (Silong, Abu Daud, 2010). It was first mentioned in 1978 by James McGregor Burns and was developed by Bass in 1985 and by Bass and Avolio in 1994 (Hinkin & Schriesheim, 2008; Northouse, 2007; Piccolo & Colquitt, 2006). This theory consists of three part transactional, transformational, and laissez-faire leadership. Transactional leadership emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers. This exchange is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they fulfill those requirements (Bass & Avolio, 1994). This type of leadership focuses on maintaining the status quo and motivating people through contractual agreement (Bass, 1985).

Job Satisfaction and Leadership style as a key factor affects subordinates job satisfaction which in turn is essential for success of each organization. Job satisfaction is one of the crucial outcomes of leadership (Bass & Avolio, 1994). Research findings have endorsed significant effect of transformational leadership on subordinates' job

satisfaction (Antonakis et al., 2003; Avolio and Bass, 2004; Bass and Avolio, 1994; Griffith, 2004; Wiratmadja et al., 2008). It has shown that job satisfaction has important effects on efficiency, productivity, employee relations, absenteeism, turnover, and organizational performance (Chen et al., 2006; Koustelios, 2001; Okpara et al., 2005; Oshagbemi, 2003; Schroder, 2008). It is a crucial factor that influences positive employee behavior, when employees are satisfied with their job, they feel more responsible, accountable and committed to the organization (Sihombing & Gustam, 2007). They also have a tendency to remain within the organization longer (Santhapparaja & Seyed Shah Alam, 2005).

Numerous studies have been conducted on the relationship between leadership and employee job satisfaction (Bass, 2008; Bass & Riggio, 2006), but comparatively little research has examined institutes of higher education (Alonderiene & Majauskaite, 2016). The researcher has awareness and interest in this matter, the purpose of this quantitative, non-experimental, correlational study would to explore the leadership styles of the administrators: deans and department chairs within the institution, as perceived by the faculty members in order to examine the relationship between leadership styles and staff 's overall job satisfaction, and to determine to what extent these leadership styles predicted the staff faculty's overall job satisfaction. The independent variables were the transformational, transactional, and passive-avoidant leadership styles. The dependent variable was the overall satisfaction level of faculty members in the institution. Hopefully the outcome of this study will help administrators, stakeholders, and policy makers gain a better understanding of various leadership styles and their impact on faculty job satisfaction, which is a critical factor in regard to making decisions concerning organizational improvement, training, and effectiveness.

## 2. Research Questions

This study sought to answer the following research questions:

- (1) What are the transformational leadership, faculty members job satisfaction and organizational commitment within Luxun Academy of Fine Art?
- (2) What, if any, relationship exists between the transformational leadership and faculty members job satisfaction as a mediating effect through organizational commitment?

### 3. Research Objectives

(1) To propose a model of mediating effects relationship between administrator's transformational leadership and job satisfaction of faculty members within Luxun Academic of Fine Art.

(2) To evaluate the model fit with the empirical data, and focus on the variables were influenced the job's satisfaction of faculty members within Luxun Academic of Fine Art.

### 4 Research hypotheses

H 1: Administrator's transformational leadership directly influence job satisfaction of faculty members.

H 2: Administrator's transformational leadership directly influence organizational commitment of faculty members.

H 3: Organizational commitment directly influence job satisfaction of faculty members.

H 4: Administrator's transformational leadership indirectly influence job satisfaction through organizational commitment of faculty members.

### 5. Research Method

#### (1) Research Design

Used mixed method, both qualitative and quantitative, first the qualitative to determine the components and indicators of the resilient leadership model through content analysis from 20 document and research related, included 9 key informants. After that quantitative method was employed to collected the empirical data from the respondent through survey questionnaire

#### (2) Population and Sample

In this research study, the main population used were 595 faculty members, using 342 samples in the study which calculated by G\*Power program, the researchers increased the sample to 400 respondents in order to fit the research methodology using CFA statistics. (Hair, et al., 2016)

### **(3) Research Instruments**

The main instruments used in this research is a 5-level rating scale questionnaire that the researcher created from the review of literature and the validity checked by 5 experts, included the reliability the alpha coefficient greater than 0.80.

### **(4) Data Collection**

The steps for data collection will be as follow: Request permission to collect data for research from Bangkokthonburi University and from Luxun Academy of Fine Art, then carry out data collection with the selected samples by sending questionnaires to the coordinator teacher who will help for collect data with the selected samples in each school/college/department.

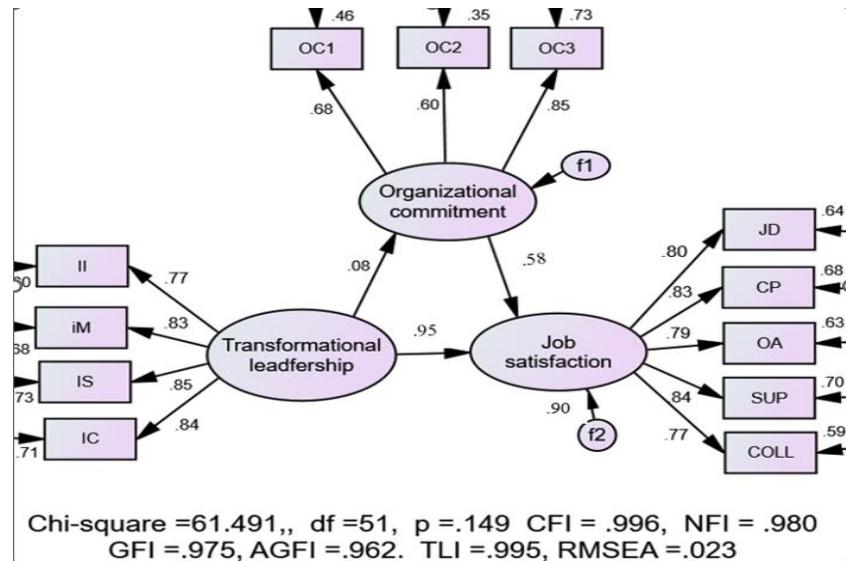
### **(5) Data Analysis**

Descriptive statistics, including percentages and frequencies, used to describe about the characteristics of the respondents. The assumptions for each test were checked and then inferential statistics are calculated. The researcher tested the fit between the proposed model and data collected by using structural equation modelling, which could be manipulated by LISREL to test the hypotheses. The structural model was used to capture die causal influences of exogenous latent variables on endogenous latent variables and of endogenous latent variables upon one another. For assessment the model fit with the empirical data, based on the suggestions of Bagozzi and Yi (1988), Bollen (1989), Browne and Cudeck (1993), Byrne (1998), Chou and Bentler (1995), Jdreskog and Srbom (1993), and Hair et al. (1998), that the statistics used such as Chi-Square ( $\chi^2$ ) the value should not be significant, CFI, NFI, GFI, AGFI, and TLI, the values should be larger than 0.90, and RMSEA, the values should less than 0.05.

The test of the structural model included direction, magnitude, and  $R^2$  of parameter estimates should be statistically significant, the direction must be corrective, and  $R^2$  must have enough magnitude of explanation.

## **6. Research Results**

1. Model of mediating effects of organizational commitment on the relationship between administrators' transformational leadership and faculty members' job satisfaction within Luxun Academy of Fine Art in Liaoning province that proposed which fit with the empirical data as showed in Figure below:



The model fit with empirical data, the fit index of  $\chi^2$ , CFI, NFI, GFI, AGFI, and TLI, the values resulted according to the specified criteria. The result of this model as shown in Table 1

**Table1:** Shows overall fit index of the model fit with the empirical data

Fit indices	Statistic
Chi-square ( $\chi^2$ ) with df = 51	61.49 (p = 0.15)
Goodness of fit index (GFI)	0.99
Adjusted goodness of fit index (AGFI)	0.95
Comparative fit index (CFI)	0.99
Normed fit index (NFI)	0.98
Teker Lewis Index (TLI)	0.99
Root means square error of approximation (RMSEA)	0.02

2. The model fit with the empirical data has shown in Figure and Table 1, and when focus on the variables were influenced the job's satisfaction of faculty members within Luxun Academic of Fine Art, the results shown in Table 2 and Table 3 as follows:

**Table 2:** Shows the Regression Coefficient Estimate of the model

Parameter	Non-Standardized coefficient	Standard error	T-value	Standardized coefficient	R <sup>2</sup>
$\lambda_1$ : II	0.58	0.03	22.75*	0.77	0.60
$\lambda_2$ : IM	0.64	0.03	23.94*	0.83	0.68
$\lambda_3$ : IS	0.62	0.03	25.17*	0.85	.073
$\lambda_4$ : IC	0.64	0.03	23.95*	0.84	0.71
$\lambda_5$ : OC1	0.68	0.04	15.36*	0.68	0.46
$\lambda_6$ : OC2	0.86	0.04	22.98*	0.60	0.35
$\lambda_7$ : OC3	0.90	0.04	25.98*	0.85	0.73
$\lambda_8$ : JD	0.58	0.05	9.78*	0.80	0.69
$\lambda_9$ : CP	0.63	0.05	11.05*	0.83	0.68
$\lambda_{10}$ : OA	0.69	0.06	14.96*	0.79	0.63
$\lambda_{11}$ : SUP	0.68	0.06	11.82*	0.84	0.70
$\lambda_{12}$ : COOL	0.56	0.05	9.73*	0.77	0.59
$\gamma_1$ : TL $\rightarrow$ OC	0.08	0.06	1.37 <sup>NS</sup>	-	-
$\gamma_2$ : TL $\rightarrow$ JS	0.87	0.04	19.99*	0.95	0.90
$b_1$ : OC $\rightarrow$ JS	0.58	0.06	7.36*	0.58	0.34

\* p < 0.05; NS = non-significant

The results found that (1) the standardized coefficient of transformational leadership to job satisfaction ( $\gamma_2$ : TL  $\rightarrow$  JS) was 0.95 with a standard error of 0.04 and a T-value of 19.99 (p < 0.05), indicating that the hypothesis “H I: Transformational leadership directly influence job satisfaction” is accepted. (2) the standardized coefficient of

transformational leadership to organizational commitment ( $\beta_1$ : TL  $\rightarrow$  OC) was 0.08, with a standard error of 0.06 and a T-value of 1.37 ( $p > 0.05$ ), this means the transformational leadership has a little direct effect on organizational commitment, however not statistically significant. The hypothesis that stated “H 2: Transformational leadership directly influence organizational commitment” is rejected. (3) the standardized coefficient of organizational commitment to job satisfaction ( $b_1$ : OC  $\rightarrow$  JS) was 0.58, with a standard error of 0.06 and a T-value of 7.36 ( $p < 0.05$ ), this means the organizational commitment has direct effect on job satisfaction. Therefore, the hypothesis that stated “H 3: Organizational commitment directly influence organizational commitment” is accepted, and (4) the last, the standardized coefficient of transformational leadership to job satisfaction VIA the organization commitment was the mediator variable, the indirect effect was at 0.05 ( $0.08 \times 0.58$ ). therefore, the hypothesis that stated “H 4: Transformational leadership indirectly influence job satisfaction through organizational commitment” is rejected. However, the indirect effect was lower than direct effect. In summary, this model studied was consistent fit with the empirical data. The hypotheses that stated almost all were accepted as shows in the Table 4

**Table 3:** shows Summary results of the hypotheses testing in this study

Hypotheses that stated	T-value	Decision
H 1: Transformational leadership directly influence job satisfaction.	19.99*	Supported
H 2: Transformational leadership directly influence organizational commitment.	1.37 <sup>NS</sup>	Not Supported
H 3: Organizational commitment directly influence job satisfaction.	7.36*	Supported
H 4: Transformational leadership indirectly influence job satisfaction	-	Not Supported

\* Statistically significant,  $p < .05$

NS means non-significant,  $p > .05$

## 7. Discussion

The research results reveal that the administrator's transformational leadership as perceived by the faculty member of Luxun Academy of Fine Art was not moderate effected. Because of in these situations, the two latent variables: transformational leadership to job satisfaction the value of  $R^2 = 0.95$ , transformational leadership to organizational commitment  $R^2 = 0.08$ , and organizational commitment to job satisfaction  $R^2 = 0.58$ , and the power from transformational leadership to job satisfaction through organizational was only 0.50. This may be due to other factors that were not involved in this study, included organizational commitment and job satisfaction variables were relatively highly correlated, resulting in such results, which is consistent with some of the studies that have reported. As reported by Bruce J. Avolio, at al., (2004) first, consistent with previous studies (e.g., Dvir et al., 2002; Howell & Hall-Merenda, 1999; Kirkpatrick & Locke, 1996; Walumbwa & Lawler, 2003), they found a positive association between transformational leadership and organizational commitment. However, contrary to the initial expectations, the relationship between transformational leadership at the direct immediate level was only modestly related to followers' level of empowerment and organizational commitment based on correlational analyses and was not significantly related in the SEM analyses. It is possible that close followers are more likely to see some of the inconsistencies in their leader's behavior, which may affect how committed they feel to the organization, as well as how empowered. Also, the discretion for lower-level supervisors in organization to empower their direct followers may be limited, potentially reducing the level of empowerment provided. According to all the researchers discussed, it can be seen that the organization's management will achieve that. It relies on factors to support and first foremost, it is the management of the organization that will require a lot of effort. In order for the organization to reach its intended destination, the most important supporting factor is the manpower at work, which in the school is the teachers themselves. The organization's work simply cannot be carried out at all. Therefore, personnel management is of paramount importance at the top of the academy. It's a challenge for administrators to see what to do to make good teachers and staffs that knowledgeable have a happiness, satisfaction and attachment to work with the organization. These things are internal feelings of the individual, so it is the duty of the management and related parties to show leadership in order to give the teacher a good feeling until there is satisfaction and attachment to the work with the organization, which

can be carried out in a variety of ways and in various channels. It is based on principles and theories, therefore, in this study, researchers would propose in some part such as: the employee engagement is based on Maslow's hierarchy of needs. It reflects an employee's engagement level as determined by how well their needs are being met, namely:

1. Survival: Improving employee engagement is a task that starts with organizations working from the ground up, meaning that leaders must understand the most basic human needs in terms of why a particular individual has chosen to work in their organization. The most basic need of all: survival. Employees at this level of engagement are doing the job to fulfil their most pressing needs, such paying the bills and putting food on the table.

2. Job security: Coming second to pay and also reflecting a basic need is job security. In order to be engaged, employees need to feel as if the job they are in is stable and secure before they invest more time and effort into their work.

3. Belonging to/part of a team: Covering those first two bases lays a strong foundation for building an engaged staff. When in place, organizations can begin to escalate their engagement efforts by first taking steps towards allowing employees to feel as if they truly belong in the organization and are not just there for the job.

4. Importance/value: A study "What Drives Employee Engagement and Why It Matters" released in 2012 by MSW Research and Dale Carnegie Training made one thing loud and clear: feeling valued by leadership plays a huge role in an employee feeling engaged in his or her job. According to the study, there are three key drivers: Relationship with immediate supervisor, Belief in senior leadership, Pride in working for the organization. Having a direct relationship with management has a far greater impact on employee engagement than expected.

5. Self-actualization: This is the level that every organization should strive to build their employees up towards: self-actualization. In this phase of engagement, experienced and knowledgeable employees actively seek ways to support the organization themselves by sharing their successes and their knowledge with others in the company. This has a cyclical effect and will continue to help create a larger force of engaged employees.

And the results of this issue are also inter-twined with Gallup Engagement Hierarchy by Jim Clifton & Jim Harter (2019), as depicted in the bestselling book "It's the

Manager: Gallup finds the quality of managers and team leaders is the single biggest factor in your organization's long-term success".

The research results in this part indicated that the administrators should learn the following related matters about the factors that strengthen engagement in the organization by: properly assess the teacher's engagement with the organization, develop a plan to strengthen engagement, encourage everyone to participate in building engagement, and reward good teachers with appropriate rewards, of this must be subject to the environmental factors that contribute to the engagement of the organization both organizational level, departmental level and individual level. And to build bonds with teachers for the organization to exist and improve, the factors were divided into 4 aspects so that the school management can continue to develop into activities or projects, namely: (1) Basic Needs include: Environment and facilities ease of work; Expectations derived from work such as welfare, participation in various activities, support for improving the quality of life, etc. (2) Management Support consists of supervisors or colleagues, promote the development of knowledge and abilities, receive attention/praise at work, be willing and fully engaged in work, etc. (3) Teamwork consists of having good colleagues. Colleagues are committed to working to fulfill the mission/objectives of the organization There is an opportunity to comment on the work, and (4) Growth consists of learning opportunities and progress in work, etc. which this propose results was consistent with the academic works of many scholars as the researcher have discussed all.

## 8. Recommendations

There are three main recommendations: recommendations based on research findings and policy recommendations. Suggestions for utilization and suggestions on issues that should be further research study.

Based on research findings and policy formulation.

1. Chief executive of Luxun Academy of Fine Art should take this research results into consideration to set a policy for school administrators in order to maintain and development, as a result of this research, in particular, with personnel bipartisanship, which is a priority in the work of the organization to be accomplished. Administrators must have leadership behavior like as transformational leadership style, which is critical to job engagement/commitment and organization, because this gives people a sense of commitment. Fully committed to work, not fleeing elsewhere with management able to

go on. To be used these in planning develop the transformational leadership skills of school administrators and faculty members' engagement /commitment in each level. To allow school administrators to be developed into professional executives in line with the leadership by self-development or and in-service short course training program.

2 Organizations should maintain employees' positive attitudes and behavior by applying the transformational leadership style and ensuring job satisfaction, which plays a central role in the organization by orienting employee psychology, motivation and positive behavior to change

3 Office of the personal administration include Education Commission in Shenyang, Liaoning, School District and Provincial Offices, should take the transformational leadership for school administrators as a result of this research to be a policy to develop school administrators particularly in higher art school to have knowledge and understanding the value of leadership and the value of worker job engagement/ organizational commitment in themselves. Especially the transformational leadership skills for administrators which are skills that need to be strengthened at various levels. By using the following methods:

- (1) Inservice training by highly experienced experts in this field.
- (2) Organize the faculty members particularly art teacher's job satisfaction and organizational commitment an annual survey and report to the organization and everyone to recognize and find way to improve and development.
- (3) Use the results of the survey study according to Item 2 to plan and development projects as appropriate in order the faculty members to be satisfied and have a commitment to the organization.

#### Suggestions for utilization

1 This study demonstrated the critical role of transformational leadership and job satisfaction on faculty members commitment to organizational change in the context of an emerging economy. The research model linked the leadership literature and organizational change literature based on an individual-level approach. It also employed a three-component model extension of organizational commitment in the context of the organizational change.

2. Luxun Academy of Fine Art leaders should predominantly implement transformational leadership in every leadership layer.

3. The leader and the management of Luxun Academy of Fine Art should increase the employee's work satisfaction level. Furthermore, the middle management should optimize their capabilities in reaching the set target to improve the members' loyalties job performance. Efforts in developing job satisfaction should focus on the main contributing factors such as: activities, compensation, independence, reward, social status and social services.

4. The leader and the management of Luxun Academy of Fine Art should enhance organizational commitment. This can be done through embedment of organizational vision through the three aspects of commitment, namely affective, normative and rational commitment.

#### Suggestions for further study

This research did not find indirect effects of transformational leadership to faculty members' job satisfaction through organizational commitment as a moderator effect. This is considered a new knowledge, which requires further study as to what caused it. The suggestion further study, there are as follows:

1 The theories that have been developed in this research can be further developed and continued in the future research conduct, to create more comprehensive problem-solving model for transformational leadership, job satisfaction, organizational commitment and job performance.

2 No matter whether considering the measurement model or the full model, the values of some model fit a problem with predictive validation. As this may capitalize on sample idiosyncrasy, the researcher recommends conducting a cross-validation study using another sample in future research.

3 Another important limitation of this study is that this study only dealt with die issues of transformational leadership, organizational commitment, and job satisfaction. This is a small integration model so other mechanisms influencing job satisfaction could not be comprehensively examined. For future research, the researcher calls for the integration of other factors, such as personal characteristics, work motivation, quality of work life, professional attitude, self-efficacy and organizational culture.

4 Finally, all analyses were based on cross-sectional data. This means that longitudinal evaluation of the model could not be done. It would be interesting to examine the relationships among transformational leadership or leadership practice,

organizational commitment, and job satisfaction across time. To deal with this aspect could enhance nomological validity for the theory proposed in the full model

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