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ALTINBAŞ UNIVERSITY

Graduate School Of Social Sciences

**THE EFFECT OF TRANSFORMATIONAL LEADERSHIP ON
JOB SATISFACTION AND THE MEDIATING ROLE OF TRUST**

Mustafa Mohammed Alrawi

Submitted To the Graduate Institute of Social Sciences in
Fulfilment of the Requirements for the Master Degree of
Business Administration

Thesis Supervisor
Dr. Irmak Erdoğan

Istanbul, 2019

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Master Degree of Business Administration

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Business Administration.



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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Mustafa Mohammed Alrawi



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Abstract

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M.S, Business Administration, Altinbaş University

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This study examines the effects of transformational leadership on job satisfaction and the mediating role of trust in this relationship. A survey is conducted among 174 employees of a telecommunication company in Iraq. Findings reveal a positive relationship between two dimensions of transformational leadership (inspirational thinking for setting future vision and considerations towards employees' feelings and performance) and job satisfaction. Furthermore, trust is found to partially mediate these relationships. Findings are discussed in relation with the specific cultural setting in which the study is conducted.

Keywords: Leadership, Transformational leadership, Trust, Job satisfaction

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1. INTRODUCTION

The success of an organization heavily depends on the performance of its employees, and the need for effective leadership is inevitable in every organization. Motivating employees, increasing their job satisfaction, and improving their performance are considered to be key tasks of leaders that determine organizational success. However, performing these tasks is difficult for managers around the world. Managers across different cultures face the challenge of choosing the most suitable style of leadership in order to direct, guide, and influence their employees to perform specific tasks, achieve positive outcomes, and smoothly run the organization and accomplish its goals (Nazim and Mahmood, 2016).

This study focuses on a specific leadership style, namely transformational leadership, and investigates its effects on job satisfaction. Moreover, the mediating role of trust in this relationship is investigated. Previous studies have investigated the direct effects of transformational leadership on organizational outcomes such as job satisfaction and trust, and found that transformational leadership is linked to higher levels of job satisfaction and overall satisfaction (e.g., Podsakoff et al., 1990; Bennett., 2009; Berson and Jonathan Linton., 2003). Although a number of studies have demonstrated the existence of a positive relationship between transformational leadership, job satisfaction, and trust, most of these studies are carried out in the Western context and this cannot be generalized to the rest of the world. Research suggests that culture plays a significant role in leadership practices. Hofstede (1980, 1991) explained how cultures vary in terms of different dimensions such as power distance, individualism/collectivism, femininity/masculinity, and uncertainty avoidance by conducting a study among IBM employees in 66 countries. By using Hofstede's cultural dimensions, Kuchinke (1999) investigated the differences in leadership among the managers and employees

of companies in the USA and Germany. The results showed differences between two western countries with respect to transformational leadership, confirming a significant effect of culture on leadership. This suggests that there is a need for studies investigating leadership and its effects on employees in different cultures. In an attempt to fill this gap, this study investigates the effects of transformational leadership on employee outcomes in the specific context of the Iraqi work environment.

The work environment in Iraq presents an interesting context for studying leadership due to increasing responsibilities and challenges facing managers and the uncertainties in the work environment as a result of the post-war syndrome. In this context, choosing the appropriate style of leadership is extremely important for organizational success. Moreover, this study is carried out in one of the leading companies in the telecommunication sector in Iraq. In the telecommunication sector, the existence of effective leaders who can undertake responsibility of achieving organizational goals, effectively get tasks done, and motivate and influence subordinates is extremely important in terms of facing the continuous changes in the environment and keeping up with the accelerated technological development.

Over the years, extensive research has examined the relationship between transformational leadership and job satisfaction, as well as the relationship between transformational leadership and trust. However, to the best of the author's knowledge, the relationships between transformational leadership, trust, and job satisfaction have never been analyzed in the Iraqi work environment. This study aims to answer two main research questions in the specific context of an Iraqi telecommunication company: (1) How does transformational leadership affect employees' job satisfaction? (2) What is the role of trust in this relationship?

Through answering these research questions, this study aims to expand our knowledge on transformational leadership by providing insights from a specific cultural and industrial context.



2. TRANSFORMATIONAL LEADERSHIP

2.1 Leadership Concept and Definition

Since the beginning of human existence, individuals have had to work in groups in order to perform certain goals. Since then, leadership has been an essential phenomenon for leading groups and guiding the behaviors of individuals. Leaders are responsible for building a strong relationship with their followers by understanding their behaviors, emotions, and needs, and applying a suitable style of leadership to achieve the desired targets.

The research interest in leadership started in the beginning of the twentieth century when the concept of leadership evolved with the development of administrative and organizational thought. Despite many studies and research conducted to define the concept of leadership, researchers in the field of management still have not settled on establishing an agreed-upon definition of leadership (Gibson, 2003, p.298). In the recent years, there has been a remarkable development in understanding and defining the concept of leadership. For example, Moorhead and Griffin (1995) define leadership as the process of influencing the behavior and perceptions of people to achieve the desired goal. Maklfin and Gross (2002) state that leadership is a social process in which the leader depends on the group and the group depends on the leader. Accordingly, leadership includes an exchange and continuous interaction between the leader and the members of the organization. Bolden (2004) defines leadership as the leader's ability to influence others and push them towards achieving specific goals. Other researchers define leadership as the ability to explain and develop organizational strategic visions as well as the ability to make others understand these visions and turn them into reality (Hill, 2001;

Valenzuela, 2007). According to Allen (1964), leadership refers to several activities performed by the leader that lead subordinates to do their jobs effectively.

The variety of definitions suggests that the concept of leadership can be defined according to the objectives of each individual study. In this study, leadership is defined as a process of mutual influence and continuous interactions between leaders and followers which involves the development of a realistic future vision for the organization.

2.2 Leadership Theories

A number of theories were developed in order to explain the nature of leadership, including great man and trait theory, behavioral theory, contingency theory, and new leadership theory. In this section, these major leadership theories will be reviewed.

2.2.1 Theory of Great Man and Trait Theories

In the 1900s, a number of studies were conducted in the field of leadership to explore the most critical traits that make individuals successful leaders. Conventional thought was that leaders were “born” great. These studies were named as the “great man theory” as they examined the inherent characteristics of great leaders (e.g., Mohandas Gandhi, Abraham Lincoln). Later on, great man theory evolved into trait theories. Trait theories focus on several traits and characteristics that characterize leaders and distinguish them from other people (Northouse, 2015). Although it was not reasonable to assume that a number of qualities could define leaders, trait theories assumed that some individuals were born with some traits that make them effective leaders. Andersen (2006) rejected this assumption and mentioned that although there was a relationship between personality and leader behaviors, it was impossible that traits could explain or characterize leadership (p. 1089).

Stogdill conducted two studies in 1948 and 1974, which examined 287 trait studies in order to understand the impact of traits on leadership. The first study indicates the existence of eight traits in individuals which transform them into leaders. These traits are self-confidence, intelligence, persistence, insight, responsibility, sociability, alertness and initiative. In addition, the study showed that qualities of leaders should be pertinent to specific circumstances and the environment. In other words, this suggests qualities of a leader might be efficient in some kind of situations but not in others. In the second study, Stogdill proved that leadership traits and situational factors separately play an important role in leader's formation (as cited in Northouse, 2015).

2.2.2 Behavioral Theories

Behavioral theories suggest that it is the behavior of leaders rather than personality traits that makes leaders effective.

2.2.2.1 *University of Iowa Studies*

In 1930s, Lewin carried out a number of studies to recognize three different types of leadership styles (democratic, autocratic and laissez-faire) based on the authority of decision-making process (Lewin, Lippitt and White, 1939, p.271). These studies suggest that leaders should choose the right leadership style that is supposed to be effective and appropriate for the organizations and followers.

2.2.2.1.1 Democratic Style of Leadership

In the democratic style of leadership, leaders take the final decision with the help of their followers. This leadership style takes more time to achieve desired objectives and might not be suitable if there is a conflict between individuals' opinions. It is considered as the most effective style for making the ultimate decisions and reaching better final outcomes. Through involving

followers or employees in the decision making process, employees recognize that their opinions and ideas are regarded and valued. This may lead to increased job satisfaction, skills, productivity, motivate employees to level up their performance, and develop them to be future leaders (Bhatti, 2012, p. 193). Democratic style of leadership is more appropriate for organizations that focus on quality and teamwork rather than quantity and individual work (Bhatti, 2012, p. 193). Leaders may not have all the knowledge and information necessary to make the right decisions. For this reason, the democratic style of leadership is considered as beneficial because it allows leaders to communicate and share information with experienced employees in order to make better decisions. Gastil (1994) defines democratic leadership as a leadership style that assists the group to attain the desired state. Gastil (1994) also clarifies some of the characteristics of the democratic leadership style such as helping the team in the decision-making process, assigning responsibilities among the individuals of the team, and empowering the team members. When subordinates discuss and work on their decisions together, they will also establish social relationships with each other. This will decrease the competition between them and enable them to make better decisions (Arioglu, 2010, p.12).

2.2.2.1.2 Autocratic Style of Leadership

In this style (autocratic or authoritarian) of leadership, leaders control the process of decision making on their own without the need for the opinion of others in the group. Autocratic leadership style is appropriate when leaders have more knowledge, information, and experiences compared to the rest of the individuals in the group. In addition, it is considered effective when there is a need to take an effective, immediate, and fast decision. Furthermore, some individuals prefer an autocratic leader to lead them in order to avoid stress and pressure related to difficult

situations and also to concentrate on performing their tasks without any concerns (Lewin, Lippitt and White, 1939).

Since the autocratic style of leadership is perceived to be a dictatorial style in which leaders depend on their own decisions and choices without consulting their followers, the followers cannot express their ideas and opinions freely. This may result in consequences such as decreased job satisfaction, low levels of creativity in decisions making, and lack of providing suitable solutions for the problems, which may negatively affect the overall performance (Lewin, Lippitt and White, 1939, p.273). Since the feelings, ideas and opinions of the followers are not taken into consideration in this style of leadership, talented individuals may tend to quit their jobs as they do not prefer working in stressful and unpleasant working conditions (Arioglu, 2010, p.11).

2.2.2.1.3 Laissez-Faire style of leadership

In laissez-faire or delegative style of leadership, the group members are the ones who have full authority and power. They are completely responsible for decision-making processes and for providing solutions to problems without any interventions from the leaders. This means that the leaders concede authority and responsibility to their followers (Lewin, Lippitt, and White, 1939). In some organizations, leaders are still available for offering minimal basic instructions and equipping their followers with necessary equipment, resources and simple feedback. This style can be efficient when followers or group members are highly motivated, have high level of skills to rely on themselves and are capable of managing the whole process on their own. However, when this is not the case, it will be hard to manage and complete their tasks especially when they set their deadlines by themselves. Another issue is that laissez-faire style of leadership might have a negative effect on the company. For example, conflicts between workers

and role ambiguity may result in low levels of productivity and failure to achieve the desired goals (Skogstad, Einarsen, Torsheim, Aasland & Hetland, 2007). When employees led by laissez-faire style of leadership present good results and desirable behaviors without any reinforcement or rewards, they may engage in work less than before or they may not repeat this kind of performance. Moreover, they may not realize their mistakes by themselves. On the other hand, followers' undesirable behaviors may continue to happen and might increase even more (Bergen & Bressler, 2014).

2.2.2.2 *University Of Ohio State Studies*

At the end of the Second World War, the researchers of Ohio State University conducted a number of leadership studies. These studies focused on the leaders' behaviors that influence the process of directing individuals to attain desired goals. The researchers identified a large number of dimensions of leadership behaviors, and formulated a questionnaire named LBDQ (Leader Behavior Description Questionnaire) based on those dimensions. However, it was found that most answers focused on two dimensions representing leadership behaviors. These two dimensions are called consideration and initiating structure (Northouse, 2015, p. 72)

Consideration refers to the extent to which leaders can be close to their followers and build a strong, friendly, trustable and sociable relationship with them. It also describes to which level leaders show concern to their subordinates' needs and feelings. Leaders with a high level of consideration treat their followers fairly and equally, moreover they support and motivate them. Such leaders focus on creating a strong, trustworthy relationship with their followers by respecting their opinions and ideas, and help them solve their problems (Robbins, Judge, & Hasham, 2012, p.262).

Initiating structure is the second dimension which refers to how leaders determine, set, and define the role of their subordinates in addition to their roles towards achieving the desired goals. It also includes how the leaders behave towards orienting general tasks and the activities of their followers by structuring work schedules and activities, explaining the role for each follower and teaching them how to perform the work activities (Tuna, 2009, p.13).

2.2.2.3 *University of Michigan Studies*

During the same period in which Ohio State studies were conducted, researchers in Michigan University worked on studies with concepts and purposes similar to Ohio University studies. The researchers were interested in distinguishing between ineffective and effective leaders by exploring the characteristics of leaders' behavior that have a positive impact on group productivity and satisfaction. The first dimension which revealed from the study is employee orientation. Employee orientation refers to how leaders behave towards their followers. This dimension focuses on building strong relations with the followers, accepting the differences among them and respecting their personalities as well as showing concerns about their interests and personal needs. This dimension is similar to the consideration dimension in Ohio University studies. Production orientation is the second dimension which represents the production and technical aspects. In this orientation, the followers are seen as a tool or a means to accomplish tasks and get the job done. It seems that production orientation goes along with the initiating structure in Ohio University studies (Bowers & Seashore, 1966).

Northouse (2015) mentioned that employee orientation and production orientation were opposite to each other. This means that the leaders who adopt the employee orientation dimension are less oriented toward production, and those who adopt the production orientation dimension are less oriented towards employees (Northouse, 2015, p.73).

2.2.2.4 *Managerial Grid*

Blake and Mouton (1985) developed a widely-used organizational leadership model which identifies the behaviors that make the leaders effective. It was developed based on the Ohio and Michigan studies and named as the managerial grid. Later, the name was changed into leadership grid. This model provides two dimensions of behaviors performed by leaders that help organizations achieve their objectives. These dimensions are the concern for production and concern for employees (Northouse, 2015, p. 74).

Concern for production is defined as the extent to which leaders concentrate on achieving organizational objectives and tasks. It is not limited to production, but also focuses on the broader objectives that the organization aims to attain. Concern for employees is defined as the extent to which leaders consider the personal needs and interests of their employees when they make decisions about the best ways of performing the tasks and achieving the goals. This dimension also refers to treating employees fairly with fair salaries and promotions, motivating them, building trustful relationships, and preparing suitable work environments (Blake and Mouton Managerial Grid, 1985).

The Managerial Grid shows the degree to which these two dimensions are used by the leaders on two axes. The vertical axis refers to the concern for employees and the horizontal axis refers to the concern for production. Both dimensions have a scale ranging from 1 to 9 and the Managerial Grid presents five styles of leadership based on these scales. In the Authority-Obedience style of leadership, leaders show high concerns for production and efficiency of outputs with low consideration for employees' needs. Employees are seen as a necessary tool to get the task done, which leads to a high pressure on employees and a lack of communication between leaders and followers. In contrast, in the Country-Club Management style of leadership,

leaders show low concern for production outputs and task implementations, but they show high concern for their employees' needs and personal feelings. It also focuses on building a friendly relationship coupled with a secure and comfortable work environment. In the Impoverished Style of leadership, leaders show low concerns about both production and employees. This style of leadership is associated with low level of involvement and communication with employees combined with a disregard of the accomplishment of the tasks. The Middle-of-the-Road Management style of leadership reflects the concerns of leaders in a balanced way between the production and employee concerns. In this leadership style, leaders focus on employee consideration in order to attain organizational tasks. Finally, Team Management style of leadership is considered to be the most recommended and efficient style which emphasizes high concerns for both production and the employees. It focuses on teamwork, involvement and participation of the employees, interpersonal relationships, clarifying the production schedule and satisfying the basic needs of employees. This leads to a high level of commitment and motivation to accomplish organizational tasks (Northouse, 2015, p. 76).

2.2.3 Contingency Theories of Leadership

2.2.3.1 Fiedler's Contingency Theory

Fiedler (1967) submitted the first model of contingency theory. He suggested that effective leadership results from matching the leader's style with the situational requirements. The model assumes that a specific style of leadership could be suitable and successful in one situation but not in another. Fiedler (1967) used two steps to determine the proper leadership style that fits the situation. First step is clarifying leadership styles and identifying different kinds of situations. The second step is choosing an adequate combination of style and situation that fit each other. Fiedler (1967) developed a least-preferred coworker (LPC) questionnaire that has

been used to define leadership styles (task oriented or relationship oriented) without taking into consideration the situations. The questionnaire consists of 18 sets of contrasting objectives such as supportive / hostile, rejecting / accepting, and efficient / inefficient with a scale ranging from 1 to 8. If the LPC score is equal to or more than 64, it means that leadership styles are relationship oriented. However, if the LPC score is equal to or less than 57, it means that the leadership styles are task oriented, and few times it can be between 57-64 because the coworker exaggerate in describing their preferences whether it negative or positive. In the second step, Fiedler (1967) suggests three dimensions for evaluating the situation. Leader-member relation refers to the extent to which the followers respect, trust, and have confidence towards their leaders. If the followers accept their leader's attitude, it refers to a good relationship between the leader and followers. Task structure indicates the followers' opinions about whether their job tasks and assignments are clearly formalized and organized with clear objectives and procedures. Position power is used to measure leaders' authority over their followers regarding how leaders hire, promote, reward, dismiss, complement, and punish the followers (Robbins & Coulter, 2012, p.464).

2.2.3.2 Hersey Blanchard's Situational Leadership Theory

Blanchard (1969) developed the situational leadership theory that is based on the two dimensions that Fiedler previously mentioned in the contingency theory (task oriented and relationship oriented). Accordingly, the extent of relationship or task oriented behavior is based on followers' readiness, which is defined as their capability and preparedness to accomplish a specific task and goal. This theory focuses on the followers as they play the main role in approving or refusing the leaders. The variance in followers' readiness, abilities, skills, and motivations requires leaders to adjust the levels of task and relationship orientation in order to

reach the right style of leadership (Northouse, 2015, p. 94). Accordingly, Hersey and Blanchard (1969) presented four leadership styles. Telling refers to a low relationship and a high task orientation in which leaders specify the roles of their followers and provide them with instructions about what, how, when, and where to perform their jobs. Selling refers to both high relationship and task orientation. Leaders with this style focus on providing the emotional requirements of their followers, and also encourage, support and direct them. Participating is high on relationship orientation and a low in task orientation. In this style, followers are capable of getting their jobs done as they have the necessary skills and experiences but they require leaders to consider and support their social and emotional needs. Delegating is associated with a low relationship orientation and low task orientation. Leaders adopting this style of leadership provide their followers with a low level of direction and support as they have a high level of readiness. (Northouse, 2015, p. 95).

2.2.3.3 House's Path-Goal Theory

In 1970s, Robert House developed a contingency theory called the path-goal theory that stresses the need to increase the level of motivation, encouragement, and support from followers in order attain desired goals and objectives. According to this theory, the leader's job is to explain organizational objectives and clarify the path for followers to attain those objectives. In addition, it is the leader's job to remove any obstacles that could prevent achieving the goals alongside providing the followers with rewards that motivate them and enhance their performance and satisfaction (Northouse, 2015, p. 117). House (1996, p. 327) suggested four leadership behaviors. Within directive leadership, leaders clearly allocate and schedule the tasks of followers and direct them towards performing those tasks within the timeline. Moreover, they explain the rules, instructions, and procedures which are supposed to be followed. Supportive

leadership focuses on treating the followers equally, satisfying their needs, as well as building good relationships with them and creating a friendly working environment. Within achievement oriented leadership, leaders set challenging objectives for their employees. In addition, they show a high level of confidence in their followers' abilities to perform above standards and achieve a high level of performance. Lastly, participative leadership is characterized by a shared decision-making process. Leaders consult their followers and listen to their ideas, suggestions and opinions in addition to sharing information with them.

2.2.4 New Leadership Theory

2.2.4.1 Transactional Leadership

James McGregor Burns (1978) was the first researcher to develop the transactional and transformational leadership theory and distinguish between them (as cited in Tuna, 2009, p.28). Transactional leadership is also known as the leader-follower exchange as it is characterized by the exchange between the followers and their leaders. This style of leadership is based on the assumption that the achievement of tasks and objectives is linked to offering rewards in exchange for their work. In other words, it is about rewarding or punishing followers for high or low performances (Tuna, 2009, p.27).

Horwitz, Horwitz, Daram and Brandt (2008, p.50) presented three styles of transactional leadership. In the contingent reward style, rewards are part of the exchange operation between leaders and followers. Contingent reward is related to the accomplishment of tasks and objectives; positive rewards are associated with good performance and negative rewards such as punishment are related to bad performance (Northouse, 2015, p. 171). Leaders following the management-by-exception (active) style continuously watch the situations and employees' works

in case of any possible mistakes, procedure violations, errors, and deviations which require immediate actions to solve before the situation gets out of control (Northouse, 2015, p. 171). Leaders following the management-by-exception (passive) style take corrective actions if they find out that the outcomes do not meet the standards. However, they do not act immediately or actively until the situation becomes serious and causes major problems (Northouse, 2015, p. 171).

2.2.4.2 Transformational Leadership

Burns (1978) coined the term transformational leadership in a research about world-class leaders. Later, Bass (1985) supported this style of leadership and posited that it is based on understanding the needs of followers and working on satisfying those needs. It also involves building a social relationship with followers that increases their level of trust and loyalty and also motivate and inspire them to perform above expectations (as cited in Tuna, 2009, p.29). Transformational leaders transform followers' interests towards achieving the objectives of the organization. They inspire their followers to adopt new perspectives to solve problems. They also find creative methods for dealing with present challenges. Transformational leaders show concern about their followers' needs. Furthermore, they influence and motivate the followers to give their best to achieve team objectives and perform above standards (Robbins and Coulter, 2012, p.470). This style of leadership is preferable as it is associated with high level of productivity, employee satisfaction and with low level of turnover (Robbins and Coulter, 2012, p.471). Initially, Bass (1985) indicated that transformational leadership uses four dimensions for guiding followers, namely the 4 I's (Northouse, 2015, p. 167).

First is idealized influence, within this dimension, leaders gain trust, loyalty, and respect of their followers. As a result, they are considered to be a role model to be followed and liked. The followers try to imitate their leaders who set a vision through high work standards based on moral and ethical aspects. In addition, the leaders show that they are ready to take risk and provide their followers with a sense of purpose and mission by concentrating on their needs for achievement. Idealized influence is also named as charismatic leadership. Charismatic leaders are the persons who have unique and special characteristics such as inspiring followers towards extra performance and high expectations, sacrificing their personal benefits for the sake of followers and developing followers' abilities and awareness regarding finding innovative ways for solving existing problems. They will transform followers' behaviors and make them emulate their leaders (Northouse, 2015, p. 167; Antonakis, 2012, p.265).

Second is inspirational motivation, inspirational motivation displays how transformational leaders motivate, inspire and challenge followers towards achieving shared visions. The leaders articulate a realistic and acceptable vision and clearly communicate it to their followers. Inspirational leadership also describes how leaders apply positivity, optimism, enthusiasm and challenging tasks with high levels of expectations. Transformational leaders make the followers more engaged and committed to their work by linking the followers' goals with the organizational goals, demonstrating paths for reaching future goals, and using authority, regulations and power (Northouse, 2015, p. 169; Tuna, 2009, p.39).

Third name as intellectual stimulation, Avolio and Bass (2002) suggest that the intellectually of transformational leaders stimulates followers towards using their imagination to become innovative and creative and encourages them to think out of the box, look for new perspectives on existing situational problems and find new and better solutions for solving them. Criticizing

the followers' faults, mistakes and deviations publicly is not desired in this style of leadership. Meanwhile, the leaders support ideas, suggestions, and beliefs, and welcome new thoughts and decisions proposed by their followers to develop their ability to provide solutions and to encourage them to rethink about the leader's assumptions and values (Northouse, 2015, p. 169; Tuna, 2009, p.40).

The last one is Individual consideration, within this dimension, transformational leaders create a supportive environment for their followers by individually taking care of them and paying attention to their personal needs, motivations and desires, which will prompt the opportunity for the followers' growth and development (Northouse, 2015, p. 169). The leaders coach, guide and mentor the followers in order to realize followers' full capacity and potential, as well as provide them feedback for additional guidance (Antonakis, 2012, p.267). Individual consideration makes the followers feel valued, respected and supported by their leaders.

Podsakoff, Mackenzie, Moorman and Fetter (1990) proposed six dimensions instead of four to describe transformational leadership. Accordingly, articulating a vision is the first dimension which is defined as leaders' behaviors intended to provide and describe a clear and viable future vision that helps the followers to steer their efforts towards attaining desired objectives. Providing an appropriate model is the second dimension that indicates the leaders' ability to be a good example for their followers to follow. The leaders represent positive attitudes, values, behaviors and actions that are coordinated with the objectives of the organization. The third dimension is fostering the acceptance of group goals which refers to leaders' behaviors that aim to spread the spirit of teamwork and cooperation among the followers and encourage them to sacrifice their self-goals for team benefits. The dimension which is called high-performance expectations refers to leaders' expectations from their

followers such as high performance and best quality. It also indicates that leaders always want to be the first and never accept to be the second-best. Another dimension is individualized support which is based on showing concerns and respect for followers' emotions, feelings and personal needs. In addition, it involves treating all followers fairly regardless their differences. Intellectual stimulation is the last dimension proposed by Podsakoff et al. (1990) that refers to challenging the followers to rethink about previous issues and problems in a different way and provide different solutions. In addition, it involves reconsidering the ways of doing things in more creative ways to level up the performance.

2.3 Strengths of Transformational Leadership

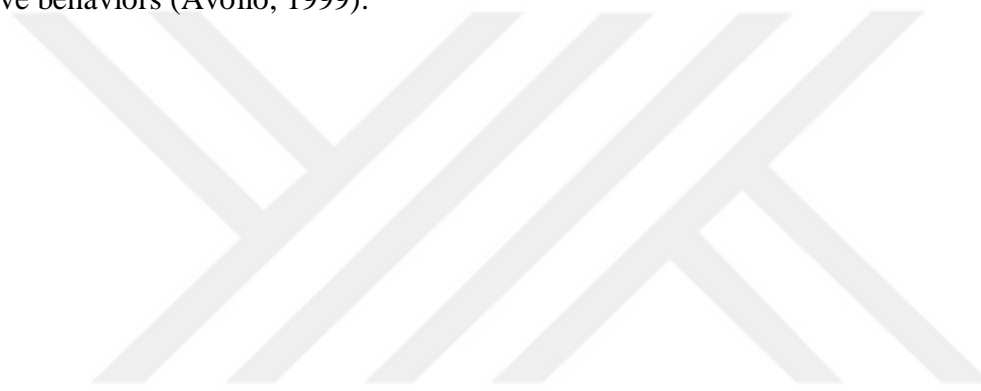
Northouse (2015, p.176) proposed many points of transformational leadership's strength such as providing an extended version of leadership style that differ from other style by paying attention to follower's needs and growth beside achieving primary goals and allocating rewards, another point is that transformational leadership consider an effective style that associated with high level of employee's satisfaction, motivation, and performance. Various scholars have widely examined transformational leadership and provided interesting results by conducting studies in major institutions. In 1990s, Low and Gardner (2000) confirmed that the transformational leadership articles that published in in Leadership Quarterly exceeded the 30% of the total articles that talked about other subject. Transformational leadership constitutes an attractive style of leadership for individuals as transformational leaders prepare a future vision for the organization. Transformational leadership is a process that does not enclose the authority and responsibility to leaders, it is considered as an interaction process occurring between the leaders and their followers, which emphasizes leaders' and followers' values, needs, and morals. Most models of leadership base their assumptions upon giving rewards as a return for achieving

organizational objectives and goals while transformational leadership presents a wider perspective by paying attention to the followers' growth and requirements besides rewarding them for good performance. In addition, using forcible power is considered undesired in this style. The transformational leadership approach highlights the existence of moral dimensions that could motivate followers to transform their desires and self-interests for the benefits of the organization (Northouse, 2015). Also, evidence suggests that transformational leadership constitutes one of the most effective approaches of leadership. For example, Yukl (1999) showed that this style of leadership is positively related to performance, satisfaction and motivation, and can be effective and suitable in different circumstances.

2.4 Weaknesses of Transformational Leadership

Despite its various strengths, transformational leadership also has some weaknesses (Northouse, 2015, p.178). It is suggested that the four dimensions proposed by Bass (1985) overlap with each other and with different approaches of leadership (Tracey & Hinkin, 1998). One reason to explain this problem is that transformational leadership focuses on various numbers of components which make the whole leadership concept unclear. Another weakness is related to the measurement of transformational leadership. For instance, Antonakis (2012, p.265) has found that all factors of the MLQ are correlated with each other and with factors of other leadership styles. This makes it difficult to distinguish between factors. Furthermore, transformational leadership is criticized because it is characterized by personality traits which are difficult to change (Antonakis, 2012). In addition, although it is proven that transformational leadership is related to positive outcomes such as job satisfaction and improving the effectivity of the organization, there is no evidence that transformational leaders are capable of making changes or transformations in individuals and organizations (Antonakis, 2012, p.280). Moreover,

transformational leadership implies that acts such as creating a future vision and directing followers towards achieving this vision are exclusive to transformational leaders. This reflects an independent and anti-democratic behavior through which transformational leadership may be described as an elitist leadership style. Moreover, if new visions, directions, and values are not suitable or easily understandable for followers, it might be challenging for followers to implement them. Because of these reasons, transformational leadership might be associated with abusive behaviors (Avolio, 1999).



3. JOB SATISFACTION

3.1 Attitude

The concept of attitude is one of the most distinctive concepts in the field of social psychology (Allport, 1935). According to Allport (1935), attitude is the state of mind of the individual toward a value. Another definition suggests that attitude is the individual's readiness and disposition to evaluate any object by either unfavorable or favorable, which can be expressed with verbal and nonverbal behaviors (Katz, 1960, p.168). Agarwal and Malhotra (2005), on the other hand, define attitude as an extract evaluation and judgment towards any idea, thought, and object.

3.2 Components of Attitudes

Attitudes have three main components (Grimm, 2005; Taylor, Longfellow, & Hunter, 2006; Wilkie, 1986). The first one is called affective component which is defined as the individuals' feelings, evaluation, emotions and initial reactions about a specific object or attributes such as feeling of happiness or sadness, which emerge naturally by the individuals without cognitive thought or beliefs towards that objects. Affective component is based on favorable or unfavorable feelings. Cognitive is the second component, which refers to individual's beliefs, knowledge, and opinions associated with objects. The cognitive component is also connected to the knowledge of the individual towards the object. The last one is the behavioral component which refers to the person's intention or tendency to behave and act in a certain way.

3.3 Definitions of Job Satisfaction

Employees within the organizations have opinions, attitudes, feelings, and viewpoints regarding many aspects related to their organization, jobs, and careers. Job satisfaction is

influential for the organizational success as it enables the organization to understand the motivators and performance of the employees (Indermun & SaheedBayat, 2013). Consequently, many researchers consider job satisfaction as an important employee attitude (Saari & Judge, 2004).

Social psychologists refer to job satisfaction as an attitude composed of different components (Weiss, 2002). Since job satisfaction is involved with personal feeling, Mullins (2005) refers to job satisfaction as an attitude and an internal state. Similarly, Brief (1998) refers to job satisfaction as an attitude toward the job. The conceptualization of job satisfaction as an attitude stems from the underpinnings of research that defines attitude with affective and cognitive dimensions (Petty, Wegener, & Fabrigar, 1997). Consequently, job satisfaction is considered is defined as the individual's evaluative judgment about job situation or job itself, which could be negative or positive (Weiss, 2002, p.175).

The way in which employees perceive their jobs is determined by their attitudes toward their job, and these attitudes are considered to be a significant contributor to employees' and organizational goals (Velnampy, 2007). Job satisfaction is one of the most examined attitudes in the subject of organizational behavior (Judge & Kammeyer-Mueller, 2012). The affective component reflects the emotions and feelings of individuals regarding their jobs, which could be positive such as being active, enthusiastic, and excitement, or it could be negative such as nervousness, anxiety, and anger (Watson, Clark, & Tellegen, 1988). The cognitive component relates to the beliefs and thoughts of individuals toward their jobs, which is based on comparing expectations with perceived value, such as being respectable and rewarding job (Watson, Clark, & Tellegen, 1988). These two components can be heterogeneous but cannot be separated. When individuals think about their jobs, they also have feeling regarding what they think, and when

individuals have feelings towards job they also think about the job, this is how affective and cognitive relate to each other (Saari & Judge, 2004),

Job satisfaction was defined differently by various authors. For example, Armstrong (2006) refers to job satisfaction as people's preferences, feelings, and attitudes towards their jobs. Accordingly, people will be satisfied with their jobs if they have positive feelings and favorable attitudes. On the other hand, they will be dissatisfied if they have unfavorable and negative feelings about their jobs (Armstrong, 2006, p.264). According to Locke (1976), job satisfaction refers to the positive attitudes and feelings of employees towards their jobs. Accordingly, job satisfaction is defined as a pleasurable state resulting from the appraisal between expectations and perceived values (Locke, 1976, p. 1304).

Job satisfaction relates to individuals' expectations and needs and the fulfillment of those needs through work. Therefore, job satisfaction is an attitude rather than behavior, individuals with a positive attitude towards their job will have a high level of job satisfaction, while a negative attitude is associated with dissatisfaction (Saranya, 2014). Similarly, Akhtar, Hashmi, and Naqvi (2010, p.4222) suggest that job satisfaction develops when an employee's expectations and needs are in harmony with job demands and requirements. Other researchers define job satisfaction as employees' states of mind or feelings regarding their work. For example, Spector (1985) suggests that job satisfaction refers to how individuals feel concerning several aspects related to their jobs. Similarly, Kaliski (2007) refers to job satisfaction as an employee's sense of accomplishment and success about the job. According to Kalinski (2007), employees with high job satisfaction also enjoy doing their jobs.

3.4 Factors Contributing to Job Satisfaction

Several factors can help increase employees' job satisfaction and result in increasing levels of confidence and motivation. A research conducted by SHRM (Society of Human Resource Management) in 2015 investigated the factors influencing employees' job satisfaction and engagement. Research has shown that 63% of employees consider compensations/payments as an important factor for improving job satisfaction. Within this main factor, comparative salary compared with the local market, fair base salary, offering additional payments such as rewards, commissions and bonuses, and offering stock options for the employees were revealed as important factors contributing to job satisfaction. Another factor which was revealed from the study was benefits. Benefits positively contribute to job satisfaction and help maintaining existing employees and attracting talented employees. Providing employees with personal time off or pay time off, achieving work-life balance by scheduling work hours with personal life activities, offering a retirement plan by taking a percentage of the salaries of the employees as a contribution to their retirement plans, offering pension plans by predetermining an amount of money to be given at retirement period based on years of service, age, and employees' outcomes and designing health / wellness programs such as sport membership and medical screenings are among the benefits which increase employees' job satisfaction (SHRM, 2015).

Porter and Lawler (1968) differentiate between external and internal factors contributing to job satisfaction. The external category is indirectly related to work and includes factors such as the work environment, relationship with other employees, wellness and health care, advancement opportunities and job safety and security (Porter and Lawler, 1968). The internal category involves factors which are directly related to work. Such factors are task identity, achievement feeling, feeling of independence, work schedule and the availability and conditions

of the needed tools and equipment (Porter and Lawler, 1968). A group of researchers conducted a study in a cement company in India with the purpose of identifying the factors contributing to job satisfaction (Daljeet, Manoj & Dalvinder, 2011). Three factors emerged from the study: Environmental factors, organizational factors, and behavioral factors. Environmental factors include stress and work conditions. Jobs might be stressful if they are not harmonized with employees' personal lives. When individuals cannot deal with stress and anxiety, this may lead to a decrease in job satisfaction. Providing appropriate working conditions will increase employees' motivation and will positively affect their job satisfaction. Organizational factors include the appreciation of employees' work, the recognition of their contributions, and fair rewards. Promoting employees based on their performance or outputs can also increase their satisfaction towards their jobs. Providing opportunities related to work such as challenges and competitions and extra responsibilities may also contribute to job satisfaction. Behavioral factors include the behaviors of leaders or supervisors such as empowering, supporting, motivating and forgiving. Also, expanding the authority of the employees and providing them with good salaries to satisfy personal needs belong to the behavioral factors that affect job satisfaction (Daljeet, Manoj & Dalvinder, 2011, p.110).

3.5 Benefits of Job Satisfaction

Keeping employees happy and satisfied towards their jobs may result in several advantages for the organization. Job satisfaction contributes to the achievement of organizational objectives, increases the sense of fulfillment and achievement, and improves organizational performance and productivity (Kaliski, 2007, p.446). According to Güllü (2009), achieving organizational goals and objectives rely on the workforce of the organization. Therefore, the job satisfaction of the workforce is very important to reach the desired goals and high efficiency.

One of the important benefits of job satisfaction is that it helps the organization retain its employees; especially the skilled and talented ones. When employees become satisfied with all aspects of their jobs such as salary and working environment, they tend to stay in their organizations for a long time. This will help the organizations lower their costs by eliminating the costs of hiring and training new employees. In addition, this will help the organizations compete better with other organizations (Juneja, 2016). Satisfied employees will also be more committed to their jobs, which may result in higher levels of productivity and performance. Satisfied and loyal employees will be ready to stand for their organizations and their coworkers by showing their willingness to help the organization to overcome crises and bad situations. When employees are pleased with their jobs, they positively affect other employees within the organization by spreading the teamwork spirit, as well as putting their organization on top of their priorities (Juneja, 2016).

3.6 Employees' Reactions to Job Dissatisfaction

Job dissatisfaction is the employees' negative attitudes and feelings regarding their jobs (Vrinda and Nisha, 2015). Spector (1997) refers to job dissatisfaction as the extent to which employees dislike various aspects of the job. Previous research indicates that employees may respond to job dissatisfaction in one of the following ways (Rusbult, Zembrodt, and Gunn, 1982; Hirschman, 1978). The first reaction is exit, dissatisfied employees may formally separate, leave the organization and quit their jobs. Voice is another reaction towards dissatisfaction, in which dissatisfied employees stay in the organization and choose communication to fix and repair the conditions, discuss problems, and find new methods of getting the job done. Sometimes employees prefer to remain in the organization as they passively respond to and accept dissatisfaction, and wait for conditions to get better. This reaction is called loyalty. The last

reaction is neglect, in which employees show passive withdrawal behaviors and ignore everything.

3.7 Transformational Leadership and Job Satisfaction

Leadership and job satisfaction are closely related to each other since leaders are responsible for motivating and taking care of their employees to ensure their satisfaction. Many studies investigated the relationship between these two related constructs. In a research conducted by Walumbwa, Orwa, Wang and Lawler (2005), the effects of transformational leadership on job satisfaction and organizational commitment were investigated. In the bank sector of two distinct cultures, employees from the United States and Kenya were asked to rate their managers' leadership behaviors and their job satisfaction and organizational commitment. The results of this study showed a strong positive relationship between transformational leadership and employees' job satisfaction and organizational commitment in both cultures. Furthermore, this study suggested that findings that could be utilized as a tool of managerial leadership development and effective leadership training for enhancing productivity and competitiveness in the global market.

Similarly, Bateh and Heylinger (2014) examined the effect of the leadership style on job satisfaction in a US sample. A survey was conducted among 104 faculty members of a state university, and the results showed that transformational and transactional leadership were both positively related to job satisfaction. Moreover, the findings demonstrated that the members led by transformational leadership have higher job satisfaction compared to those led by transactional leadership. Results have also shown that demographics do not predict or have a

relationship with job satisfaction. Authors suggested that transformational leadership can be utilized in universities for the training and guidance of future leaders.

In Bosnia and Herzegovina, Bayram & Dinç (2015) conducted a similar study at Privet University that aims to investigate the relationship between transformational leadership and employees' job satisfaction. Based on responses collected from 150 employees, a significant positive relationship was found between the two variables. However, the relationship between two factors of transformational leadership (intellectual stimulation and individualized consideration) and job satisfaction was not significant. Authors suggested that although employees were satisfied with the goals of the university and the nature of their work, the leaders should reconsider work tasks and operating conditions for achieving high levels of job satisfaction. Searching for innovative analytical methods for solving old problems, as well as understanding the needs and demands of the employees are reported to help leaders achieve higher job satisfaction. The results of the study align with the results of previous studies, however this study found that demographics do have an effect on the investigated relationship, which is contrary to the study of Bath and Heylinger (2014).

Similarly, Kebede and Demeke (2017) investigated the effects of different leadership styles on job satisfaction in four Ethiopian public universities. Their findings suggest that transformational leadership style contributes to job satisfaction to a greater extent compared to transactional and passive/avoidant leadership styles. Authors suggested that transformational leadership also provides support to academic staff for organizing and coordinating the functioning system, which is considered to be an obstacle in the teaching field. Authors also stressed the importance of identifying transformational leaders inside the university and developing and training future leaders to achieve high levels of job satisfaction. According to the

authors, the results of this study cannot be generalized and might differ in other organizations, sectors, and countries. Overall, evidence from several studies conducted in different countries confirms that transformational leadership has a positive effect on job satisfaction.



4. TRUST

4.1 Trust Definitions

Many researchers provided different definitions of trust. Arrow (1974) defines trust as an implicit or invisible contract between two parties. Deutsch (1958) suggests that trust is individuals' beliefs and expectations that the trusted individual will meet their expectations. Deutsch (1958) indicates vulnerability as the most important aspect of trust. Rotter (1971) explains that trust is a sign of reliability regarding an individual's words, statements, and promises. Rotter (1971) also mentions that trust can be built based on past interactions between two parties. On the other hand, Rousseau, Sitkin, Burt and Camerer (1998) conceptualize trust as a psychological state. Their definition of trust is based on two aspects; positive expectations from others, and the intention to accept vulnerability based on such expectations (Rousseau et al. 1998).

4.2 Role of Trust in Leadership

In every organization, the existence of trust between people will contribute to the attainment of organizational and individual goals (Bibb & Kourdi, 2004). Trust plays an important role especially in the relationship between leaders and followers. This relationship is based on two factors. Competence, the first factor, suggests that the trusted person has the required skill, ability and wisdom to manage the assigned job successfully. The second factor which is termed character also has two aspects. The first aspect is benevolence which refers to the degree to which the trustee desires to perform the expected tasks in a good way. The other one is named as integrity (Bligh, 2017). Integrity refers to the extent to which the trustee thinks he or she will follow the ethical contract and principles.

Leaders need a technique or mechanism for establishing these two core factors in their relationship with their followers. The exchange-based mechanism is one of the techniques which emphasizes that certain behaviors performed by leaders will increase the level of trust in leaders. Accordingly, behaviors such as being empowering, supportive, and participative will make the followers feel more confident. Furthermore, a complementary mechanism can also help increase trust by sharing the decision-making processes with the followers, rewarding them with greater incentives when they do right things and empowering them by expanding their authorities (Bligh, 2017).

A number of studies demonstrated the existence of different kinds of relationships between leaders and followers when there is trust between them. The studies of University of Michigan, Ohio State University and the leader-member exchange confirm several leader behaviors such as taking individual consideration and showing concern about personal feelings are characterized by trust between the two parties. Furthermore, these studies show that trust in the leaders can play a critical role in predicting how the followers feel towards their jobs and organizations. In addition to the two factors discussed above, some researchers suggest additional clues that determine the extent of trust between the leaders and followers such as directing followers and encouraging them to enhance performance, providing assistance in case of troubles, listening to the followers' ideas and demands, observing performance properly and treating everyone fairly (Bijlsma and van de Bunt, 2003; Ertürk, 2010). In addition, in new relationships, positive expectations can help develop trust. In general, employees do not only rely on how good their leader are or the length of the relationship between leaders and followers or the rewards that leaders offer to them to decide whether they trust their leaders or not. They look for collaborative and supportive leaders who can rely on them (Bligh, 2017).

4.3 Dimensions of Trust

Trust is usually considered as a multi-dimensional construct, which cannot be represented by a single dimension (Seppänen, Blomqvist, & Sundqvist, 2007). A number of authors proposed various dimensions of trust. Paine (2013) revealed a wide range of dimensions which include dependability, integrity, competence, vulnerability, honesty, commitment, employees concern, control mutuality, and identification. McEvily and Tortoriello (2011) explained trust with 38 dimensions such as receptivity, integrity, loyalty, and competence. In two qualitative studies done by Kappmeier (2016), only 7 dimensions were proposed which are competence, collaboration, predictability, compassion, integrity, compatibility, and security

According to Häkkinen (2018), the most commonly accepted dimensions of trust was proposed by Mayer, Davis, and Schoorman (1995). These dimensions are used by various authors such as Dietz and Den Hartog (2006), Ellonen, Blomqvist, and Puumalainen (2008), and Krot and Lewicka (2012). Accordingly, trust is explained with three primary dimensions.

The first dimension is benevolence. In the relationship between leaders and their followers benevolence is helpful for both parties (Bhattacharjee, 2002). Benevolence sometimes goes beyond what is specified in the official treaty, it's about the readiness to take trustor's interest in regard to the decision making process, also the willingness to behave in a sensitive way regarding the trustor's need (Atuahene-Gima & Li, 2002). Benevolence is caring about the welfare of other parties, offering help without reciprocal action, or egocentric motives, or a selfish act (Lima Rua & Araújo, 2013). Meyer et al (1995) explained that there are some kinds of attachments between trustee and trustor that make the trustee do good things for the trustor without any rewards or profit motives.

Integrity is the second dimension. Integrity is the extent to which the trustee is involved in action and setting a number of principles that are accepted by the trustor (Meyer et al, 1995), Bews and Rossouw (2002) illustrated integrity as a variety of ethical and moral principles which are suitable and acceptable for trustee and trustor. Those principles are reliable, expectable, and results in justice and equity. Different authors discuss the essential features of integrity. For example, Barber (1983) refers to moral obligations as the fundamental element of integrity, while a combination of reliability, credibility, consistency, and dependability form integrity (Mishra, 1996, as cited in Bews and Rossouw, 2002). Bews and Rossouw (2002) suggest fairness as the moral element of integrity and define it as the ethical regards of other individuals. In the organizational literature, leader's integrity is considered an essential dimension of trustworthiness, and this estimation is well accepted by several authors (e.g. Lewicki, Tomlinson, and Gillespie, 2006, Dietz and Den Hartog, 2006, Meyer et al, 1995).

Competence or ability is the third dimension of trust, competence is the level of employee's performance that satisfies the basic requirements of his or her job, also considered as a significant factor for building trust quickly (Biswas and Varma, 2007). Competence combines two types, functional competence that involves skills and knowledge linked to a specific task, and personal competence which is related to individual skills (Athos and Gabarro, 1978). Lui & Ngo (2004) defined competence as the expectations of other parties (leaders or employees) towards individuals' ability to perform and fulfill their duties. It also reflects confidence in other parties on doing his/her job which will result in reducing perceived risk related to their performance, and positive collaborative outcomes. Competence involves relying on the employees to perform future tasks, and this notion based on the level of employee's skills, and ability (Lafferty, and Lafferty, 2001). When an individual has the required abilities, skills,

knowledge, and experiences to perform and fulfill the agreed upon commitment, this will generate a sign of reliability and trust in this individual to perform the same thing in the future (Lee, 2004).

4.4. Imperatives to Sustain Trust

Three key imperatives offer paths for leaders to sustain the trust level within the organization and employees (Shaw, 1997), Fulfillment of results is the first key imperative. The leader's commitment towards achieving results which were promised to employees is considered very important for leadership credibility. If leaders fail to deliver the predetermined objectives and results, employees will have a lack of trust and faith in their leaders. Also, the organization will fail to compete in the marketplace.

Another imperative is acting with integrity, which represents the aspects of being honest, an obligation to a set of ethics, practices, and values, and the extent to which actions meet with the beliefs of an individual. People tend to trust a person who is truthful about his words and consistent with his action.

Demonstrating concern for others is the last imperative, which is related to showing responsiveness and understanding others' needs like offering financial help for the employees' family.

Whitener, Brodt, Korsgaard, and Werner (1998) illustrated that three factors could strengthen trust, but also they could weaken it if they are not implemented properly. Those factors are organizational factors, relational factors, and individual factors. Organizational factors include organizational attributes such as organizational culture which is the social exchange among individuals of the organization, based on a set of norms, assumptions, and

values. Procedures and policies of human resources management including the reward system and the performance appraisal system may have a positive effect on trust if applied fairly. Relational factors represent the exchange relationships between subordinates and their leaders such as the cost of change, expectations, and individuals' initial interactions. Regarding individual factors, it was proposed that the qualities of the leaders influence expectations and beliefs of the leaders regarding the probability of effective social exchange. Therefore, propensity to trust, values, and self-efficacy are proposed as individual factors (Whitener et al., 1998).

4.5 Transformational Leadership and Trust Studies

Several studies explored the relationship between transformational leadership and trust. Asencio and Mujkic (2016) investigated the relationship between leadership behaviors and trust in leaders among federal employees in the public organizations in the USA. Findings of this study suggest that there is a positive relationship between transactional and transformational leadership and trust. Also, the results indicate that transformational leaders gain a higher level of trust compared to transactional leaders. The study also reveals an important difference in the leadership behaviors found in private and public sector organizations. Since the social purpose plays an important role in public organizations, leaders must ensure that their employees do not think of their self-interest only. On the other hand, motivating employees in the private sector is based on rewards, which makes it easier to motivate employees compared to the public sector in which the leaders must be more inspirational to get the desired motivation. The authors claims that transformational leadership will enhance interpersonal trust and thus will increase the employees' effectiveness, motivation and contribute to the attainment of organizational goals.

In a case study conducted in Iran, Mirza & Redzuan (2012) tested the relationship between the leadership styles of principals and organizational trust and commitment of teachers in primary schools. The sample of the study consisted of 781 teachers and principals. The study reported that there is a significant positive relationship between the leadership style and organizational trust and commitment. Particularly, findings showed that the different factors of transformational leadership were related to trust. Thus, transformational leadership is associated with increasing levels of trust. The study suggested that transformational leadership is an important factor for recruiting and choosing principals who can create a climate of trust and commitment in the organization.

A qualitative multi-case study conducted by Browning (2013) explored the transformational leadership practices which can create and sustain trust between leaders and their followers. The study was conducted among 177 principals of an Australian school. Interviews and observations were used to collect data. The study revealed a strong relationship between transformational leadership and trust. It was also found that a lack of trust negatively affects the leading process and the success of school plans. In addition, the findings of this study showed that reaching the desired level of trust between leaders and followers is not related to time, but only to several practices implemented by the leaders. These practices help leaders establish a relationship based on trust. Also, several leadership practices adopted by the leaders were found to reinforce trust between the leader and the followers. These leadership practices include confronting problems calmly, communicating with professors, students and parents, admitting mistakes, giving trust to gain trust, taking care of and listening to the staff, being a role model, treating everyone in the same way, working hard, keeping work-related things private, sharing decision-making processes with the staff, and being committed and true to one's words.

Other studies indicate that trust could play a mediating role between transformational leadership and other variables. Wang, Qian, Ou, Huang, Xu, and Xia (2016) examined the relationship between transformational leadership and employees' feedback seeking in a Chinese technological communication company among 205 supervisors and employees. Findings revealed a positive relationship between transformational leadership and employees' feedback seeking. Furthermore, the study showed that trust is a mediator in the relationship between transformational leadership and employees' feedback seeking. The study suggests that employees' feedback seeking can be improved by promoting transformational leadership behaviors through training programs and encouraging the leader to create and sustain trust-based relationships with the employees.

5. HYPOTHESES AND RESEARCH MODEL

5.1 Theoretical Framework and Hypotheses

This research aims to answer the following research questions: (1) How does transformational leadership affect employees' job satisfaction? (2) What is the role of trust in this relationship? In order to develop hypotheses regarding the aforementioned relationships, this study adopts a theoretical framework based on social exchange theory, LMX theory, and transformational leadership theory. In the following section, the theoretical framework of the study is discussed and the research hypotheses are presented.

The social exchange theory is based on the notion of exchange of material and non-material things between two parties. According to the social exchange theory, the behavior of the individual is interdependent with the received behavior of the other party (Homans, 1958). The basic principle of this theory is that offering any kind of benefits will generate positive outcomes in return (Cole, Schaninger, & Harris, 2002). Based on social exchange theory, it can be argued that if transformational leaders engage in transformational leadership behaviors (i.e. show concern to their subordinates, create a vision for better future, provide them with inspirations, activate them to be innovative and creative, support them to raise their performance more than they expected, and foster them to prioritize their teammates rather than themselves), employees will generate positive attitudes towards their job as a reaction to the acts performed by transformational leaders.

Another theory named as Leader-Member Exchange (LMX) also provides additional support for the relationship between transformational leadership and job satisfaction. LMX is based on building an interpersonal relationship with each subordinate individually (Lunenburg,

2010). LMX is associated with positive outcomes such as job performance, trust, commitment, respect and cooperation, leaders' satisfaction, and overall satisfaction (Gerstner & Day, 1997). Zare and Crowford (2017) suggested that LMX theory shares many similarities with transformational leadership theory. In line with LMX theory, it can be argued that leaders build an individual interpersonal relationship with each of their subordinates through their transformational leadership behaviors, which in turn will result in a higher job satisfaction of employees.

Moreover, the theory of transformational leadership proposed by Bass (1985) suggests that transformational leaders offer an ideal model to follow, provide their subordinates with an inspiring future vision, caring and consideration, and encourage them to find unique and new solutions for organizational problems. Consequently, transformational leadership has been related to achieving important positive job outcomes (Podsakoff et al., 1990). Many researchers reported that leaders who adopt transformational leadership behaviors will improve the job satisfaction of their employees (Shibru & Darshan, 2011; Givens, 2008). In addition, some researchers reported that trust partially mediates the relationship between transformational leadership and job satisfaction (Bartram & Casimir, 2007; Yue, 2012).

Consequently, based on the theoretical arguments of LMX, social exchange, and transformational leadership theories, the following hypotheses are developed:

H1: Articulating a vision has a positive effect on job satisfaction.

H2: Providing an appropriate model has a positive effect on job satisfaction.

H3: Fostering the acceptance of group goals has a positive effect on job satisfaction.

H4: High performance expectations have a positive effect on job satisfaction.

H5: Individualized support has a positive effect on job satisfaction.

H6: Intellectual stimulation has a positive effect on job satisfaction.

H7: Trust mediates the relationship between articulating a vision and job satisfaction.

H8: Trust mediates the relationship between providing an appropriate model and job satisfaction.

H9: Trust mediates the relationship between fostering the acceptance of group goals and job satisfaction.

H10: Trust mediates the relationship between high performance expectations and job satisfaction.

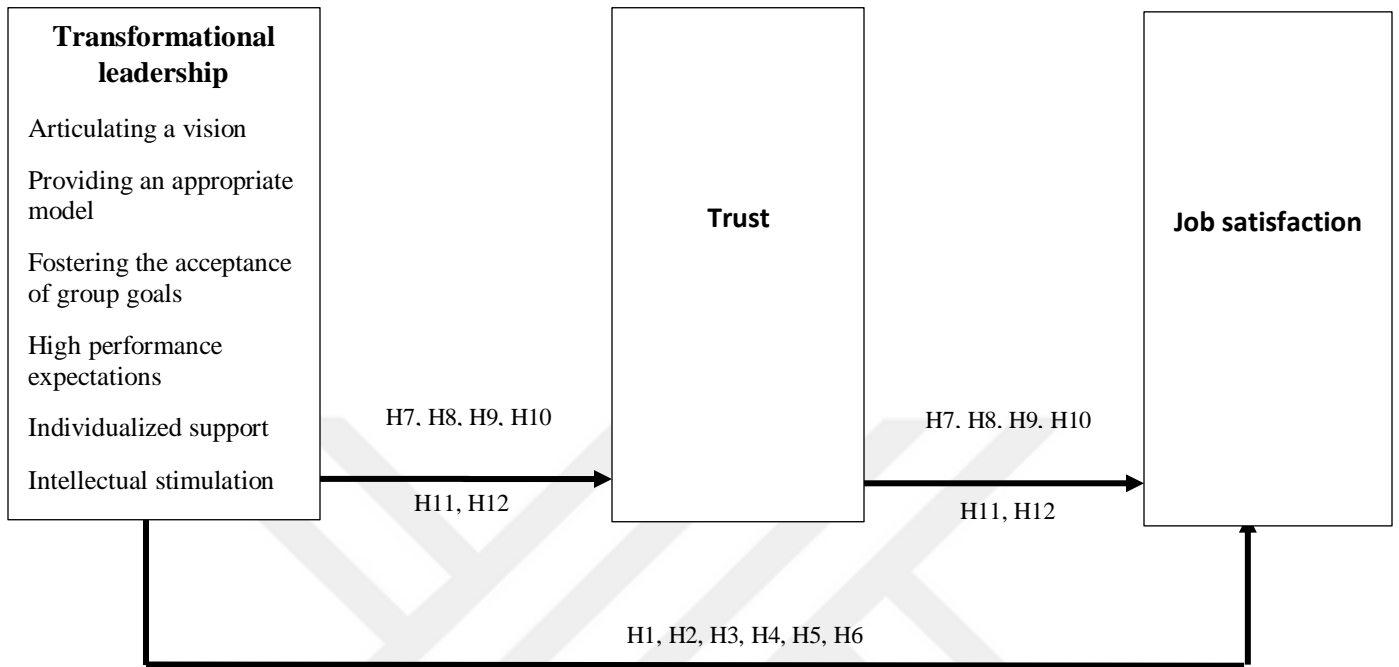
H11: Trust mediates the relationship between individualized support and job satisfaction.

H12: Trust mediates the relationship between intellectual stimulation and job satisfaction.

5.2 Research Model

The research model (see Figure 1) shows the independent, mediator, and dependent variables of the study. Accordingly, the six dimensions of transformational leadership are the independent variables, trust is the mediator variable, and job satisfaction is the dependent variable.

Figure 1 Research Model



6. METHOD

In order to test the hypotheses, a survey was conducted. This chapter introduces the research sample, measures used in the survey, and the analysis methods.

6.1 Research Sample

The survey is conducted in one of the major companies in the telecommunication sector in Iraq (Baghdad). 200 surveys were distributed randomly among employees using the simple random method. 174 surveys were collected with a response rate of 87%.

6.2 Measures

All measures included in the survey consist of empirically validated scales. Scales were translated into Arabic by the researcher before administration. The surveys in English and Arabic are presented in the Appendix. The survey consists of four sections.

The first section includes demographics questions such as gender, age, marital status, education level, working experiences and income level.

In the second section, the scale that was developed by Podsakoff et al. (1990) was used to measure transformational leadership. It consists of 22 items measuring six dimensions of transformational leadership, five items for articulating a vision, three items for providing an appropriate model, four items for intellectual stimulation, three items for individualized support, four items for high performance expectations, and three items for fostering the acceptance of group goals. Some items of transformational leadership are “The leader provides a good model to follow”, “The leader develops a team attitude and spirit among his/her employees”, and “The leader acts without considering my feelings”.

In the third section, trust is measured with a 7-item scale developed by Marlowe and Nyhan (1992). Some example items are “My leader can make good decisions & judgments”, “I give full commitment to work with my leader”, and “I am ready to trust my leader to overcome any obstacle”.

In the last section, job satisfaction is measured with a 20-item scale developed by Weiss et al. (1967) with three dimensions (Job environment satisfaction, job authority, and job flexibility). Some example items are “My pay and the amount of work I do”, “The feeling of accomplishment I get from the job”, and “The way my boss handles his/her subordinates”

The respondents answered each item based on a 5-point Likert Scale ranging from ‘strongly disagree’ to ‘strongly agree’ for transformational scale and ‘very dissatisfied’ to ‘very satisfied’ for job satisfaction scale. For the trust section, the respondents answered each item based on a 7-point Likert Scale ranging from ‘strongly disagree’ to ‘strongly agree’.

6.3 Analysis

The researcher used the SPSS program for analyzing the data. In the first stage, frequency analysis was used for analyzing demographic variables. In the second stage, factor analysis (KMO and Bartlett’s) and reliability analysis were conducted. After the factor analysis (KMO and Bartlett’s) and reliability analysis, regression analysis was made in order to test the research hypotheses.

7. FINDINGS

7.1 Frequency Analysis

Table 1 shows the characteristics of the respondents. It illustrates that 57 respondents out of 174 are male with a percentage of 32.8%, and 117 are female with a percentage of 67.2%. Respondents whose age range between 20 and 30 represent 46.6% of the sample, those between 41 and 50 represent 29.3%, and those between 31 and 40 represent 24.1%.

With regard to marital status, married respondents have the highest frequency representing 77.6% of the study sample. Single respondents represent 16.1% of the sample and together the divorced respondents and widows represent 6.3% of the sample. Based on the frequency analysis of the education levels of the respondents, respondents holding a bachelor degree have the highest frequency and represent 55.2% of the sample. 26.4% of the sample consists of high school graduates, 16.7% of master degree holders, and 1.7% of doctorate degree holders.

With respect to work experience, 63.2% of the respondents had work experience in the range of 11-24 months. Employees who have work experience between 7-10 months represent 26.4% of the sample. 4.6% of the respondents had less than 6 months of work experience and 5.8% of respondents had above 24 months of work experience.

Respondents with an income level in the range of 500-1000\$ represent 79.3% of the sample. 13.2% of the sample consists of respondents who have income levels less than 500\$. Respondents with an income level in the range of 1000-1500\$ represent 5.8% of the sample and those with an income level in the range of 1500-2000 represent only 1.7%.

Table 1 Research Sample

Gender	Frequency	Percentage %
Male	57	32.8
Female	117	67.2
Age		
20-30	81	46.6
31-40	42	24.1
41-50	51	29.3
51-60	-	-
Marital status		
Single	28	16.1
Married	135	77.6
Divorced or widow	11	6.3
Education level		
Primary school	-	-
High school	46	26.4
Bachelor's degree	96	55.2
Master's degree	29	16.7
Doctorate degree	3	1.7
Working experiences		
Less than 6 months	8	4.6
7-10 months	46	26.4
11-24 months	110	63.2
More than 24 months	10	5.8
Income level		
Under 500\$	23	13.2
500\$-1000\$	138	79.3
1000\$-1500\$	10	5.8
1500\$-2000\$	3	1.7

7.2 Results of Factor and Reliability Analysis

7.2.1 Transformational Leadership

Kaiser-Meyer Olkin (KMO) and Bartlett's to test the sample adequacy and sphericity was conducted to check if the data is suitable for factor analysis. The results show that KMO exceeds 0.6 (KMO=.934, Barlett significance = 0.000), which indicates that the sample is adequate and it is meaningful and acceptable to apply factor analysis. Factor analysis (principle components) was applied, which revealed three factors instead of six in the original scale with Eigenvalue above 1. All items had factor loadings above 0.50. Three factors represent the 76.362% of the total variance.

The factors are renamed in accordance with the loaded items. Factor 1 is named as Inspirational Thinking for Setting Future Vision, which contains 11 items (1, 2, 3, 4, 5, 6, 7, 19, 20, 21, 22) with Cronbach's alpha of .961. This factor explains 61.132% of the total variance. In addition, Inspirational Thinking for Setting Future Vision has the lowest mean value compared to other factors. Factor 2 is named as Motivating Employees for Teamwork Attitude and it consists of 5 items (8, 9, 10, 11, 12) with Cronbach's alpha of .943. This factor explains 9.106% of the total variance. Factor 3 is named as Considerations towards Employees Feeling and Performance and it consists of 6 items (13, 14, 15, 16, 17, 18) with Cronbach's alpha of .904. This factor explains 6.125% of the total variance. The results of the factor and reliability analysis for transformational leadership are illustrated in Table 2.

Table 2 Transformational leadership factor and reliability analysis

Inspirational thinking for setting future vision: [$\alpha=0.961$ Mean=3.649 Eigen value = 13.449 , variance% =61.132]	Factor loading
The leader is always seeking new opportunities for the unit/department/company	.884
The leader paints an interesting picture of the future for our group.	.878
The leader has a clear understanding of where we are going.	.871
The leader inspires others with his/her plans for the future.	.823
The leader is leads by “doing” rather than simply “telling.”	.777
The leader is able to get others committed to his/her dream of the future.	.730
The leader behaves in a manner that is thoughtful of my personal needs.	.642
The leader provides a good model to follow.	.640
The leader has ideas that have forced me to rethink some of my own ideas that I have never questioned before.	.614
The leader has provided me with new ways of looking at things which used to puzzle me.	.602
The leader has stimulated me to think about old problems in new ways.	.578
Motivating employees for teamwork attitude: [$\alpha=0.943$ Mean=3.866 Eigen value = 2.003 , variance% =9.106]	
The leader encourages employees to be “team players.”	.841
The leader gets the group to work together for the same goal.	.803
The leader fosters collaboration among work groups.	.780
The leader develops a team attitude and spirit among his/her employees.	.736
The leader leads by example.	.652
Considerations towards employees feeling and performance: [$\alpha=0.904$ Mean=3.939 Eigen value = 1.347 , variance% =6.125]	
The leader acts without considering my feelings.	.804
The leader insists on only the best performance.	.757
The leader treats me without considering my personal feelings.	.753
The leader will not settle for second best.	.736
The leader shows that he/she expects a lot from us.	.617
The leader shows respect for my personal feelings.	.614
Kaiser, Meyer-Olkin Measure of Sampling Adequacy: .934 Barlett’s Test of Sphericity: .000 Chi-Square: 4515.092 degree of freedom: 231	

7.2.2 Trust

The scale for the measurement of trust consists of 7 items. The results of the tests indicate that factor analysis can be conducted (KMO=.805, Barlett significance = 0.000). Factor analysis (principal components) revealed only one factor loading above 0.50 for all of the items and also represented the 81.373% of the total variance. In addition, the Cronbach's alpha was 0.959, which indicates that the variable is strongly reliable. The results are represented in Table 3.

Table 3 Trust factor and reliability analysis

Trust : [$\alpha=0.959$ Mean=5.290 Eigen value = 5.696 , variance% =81.373]	Factor loading
My leader can make good decisions & judgments	.991
I believe that my leader will provide correct info bout the tasks for me	.911
My leader's ideas/opinions are useful for me in doing my job	.905
My leader is good in leading us when doing organizational projects.	.897
I can share my ideas and thoughts with my leader	.884
I give full commitment to work with my leader	.874
I am ready to trust my leader to overcome any obstacle	.845
Kaiser, Meyer-Olkin Measure of Sampling Adequacy: .805 Barlett's Test of Sphericity: .000 Chi-Square: 1792.148 degree of freedom: 21	

7.2.3 Job Satisfaction

The scale for the measurement of trust job satisfaction consisted of 20 items. The results of the tests indicate that factor analysis can be conducted (KMO = .932, Barlett significance = 0.000). The results of the factor analysis revealed 3 factors with Eigenvalue above 1, named as job environment satisfaction with 9 items, job authority with 8 items and job flexibility with 3 items on. As the researcher was interested in the general job satisfaction, all of the factors were combined together. All three factors explained the 79.060% of the total variance and the Cronbach's alpha was 0.969. Table 4 represents factor loading and Cronbach's alpha for each item.

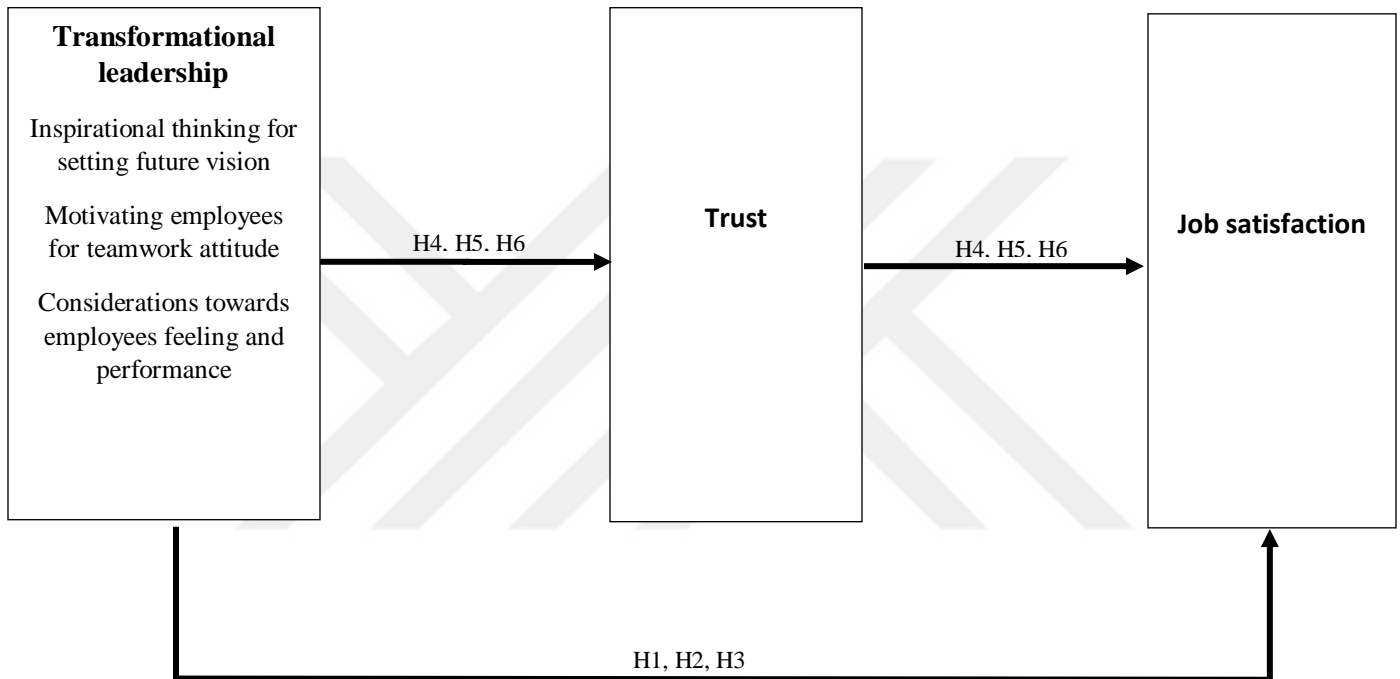
Table 4 Job satisfaction factor and reliability analysis

Job environment satisfaction: [$\alpha=0.966$ Mean=3.716 Eigen value = 12.682 , variance% =63.411]	Factor loading
The chances for advancement in this job	.839
The working conditions	.834
The freedom to use my own judgment	.818
The chance to try my own methods of doing the job	.807
The praise I get for doing a good job	.792
The way my colleagues get along with each other	.790
My pay and the amount of work I do.	.753
The feeling of accomplishment I get from the job	.672
The way company policies are put into practice	.642
job authority: [$\alpha=0.941$ Mean=3.815 Eigen value = 2.007 , variance% =10.036]	
The chance to be somebody in the community	.752
The competence of my supervisor in making decisions	.752
The way my boss handles his/her subordinates	.731
The chance to do something that makes use of my abilities	.680
The way my job provides for steady employment	.675
The chance to tell people what to do	.675
The chance to do things for other people	.673
Being able to do things that don't go against my conscience	.656
job flexibility: [$\alpha=0.950$ Mean=3.768 Eigen value = 1.123 , variance% =5.613]	
The chance to work alone on the job	.927
Being able to keep busy all the time	.912
The chance to do different things from time to time	.880
Kaiser, Meyer-Olkin Measure of Sampling Adequacy: .932 Barlett's Test of Sphericity: .000 Chi-Square: 4430.668 degree of freedom: 190	

7.3 Revised Research Model

The research model and hypotheses were revised based on the results of the reliability and factor analyses. Figure 2 shows the revised model.

Figure 2 Revised Research Model



7.4 Revised Hypotheses

H1: Inspirational thinking for setting future vision has a positive effect on job satisfaction.

H2: Motivating employees for teamwork attitude has a positive effect on job satisfaction.

H3: Considerations towards employees feeling and performance has a positive effect on job satisfaction.

H4: Trust mediates the relationship between inspirational thinking for setting future vision and job satisfaction.

H5: Trust mediates the relationship between motivating employees for teamwork attitude and job satisfaction.

H6: Trust mediates the relationship between considerations towards employees feeling and performance and job satisfaction.

7.5 Means, Standard Deviations and Correlations

Table 5 reports the means, standard deviations and skewness and kurtosis. Table 6 shows the results of correlation analysis. All dimensions of transformational leadership, namely inspirational thinking for setting future vision ($r = .850$), motivating employees for teamwork attitude ($r = .733$), and considerations towards employees feelings and performances ($r = .689$) are significantly correlated with trust ($p < .01$). Furthermore, inspirational thinking for setting future vision ($r = .865$), motivating employees for teamwork attitude ($r = .730$), and considerations towards the employees' feelings and performances ($r = .718$) are also significantly correlated with job satisfaction ($p < .01$)

Table 5 Descriptive statistics

	N	Mean	Std. Deviation	Skewness	Kurtosis
Inspirational thinking for setting future vision.	174	40.1379	10.04749	-1.068	.168
Motivating employees for teamwork attitude.	174	19.3276	4.55304	-1.355	1.603
Considerations towards employees feeling and performance.	174	23.6322	4.45430	-1.827	4.512
trust	174	5.2895	1.11039	-1.215	.414
Job satisfaction	174	3.7779	.86867	-1.372	.519
Valid N (listwise)	174				

Table 6 Intercorrelations of Variables

		Inspirational thinking for setting future vision	Motivating employees for teamwork attitude	Considerations towards employees feeling and performance	Trust	Job satisfaction
Inspirational thinking for setting future vision.	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	174				
Motivating employees for teamwork attitude.	Pearson Correlation	.769(**)	1			
	Sig. (2-tailed)	.000				
	N	174	174			
Considerations towards employees feeling and performance.	Pearson Correlation	.720(**)	.699(**)	1		
	Sig. (2-tailed)	.000	.000			
	N	174	174	174		
Trust	Pearson Correlation	.850(**)	.733(**)	.689(**)	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	174	174	174	174	
Job satisfaction	Pearson Correlation	.865(**)	.730(**)	.718(**)	.834(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	174	174	174	174	174

** Correlation is significant at the 0.01 level (2-tailed).
A Listwise N=174

7.6 Hypothesis Testing Results

Table 7 shows the results of the regression analysis. In the first step in Model 1, control variables and transformational leadership variables are regressed on the trust variable. Model 1 is significant (p-value = .000). Also, the results indicate that 74.4% of the variance in trust is explained by transformational leadership (adjusted $R^2 = .744$). All the three variables of transformational leadership, namely inspirational thinking for setting future vision ($B = .663$, $p < 0.05$), motivating employees for teamwork attitude ($B = .138$, $p < 0.05$) and considerations

towards employees' feelings and performances ($B = .129$, $p < 0.05$) are significantly and positively related to trust.

In Model 2, the control variables were regressed on job satisfaction. The results indicate that the model is significant ($p\text{-value} = .000$, adjusted $R^2 = .262$). In addition, the results show that age, marital status and working experiences ($p\text{-value} = .000$) are positively related to job satisfaction. In Model 3, transformational leadership variables were added to the model. The results indicate that Model 3 is also significant ($p\text{-value} = .000$, adjusted $R^2 = .776$). However, only inspirational thinking for setting future vision ($Beta = .651$, $p < .05$) and considerations towards employees' feelings and performances ($Beta = .163$, $p < .05$) are found to be significantly related to job satisfaction. These results provide evidence in support of the hypotheses H1 and H3 in the revised model.

In order to test the mediation hypotheses (Baron & Kenny, 1986), the trust variable was added to the regression in Model 4. The results show that the Model 4 is significant ($p\text{-value} = .000$) with an adjusted R^2 of .796, which indicates a .020 increase in the adjusted R^2 compared to Model 3. When trust is entered to the model, the Beta value of the standardized coefficients of transformational leadership variables decreased (Inspirational thinking for setting future vision: $Beta = .461$, $p < .05$; Considerations towards employees feeling and performance: $Beta = .126$, $p < .05$). Moreover, trust showed a significant relationship with job satisfaction ($Beta = .286$, $p < .05$). In Model 5, the trust variable was regressed separately on job satisfaction together with control variables. The model is significant ($p = .000$, adjusted $R^2 = .720$) and trust showed a significant relationship with job satisfaction ($Beta = .747$, $p < .05$). Together, results provide support for the hypotheses H4 and H6 and indicate a partial mediation.

Table 7 Regression analysis results

	Model 1 Trust	Model 2 job satisfaction	Model 3 job satisfaction	Model 4 job satisfaction	Model 5 job satisfaction
Controls					
- Gender	-.049	.023	-.029	-.015	.023
- Age	.080	-.260*	.000	-.023	-.119*
- Marital status	.054	.337*	.119*	.103*	.124*
- Educational level	-.003	.007	.032	.033	.028
- Working experiences	-.018	-.330*	-.040	-.035	-.091
- Income level	-.078	.010	-.017	.005	.044
Transformational leadership					
- Inspirational thinking for setting future vision.	.663*		.651*	.461*	
- Motivating employees for teamwork attitude.	.138*		.071	.031	
- Considerations towards employees feeling and performance.	.129*		.163*	.126*	
Trust				.286*	.747*
R ²	.757	.287	.788	.807	.732
Adjusted R ²	.744	.262	.776	.796	.720

† Standardized Beta Coefficients

* $p < .05$.

8. CONCLUSION AND LIMITATIONS

8.1 Conclusion and Discussion

This research examined the direct relationship between transformational leadership and job satisfaction and the mediating role of trust in this relationship in a telecommunication company in Iraq. The results indicate a positive relationship between two dimensions of transformational leadership (inspirational thinking for setting future vision and considerations towards employees feeling and performance) and job satisfaction. Moreover, trust is found to partially mediate these relationships.

The first set of hypotheses was related to the direct effects of different dimensions of transformational leadership on job satisfaction. The results provided support for two hypotheses, while one of the hypotheses was rejected. Results showed that inspirational thinking for setting future vision is the dimension that contributes most strongly to job satisfaction. This finding is consistent with the findings of other researchers who found that intellectual stimulation and articulating a future vision were positively related to job satisfaction (Hanaysha et al., 2012; Omar & Hussin, 2013; Lee, Cheng, Yeung & Lai, 2011; Emery & Barker, 2007; Tseng & Kang, 2008). Also, the finding that considerations towards the feeling and performances of the employees is positively related to job satisfaction aligns with the results of other researchers (Awamleh, Evans & Mahate, 2005; Verma, 2015; Long, Tan & Heng, 2014; Risambessy, Swasto, Thoyib & Astuti. 2012).

This study suggests that transformational leaders provide a good example to follow and set a high level of standards for employees and for themselves. Furthermore, transformational leaders set a clear plan for the future which is easily understandable for followers and act as a

role model for mentoring and inspiring employees and promoting the desired behaviors for achieving future plans. The motivator role is an important part of transformational leadership. It is necessary to stimulate and encourage employees towards innovative thinking to seek new opportunities and challenges even in difficult situations, effectively work together to solve any problems and assist employees in order to achieve the best performance. This way, employees sense that the leader is always on their side. Furthermore, the employees who are led by transformational leaders can express their own judgments, thoughts, needs and ideas. This will make the employees feel more valuable and appreciated, and increase the confidence of employees which may result in higher level of job satisfaction in addition to a close interpersonal relationship. These findings are not consistent with the results of Hanaysha et al. (2012), which report a negative effect of individual consideration and no effect of leader's charisma on job satisfaction. Differences in culture might be the explanation for such results.

Furthermore, it was found that trust partially mediates the relationship between two dimensions of transformational leadership and job satisfaction. First, trust partially mediates the relationship between inspirational thinking for setting a future vision and job satisfaction. This suggests that inspirational leaders who set a future vision for their employees foster a high level of trust in their employees. When leaders are able to create and share a common vision and inspire their followers for the future, followers are more likely to rely on their leaders. Through these behaviors, followers may realize that leaders are willing to commit to their actions and they are not likely to change their behaviors in the future. Therefore, a relationship based on trust will develop between the followers and the leaders and this will lead to increasing levels of job satisfaction. Moreover, trust will make the employees ready to follow their leaders' instructions as the leaders focus on establishing future targets and setting clear future plans for employees to

make it easier for them to work together to achieve common targets. This will enable the employees to understand their roles in the future plans, and better realize the objectives of their jobs. Consequently, this will contribute to their job satisfaction.

Second, findings show that trust also partially mediates the relationship between considerations towards employees' feelings and performance and job satisfaction. These considerations are considered to be an essential mechanism that fosters communication and knowledge sharing between the leaders and employees. Transformational leaders who understand the emotions of their employees can build a strong interpersonal connection with them. This connection is likely to establish trust between the leaders and the employees. As transformational leaders get emotionally involved in and show respect to their employees' feelings, they can also more easily motivated them for better performance. As the leaders communicate to their followers that they are willing to assist and support them, a positive and trustworthy relationship will be developed between them. The established trust may even motivate the employees to go beyond job requirements and achieve exceptional performance. Results suggest that transformational leaders build friendly relationships based on trust with their employees by focusing on social exchange and bonds, such as showing concern for their personal feelings and emotions. This will make the employees more attached to their leaders emotionally. Also, fair treatment of employees and a friendly work environment will enhance the work environment satisfaction of the employees. Moreover, improving communication with followers by individually listening to them and treating them as equals may lead to a transformational change in the thoughts and attitudes of employees towards their leaders, jobs, and job conditions.

Overall, the findings related to the mediation hypotheses suggest that certain transformational leadership aspects help leaders develop trust, which in turn increases employees' satisfaction towards their jobs. Thus, findings also highlight trust is an important factor for the improvement for employees' job satisfaction. These findings are similar to the findings of other researchers (Yıldız & Şimşek, 2016; Liu, Siu & Shi, 2010; Bartram & Casimir, 2007; Yue, 2012), which suggest that the effects of transformational leadership on job satisfaction is partially mediated by trust.

Another interesting finding of the study is that, contrary to the hypothesis, motivating employees for teamwork attitude is not related to job satisfaction. This finding might be explained by the study context which reflects characteristics of the Iraqi culture. Hofstede (1991) argued that culture has an influence on desired leadership behaviors, as well as on the effects of certain leadership behaviors. Therefore, the effect of transformational leadership can vary from one culture to another. As Pillai, Scandura and Williams (1999) suggested, the dimensions of transformational leadership in USA and Australia were significant with followers' satisfaction, but in India, Colombia, Saudi Arabia and Jordan were not significant with followers' satisfaction. It is also suggested that the content in each style of leadership is affected by culture (Dorfman and Howell, 1988; Lord and Maher, 1991). As Hofstede (1991) illustrated, Iraq has a highly collectivistic culture. Therefore, motivating the employees for teamwork attitude may not affect their job satisfaction, because individuals in highly collectivistic cultures are already used to working together as a group. Creating a team spirit in this case might contribute little to the job satisfaction of employees since teamwork is already part of the organizational culture and taken for granted.

This study contributes to literature through the investigation of the mediating effect of trust in the relationship between transformational leadership and job satisfaction in a previously neglected cultural setting. Findings are mainly in line with previous research on the topic, however also indicate that in the Iraqi culture, only two dimensions of transformational leadership (inspirational thinking for setting a future vision and considerations towards employees feeling and performance) are significantly related to job satisfaction when trust partially mediates these relationships.. Findings of the study can be generalized to other cultures that share similar characteristics.

8.2 Limitations and Future Research Directions

The study was conducted in a single company operating in the telecommunication sector in Iraq, thus findings cannot be generalized. This is one of the major limitations of the study. Future studies can test the research model in different sectors and different organizations. Furthermore, the study focused on only one particular style of leadership, namely transformational leadership. Thus, the effects of different leadership styles on job satisfaction could not be investigated. Future studies may also include different leadership styles, such as transactional leadership, and compare their effects on job satisfaction. Also, a single dependent variable was used in the study. Additional variables besides job satisfaction such as burnout, commitment and job performance may be considered in future research. Future research may also investigate the effects of cultural dimensions such as power distance and collectivism on the relationship between transformational leadership and job satisfaction.

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Appendix

Purpose of Study

You are kindly asked to participate in a research study conducted by Mustafa Mohammed from Altinbas University. The purpose of this study is to investigate the effects of transformational leadership on job satisfaction, and trust. This study will contribute to the researcher's completion of his master's thesis.

Research Procedures

This study consists of a survey that will be administered to individual participants by hand, you will be asked voluntarily to provide answers to a series of questions related to leadership style of your manager. However, there are no foreseeable risks associated with this project so if you feel uncomfortable answering any questions, you can withdraw from the survey at any point.

Confidentiality

Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact me on my email address: mostafa.mh22@yahoo.com

Demographic questions:

Gender: Male Female

Nationality:

Date of birth:

Marital status: Single Married Divorced

Education: Primary school High school Bachelor's degree
 Master's degree Doctorate degree

Job level: Director Supervisor Employee
 Other

Income level: Under 500\$ 500\$-1000\$ 1000\$-1500\$
 1500\$-2000\$

Transformational leadership:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Phrases	1	2	3	4	5
1. the leader is always seeking new opportunities for the unit/department/company					
2. The leader paints an interesting picture of the future for our group.					
3. The leader has a clear understanding of where we are going.					
4. The leader inspires others with his/her plans for the future.					
5. The leader is able to get others committed to his/her dream of the future.					
6. The leader is leads by “doing” rather than simply “telling.”					
7. The leader provides a good model to follow.					
8. The leader leads by example.					
9. The leader fosters collaboration among work groups.					
10. The leader encourages employees to be “team players.”					
11. The leader gets the group to work together for the same goal.					
12. The leader develops a team attitude and spirit among his/her employees.					
13. The leader shows that he/she expects a lot from us.					
14. The leader insists on only the best performance.					
15. The leader will not settle for second best.					
16. The leader acts without considering my feelings.					
17. The leader shows respect for my personal feelings.					
18. The leader treats me without considering my personal feelings.					
19. The leader behaves in a manner that is thoughtful of my personal needs.					
20. The leader has provided me with new ways of looking at things which used to puzzle me.					
21. The leader has ideas that have forced me to rethink some of my own ideas that I have never questioned before.					
22. The leader has stimulated me to think about old problems in new ways.					

Trust:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree

Phrases	1	2	3	4	5	6	7
1. My leader can make good decisions & judgments							
2. I am ready to trust my leader to overcome any obstacle							
3. My leader is good in leading us when doing organizational projects.							
4. I give full commitment to work with my leader							
5. My leader's ideas/opinions are useful for me in doing my job							
6. I believe that my leader will provide correct info bout the tasks for me							
7. I can share my ideas and thoughts with my leader							



Job satisfaction:

1	2	3	4	5
very dissatisfied	dissatisfied	can't decide	satisfied	very satisfied

Phrases	1	2	3	4	5
1. Being able to keep busy all the time					
2. The chance to work alone on the job					
3. The chance to do different things from time to time					
4. The chance to be somebody in the community					
5. The way my boss handles his/her subordinates					
6. The competence of my supervisor in making decisions					
7. Being able to do things that don't go against my conscience					
8. The way my job provides for steady employment					
9. The chance to do things for other people					
10. The chance to tell people what to do					
11. The chance to do something that makes use of my abilities					
12. The way company policies are put into practice					
13. My pay and the amount of work I do.					
14. The chances for advancement in this job					
15. The freedom to use my own judgment					
16. The chance to try my own methods of doing the job					
17. The working conditions					
18. The way my colleagues get along with each other					
19. The praise I get for doing a good job					
20. The feeling of accomplishment I get from the job					

غرض الدراسة:

تم اختيار شركه زين على انها من اكبر شركات الاتصالات في العراق وأكثرها أهميه, كذلك تم اختيارك من ضمن المشاركين لاعداد البحث الدراسي عن هذه الشركه لمعرفة تأثير القيادة التحوليه على الرضا الوظيفي و الثقة في القائد, و ستساهم اجوبتك في مساعده الباحث لأنهاء هذا البحث الدراسي.

أجراءات الدراسة:

تحتوي الدراسة على عدد من الأسئلة التي يمكن لك الاجابه عليها تطوعيا لذلك اذا امكن يرجى الاجابه على جميع الأسئلة بوضع علامه صح امام اجابتك.

ملاحظه:

اجابتك على هذه الاسئله ستكون سريه للغاية ولن يتم نشرها أو يتم استخدامها الا لغرض الدراسة فقط.

المتغيرات الديموغرافية: يرجى وضع علامه صح في المربع الذي يعكس اجابتك

الجنس: ذكر انثى

الجنسيه:

تاريخ الميلاد:

الحاله الاجتماعيه: أعزب متزوج غير ذلك

المؤهل العلمي: المدرسه الابتدائيه الثانويه بكالوريوس ماجستير
دكتوراه

المستوى الوظيفي: مدير مشرف موظف غير ذلك

مستوى الدخل: أقل من \$500 \$1000-\$500 \$1500-\$1000 \$2000-\$1500

القيادة التحويلية: يرجى وضع علامة صح في المربع الذي يعكس اجابتك

الأختيارات				الأسئلة
لا أتفق بشده	لا أتفق	محايد	أتفق بشده	
				1. يسعى القائد دائما نحو فرص جديدة للمجموعه, القسم, والمنظمه.
				2. يرسم القائد صورة مثيرة للاهتمام لمستقبل مجموعتنا.
				3. القائد لديه فهم واضح الي اين نحن متجهون .
				4. القائد يلهم الآخرين بخططه المستقبلية.
				5. القائد قادر على الحصول على التزام الموظفين الآخرين نحو تحقيق نظرته المستقبلية.
				6. قياده القائد على اساس الفعل بدلا من مجرد القول.
				7. القائد يوفر نموذجا جيدا للآخرين ليكونو مثله.
				8. يكون القائد قدوه ومثال للآخرين ان يصبحوا مثله في أداء أعمالهم.
				9. يقوم القائد بتعزيز روح التعاون بين مجموعات العمل.
				10. يشجع القائد الموظفين على أن يكونوا "جزءا او عضوا من الفريق"
				11. يجعل القائد المجموعة تعمل معا لتحقيق نفس الهدف.
				12. يقوم القائد بتطوير سلوك و روح الفريق بين الموظفين.
				13. يظهر القائد نوقعه للحصول على مردود كبير من الموظفين.
				14. يصير القائد دائما على الأداء الأفضل فقط.
				15. لا يرضى القائد بأقل من الأفضل خلال العمل.
				16. يعمل ويتصرف القائد دون أخذ مشاعري بنظر الاعتبار.
				17. يظهر القائد احترامه لمشاعري الشخصية.
				18. يتعامل معي القائد دون النظر في مشاعري الشخصية.
				19. يتصرف القائد بطريقة مدروسة وفق احتياجاتي الشخصية.
				20. يزودني القائد بطرق جديدة وفعاله للنظر في الأشياء التي كانت لغزا بالنسبه لي.
				21. يمتلك القائد افكار جيدة تجعلني اعيد النظر في افكاري التي لم اشكك فيها من قبل .
				22. يحفزني القائد على التفكير في المشاكل القديمة ولكن بطرق جديدة ومختلفه عن السابق.

الثقة: يرجى وضع علامه صح في المربع الذي يعكس اجابتك

الأختيارات							الأسئلة
اتفق بشده	اتفق	اتفق الى حد ما	محايد	لا اتفق الى حد ما	لا اتفق	لا اتفق بشده	
							1. يمكن لقائدي اتخاذ القرارات والاحكام بصورة جيده وصحيحة.
							2. أنا مستعد ان أثق بقائدي من اجل التغلب على أي معوقات او عراقيل.
							3. قائدي جيد في القيادة عند القيام بمشاريع التنظيمية.
							4. انا مستعد للالتزام الكامل بالعمل مع قائدي.
							5. الأفكار والآراء التي يقدمها قائدي مفيده بالنسبه ألي للقيام بوظيفتي.
							6. أثق ان قائدي سيزودني بالمعلومات الصحيحة عن المهام والواجبات التي سأقوم بها.
							7. أستطيع مشاركة افكاري وخططي مع قائدي.

الرضا الوظيفي: يرجى وضع علامة صح في المربع الذي يعكس اجابتك

راضٍ تماماً	راضٍ	لا أستطيع التحديد	غير راضٍ	غير راضٍ تماماً	
					هذا ما أشعر به في وظيفتي الحالية تجاه ...
					1 قدرتي على الانشغال بالعمل طوال الوقت
					2 فرصتي في أن أعمل بمفردي أثناء فترات العمل
					3 فرصتي في أن أعمل أشياء مختلفة من حين إلى آخر
					4 فرصتي في أن أكون شخصاً له اعتباره في المجتمع
					5 الطريقة التي يتعامل فيها مديري مع موظفيه
					6 كفاءة رئيسي المباشر في اتخاذ القرارات
					7 قدرتي على أن أعمل أشياء لا تتنافى مع ضميري
					8 الطريقة التي توفر بها وظيفتي العمل المستقر
					9 فرصتي في أن أعمل أشياء للآخرين
					10 فرصتي في أن أخبر الناس ماذا يفعلون
					11 فرصتي في أن أستخدم قدراتي لعمل شيء مفيد
					12 الطريقة التي تطبق بها الجامعة اللوائح
					13 راتبتي وما أقوم به من عمل
					14 فرص الترقية في هذه الوظيفة
					15 الحرية في استخدام حكمي الخاص
					16 فرصتي في تجربة طريقي الخاصة لتأدية العمل
					17 بيئة العمل
					18 الطريقة التي يتعامل فيها زملائي مع بعضهم البعض في العمل
					19 الثناء الذي أحصل عليه عند القيام بعمل جيد
					20 الشعور بالإنجاز أثناء العمل