Synthesizing literature of leadership, job satisfaction and trust in leadership

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Abstract

The aim of this paper was to study different theories about leadership, job satisfaction and trust in leadership. For this purpose an extensive literature review was conducted. It is believed that leadership plays an important role in organizations, and due to leadership, employees have high or low levels of job satisfaction and trust. Supportive managers may motivate and encourage employees to complete task on time and enhance their performance. For this purpose trait, behavioral, situational and full range leadership theories were studied for leadership while for job satisfaction process, and content theories were studied and for trust in leadership, trust processes, and five degrees of trust were taken into consideration. This paper will be significant for researchers, academicians who are going to study leadership in the future.

Keywords: Leadership, job satisfaction, trust in leadership, ethical behaviour, role-models.

Introduction

Organizations in the education sector as well as hospitality, are facing issues of poor performance, intention to leave, low levels of involvement and commitment and lack of trust in leadership. In order to control these issues organizations use various strategies to reduce the above-mentioned issues. Leadership in any organization plays a very important and dominant role to overcome these problems. For this purpose, managers in organizations must know which leadership style is more effective so as to motivate employees (Albejaidi, Kundi, Mughal, 2020). The Full Range Leadership Theory (Avolio & Bass, 2002) is found to be the most effective in organizations. This theory is more useful in times of crisis. According to this theory, leadership motivates employees by its attitude and behavior to become more productive. Some managers link the performance with rewards. If leaders failed to provide rewards to their employees as promised, this leads to lack of trust and lack of trust will lead to resistance, job dissatisfaction, poor performance and low levels of commitment and most often industrial action (Nicolaides, 2019).

Leadership Styles

The word leader is derived from word "leden" it means to show or guide a way. It emerged in 1300s. According to Yukl (2005), leadership is the process of influencing followers by one's attitude and behavior to achieve organizational goals. Previously, Larson (1968) defined

leadership as "to make a decision on what is to be done and by whom it should be done". Hence, it is concluded that leaders use their power and authority to decide actions, assign responsibilities, and assign the tasks of followers and since leaders and followers interact on a daily basis at the work place to complete assigned tasks, the behavior exerted by leaders have a high impact on a follower's performance and their commitment levels. However, Northhouse (2001) stated that management and leadership are similar because the function of both is to influence followers/others. Similarly, Northhouse (2001) stated there is a slight difference between management and leadership. The purpose of management is to enable organizations to work effectively while the main function of leadership is to provide change and motivation; management is concerned with vision, purpose and intentions while leaders are concerned with short and long term operations. He further demonstrated that management emotional involvement is low, while leaders change the mindset of employees by bringing in ethics, novel and creative ideas.

Emergence of Theories

This section discusses the theories of leadership. The trait, contingency, situational theories are reviewed while full range leadership theory consisting of transformational, transactional and laissez faire leadership style are also elaborated and critically discussed.

Trait Theories

In the early 19th century, personality experts introduced trait theories. In these theories, traits of leaders were the focus of researchers. As explained by Bernard (1926) leaders are born with innate qualities. That is why these qualities differentiate them from others and make them a leader. Later on Bolden, Gosling, Marturano and Dennison (2003) claimed that trait theories emerged from "Great Man theories", but this notion got criticism since it was lacking the element of followership. Stogdill (1974) identified few traits of leaders such as cooperative, intelligent, self-confident, clever, creative, diplomatic and tactful leaders. While on other hand, Robson (2002) asserts that Trait Theory ignored the important role of followers that is why it is too narrow, he further reports that this theory presented one-dimensional views of leadership and ignored the rest of the qualities and attributes. Researchers have tried to isolate those leadership traits, which made a leader successful, but unfortunately, they were not successful, therefore, researchers started viewing other aspects and perspectives of leadership. Researchers rejected trait theories and started looking at and focusing on the followership due its importance and significance.

Contingency Theory

Fiedler (1964) introduced the Contingency Theory. The Trait theory was first given by Stogdill (1948) but due to high criticism a new path for contingency theory was established by researchers. The purpose of the Contingency Theory was to identify the ideal events and situations along with personality traits, which made leaders more effective in organizations (Busari, Khan, Abdullah & Mughal, 2019). The Contingency Theory matches skills and traits of leaders in accordance with situations or events.

According to Busari et al. (2019), there are two aspects of Contingency Theory, one is the position of a leader to influence performance of a group and second, whether the leader is interested in performance or interpersonal relationships. These two aspects might identify the effectiveness of a leader. Fiedler (1964) introduced an instrument having 18 items, called the Least Preferred Coworker (LPC) to support his theory. He demonstrated that some leaders are task oriented and therefore, they are not interested in developing relationships with coworkers but some leaders are

social and prefer to developing relationship with followers rather than focusing on the task. Relationship oriented leaders perform high in moderate controlled situations while task oriented leaders perform better in low control situations. This theory got attention because of the reason that it for the first time introduced and discussed the role of followership.

Situational Leadership Theory

Hersey and Blanchard (1969) first gave a life cycle theory of leadership, however, it was later revised and introduced with new title of "situational leadership theory." The researchers pointed out that leaders should modify their attitude and behavior according to their subordinates and colleagues. This theory was introduced on two dimensions of leadership, one is directive behavior and other is supportive behavior. Directive behavior is one-way communication from boss to employee while, supportive behavior develops communication processes between followers and leaders. Later on Bolden et al. (2003) revised this theory and introduced four dimensions of leadership i.e. directing, coaching, supporting and delegating.

Full Range Leadership Theory

Burns (1978) wrote a book on leadership and his work was carried out by Bass and Avolio to introduce a full range leadership theory. According to Bass and Avolio (1994), leaders use a range of behaviors from transformational leadership style to transactional leadership style and there is also a low level of leader interaction with followers and organizational matters i.e. laissez faire. This leadership theory was measured by using a multifactor leadership questionnaire (MLQ). MLQ has measured three dimensions of full range theory i.e. transformational, transactional and laissez faire styles further, these variables have nine constructs, five for transformational, three for transactional and one for laissez faire (Bass & Avolio, 1995; 1997).

Transformational and Transactional Leadership

Transformational leadership has five dimensions, idealized influence behavior, attitude, inspirational motivation, intellectual stimulation and individual consideration. Transactional leadership has contingent rewards, management by exception, active and passive. According to Avolio and Bass (2002), idealized influence attributes refers to the ethical, ideal and confident personality of a leader. Likewise, in idealized influence behavior, followers try to imitate leaders. Similarly, in inspirational motivation, leaders motivate followers and expect high levels of commitment from followers, intellectual stimulation of leaders encourages followers to challenge traditions of organizations, it encourages critical thinking and individual consideration refers to fulfilling the individual needs of followers. In transactional leadership, contingent rewards refer to rewards and benefits provided by leaders to followers on completion of tasks. Management by exception refers to closely monitoring of a situation by leaders and providing solutions and corrective actions on time, while in management by exception managers only interfere when problems are raised (Avolio & Bass, 2002). In laisse faire leadership styles, managers avoid and ignore participation in decision making, it is non-leadership approach and in this approach managers do not use their authority.

Burns (1978) defined leadership as "transformation of followers into leaders and leaders into moral agents". Burns first introduced the concept of transformational leadership in 1978 in his book "Leadership" later on Bass (1985) carried out his work and after years of hard work and research, he introduced transformational leadership with five constructs. The basic aim of transformational leadership is to share experience and values among leaders and followers so that they may be able to achieve goals. Further explanation of transformational leadership

revealed that in this style both parties, leaders and followers, try to raise each other to a higher level while Bass (1985) argued that this relationship among manager and followers falls under the Social Exchange Theory. Therefore, it is concluded that transformational leadership does not merely focus on the leader, as previous theories do, thus, in this approach, leaders and followers are both the focus of discussion and leaders have the ability to motivate and influence employees, develop healthier relationships and put in extra efforts to make followers and organizations more productive (Albejaidi, Kundi & Mughal, 2020; Mughal, 2020).

Idealized Influence Attitude

Idealized Influence abbreviated as (II), simply means that the leader must present himself/herself as an ideal role model to his subordinates. In this type of leadership style, leaders become confident, act ethically, and are powerful and they focus on self-actualization. They are capable enough to win the trust of followers, and get respect from employees. In this style, followers see them as role models and try to copy/imitate them (Khaola, 2019).

Idealized Influence Behavior

In this style, leaders based their actions on the values, traditions, beliefs and culture. Leaders sacrifice their benefits for the sake of followers and share risk with followers (Antonakis, Avolio & Sivasubramaniam, 2003).

Individual Consideration

Individualized Consideration (IC), which stands for the demonstration of candid concerns for the feelings and needs of their subordinates, pays attention to everyone individually and brings to the fore their best efforts for greater organizational efficiency and performance in materializing the goals (Krishnan, 2005). Leaders provide friendly and supportive environments at workplaces for their for subordinates, and the leaders listen to the problems of employees and guide them to solution and fulfil all the needs of the employees. Also leaders act as coaches and help followers to add value to their skills so that followers get higher positions in their careers and excel in their professional lives. Furthermore, in this leadership style the communication gap is filled by two way communication i.e. upward and downward communication (Khan et al., 2018; Mukezakule, 2019).

Intellectual Stimulation

The transformational leaders set challenging jobs to ensure creativity and innovation, experts consider it as the essence of growth and development, this factor is labeled as Intellectual Stimulation (IS). Employees are encouraged by leaders to solve workplace issues using new methods, and to come up with novel and creative ideas. Also, leaders allow participation of employees in decision making process, seek different alternatives and allow the employees to choose best alternatives to solve problems and make decision (Bass & Avolio, 2002; Nicolaides, 2008; 2019).

Inspirational Motivation

Inspirational Motivation (IM), which refers to the ability of the leader to motivate and inspire their subordinates; the II and IM collectively develop the charisma in the transformational leadership style (Sadeghi & Pihie, 2012). Leaders expect more from followers. Followers get inspiration from leaders and leaders use motivational strategies to influence employees. Likewise, leaders create challenging tasks for employees so that followers could develop and take a keener interest in work (Nicolaides & Duho, 2019; Rao & Zaidi, 2020).

Transactional Leadership

Exchange of valued goods between leaders and followers is called a transactional leadership style. These goods may be economical, political, psychological, flexible working hours, fringe benefits, and promotion, etc. (Burns, 1978; Albejaidi et al., 2020). Burns (1978) further argued that if employees are unable to complete tasks on time, leaders may deny rewards and followers might get punished. Leaders link rewards with performance i.e. pay for performance even the goals of individuals and organizations are not always aligned, in this way leaders want to enhance productivity, commitment and performance of employees. Another study revealed that style of leadership does not develop the long-term potential of followers (Mandell & Pherwani, 2003). But in a transactional leadership style, leaders intervene if employees commit any mistakes or error in the workplace. Bradley, Allen, Hamilton and Filgo (2006) criticized the transactional leadership style and claimed that a transactional leader is dominant, gives direction, and does not allow employees to participate in the decision making processes. Here followers are ignored and overlooked.

Contingent rewards

The Contingency Theory of Leadership states that a leader's efficacy is dependent on with how their leadership style matches any given situation. So the leader must realize what kind of leadership style and situation they can flourish in. The contingent reward system is used by them as a motivation-based system to use to reward employees that meet their identified goals. It often leads to positive reinforcement for a job that is considered to have been done well. Leaders and managers used this as strategy to get the task done on time and for this purpose they promise their employees some rewards in the form of promotion, fringe benefits, flexible working hours, cash awards, free air tickets, tours to some places etc. for efforts exhibited by followers to get the job done (Rao & Zaidi, 2020). For this purpose, managers guide the followers or employees as to what to do and how to do the task. However, if employees are unable to complete tasks then the manager may deny them any rewards. By practicing this style, one can see an exchange process between manager and the employee.

Management by Exception (Active and Passive)

Correct directions are given by managers if any mistake is committed by employees. Managers on a routine basis visited their subordinates to check and monitor their performance and in this way relationships among them become developed and employees get guidance from experienced supervisors. Management by exception has two types active and passive. In management by exception active managers intervene on time and monitor the errors of employees before they become serious issues, while in a passive style managers intervene only after the issue has been raised (Khan Busari, Abdullah & Mughal, 2018; Busari, Khan, Abdullah & Mughal 2019). Management by exception is then a concept that managers use to pay attention to core areas of business performance as a substitute to looking at the business as a whole. Managers only look at areas that have large discrepancies from the standard forecasts.

Laissez Faire

It is non-leadership style and researchers considered it as destructive leadership style (Avolio & Bass, 2002; Busari, 2011). It represents an inability in a leader. It was also termed as an "hands off approach" and "do nothing" approach. Managers keep a distance from employees and do not provide support and guidance to them (Bass, 1990). This is then a very non-authoritarian leadership style and such leaders try to give the least possible guidance to their minions, and try

to attain control through less noticeable means. They believe that people surpass themselves when they are left alone to respond to their tasks and responsibilities in their own way.

Figure 1. Full Range Leadership Theory (Bass & Avolio, 1994).

Theoretical Overview of Job Satisfaction

Job satisfaction is the most significant studied area in the field of organization behavior. Four thousand studies on job satisfaction were published between the 1960s and 1970s later on this number was raised to 12000 articles (Locke, 1976; Ghawazzi, 2008). Many researchers have studied job satisfaction and several definitions were given by them to understand job satisfaction. Saari and Judge (2004) defined job satisfaction, as "representation of emotions is called job satisfaction". Locke (1976) defined job satisfaction as "what one wants from a job and what one perceives".

Elton Mayo first carried out a study on job satisfaction. The study was named the Hawthorne Studies (1924-1933). He carried out a number of experiments to measure job satisfaction of the employees. Later on Abraham Maslow (1943) introduced his renowned theory of motivation in which he discussed five stages of motivation. All people are motivated by a hierarchy of needs which are organized in a hierarchy of prepotency in which further basic needs must be more or less met prior to higher needs. The order of needs is not inflexible and may be based on external circumstances or individual variances. Maslow asserted that most behaviour is multi-motivated, that is, it is concurrently determined by more than one basic need being met. Herzberg (1959) who introduced the two-factor theory changed this concept. In this theory, two factors named hygiene and motivator factors were introduced. Hygiene factors are those factors, which are responsible to reduce the dissatisfaction levels, but do not necessarily increase job satisfaction. It means that these factors were temporary factors to reduce dissatisfaction such as salary, interpersonal relationships with co-workers and supervisors, work environment, promotion, job security, physical condition, and secondary motivator factor include recognition, responsibility, and acknowledgement were considered to be important motivating factors.

Researchers gave several other theories on job satisfaction; which were classified into two groups' one was content theories and a second process theories. Content theories focus on individuals and their needs i.e. Maslow (1943), Herzberg two-factor theory (1959), McClelland

(1961), ERG theory by Alderfer (1969), and theory X and Y (McGregor, 1960). On the other hand, process theories explained the relationship between variables including the Theory of Equity (Adams, 1965), Vrooms theory of Expectancy (1964), the Goal setting theory by Locke (1976), and the Expectancy model by Lawler (1968). How the study in handled is based on Herzberg two-factor theory.

Two Factors Theory (also known as Herzberg's motivation-hygiene theory and dual-factor theory)

Herzberg conducted interviews with 200 accountants in America and asked them two questions. When do you feel good about your job? And when do you feel bad about your job? On basis of responses, two factors emerged, one is called hygiene and other is called motivator factors. Hygiene factors reduce the job dissatisfaction temporarily while motivating factors were found reliable enough to enhance satisfaction for a long time. Hygiene factors were inter alia salary, promotion, job security, relationship with colleagues and supervisor/s, the work environment, and the work/job itself. While motivating factors were recognition, achievement, responsibility and positive role modelling leaders (Nicolaides, 2008; 2012).

Facets of Job Satisfaction

Job satisfaction has several attributes involved such as salary, promotion, job security, co-workers, supervisor,s, physical conditions, work environment, job/work itself, (Luthans, 2005; Saari & Judge, 2004; Nicolaides, 2008; Busari et al., 2017). It is possible that employees may be satisfied with one aspect of a job but very dissatisfied with another that is why it is a complex phenomenon and has impact upon turnover intentions, the commitment of employees, involvement, trust in leadership, teachers and other employee performance, absenteeism, and productivity (Khan et al., 2018).

The aim of schools is to provide primary, middle, high and higher secondary education to students. Quality education is the main target and for this purpose teachers must be satisfied. Dissatisfied teachers are not able to provide quality education. This is the main reason that in the second stage of this study we will use survey of health and physical education teachers of schools in Pakistan especially, in Khyber Paktunkhwa province as a target population. Human resources are a critical component in achieving a strategic competitive advantage and job satisfaction is essential as supported by Nicolaides (2008) who indicates that human capital is a basis of unparalleled benefit in a competitive global village. Therefore, Job satisfaction should form an fundamental part of the central actions in human resource management.

Salary

It is evident from past studies that job satisfaction of teachers just like hotel employees, is affected by their salary. It is believed that job satisfaction of employees will be reduced if there is variation in the salary of employees having same qualification, experience and position. Employees compare their salary and benefits with co-workers if they do not find it fair it reduces their satisfaction (Brainard, 2005). Due et al. (2010) explained that better salary packages and attractive benefits have positive effects on performance, commitment and loyalty of the employees.

Promotion

This is also one of the most important aspect of job satisfaction. The public sector has issues in promotion of employees and must introduce flexible promotion policies so that a competent and talented workforce can be retained. Getting higher position with more responsibilities is called promotion (Naval & Srivastav, 2002). Promotion helps people to raise their social status as well obtain higher income, growth in career, development in personnel skills, and other value addition are all benefits of promotion. Further, Tsiglis (2006) reported that those workers promoted on the basis of their competence and hard work are found to be more satisfied as compared to those who gain promotion based on only their seniority.

Supervisor

The most important position played in the organization is the role of a supervisor. This person is responsible for motivating and guiding employees at the workplace; moreover, the supervisor has to give moral support to his/her employees (Robbins et al., 2003). Past studies also reported the concerns of employees regarding negative attitudes of supervisor. Positive attitude has a positive impact on job satisfaction and performance while negative attitude has an often highly negative impact on job satisfaction and performance. Furthermore, a good attitude develop trust among subordinates and increases in the levels of commitment, and performance on one hand, and decreases and intention to leave, and absenteeism on the other hand are issues requiring attention. According to Naval and Srivastava (2002), and Nicolaides (2012), supervisors who have a participative or democratic style have more satisfied and competent staff who are willing to serve in a more committed manner. A hotel exuding an ethical climate reduces turnover, and augments service quality and guests' experiences. Ethical practices in any shape or form are likely to grow a hotels' employees' productivity levels and result s in higher profits. Numerous studies validate a direct relationship between ethical climate and occupational satisfaction (Nicolaides, 2012; 2008).

Work Environment

Physical appearance, new equipment, better facilities, clean work place are the facilities which every person wants at a workplace. Due to shortage of sources/resources, lack of funds, and infrastructure, educational institutions in Khyber Pakhtunkhwa Pakistan are unable to provide such work environments (Chughtai & Zafar, 2006). Due to this reason quality education is not possible and retention of employees is then also lacking and this is a disturbing issue for developing economies.

Co-workers

Colleagues, peers and co-worker are the same words used interchangeably. Co-workers have interactions amongst each other on a daily basis. Sharing of information, helping one another to complete tasks on time, team work, etc., and all these activities are conducted on a daily basis. These activities make a strong bond between co-workers but then grouping, lack of communication and politics are the reasons for having poor relationships between colleagues (Rasheed et al., 2010).
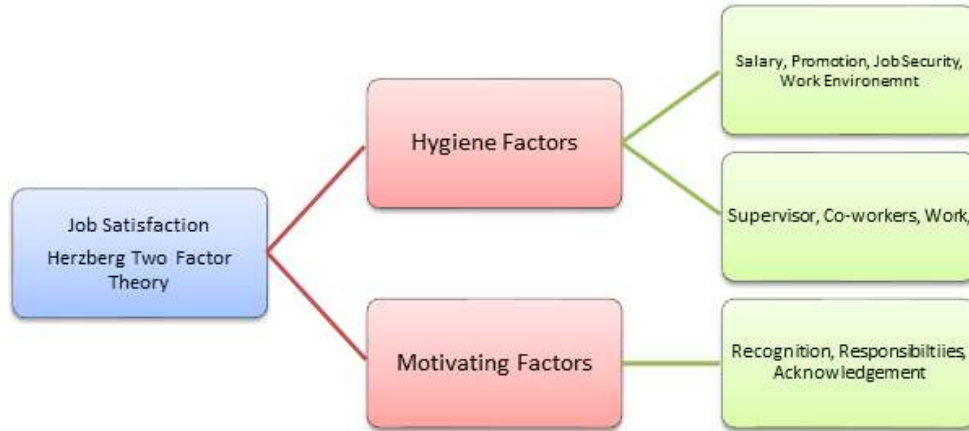
Figure 2. Herzberg's Two Factor Theory

Measuring Trust in Organizations

Trust has three dimensions intra-organizational phenomena, inter-organizational phenomena and trust between organizations and customers. Intra-organizational trust is between employees and managers/leaders or supervisors, while inter-organizational is between organizations and thirdly, between customers and organizations (Dietz & Hartog, 2006). There are several instruments, models and theories to measure intra-organizational trust but there is still dissatisfaction in the academic world and lack of confidence is prevailing. Trust is multi-disciplined in nature and due to this nature no such instrument is developed which we can say is a valid instrument. This is only possible if we examine the validity of the instrument properly and all the psychometric properties have been thoroughly examined previously as done by Dietz & Hartog (2006). First, conceptualization and operationalization of trust in management literature is crucial and it is lacking in literature, hence, this study will fill the gap in the existing literature by providing comprehensive conceptualization and operationalization of trust.

Conceptualization of Trust

There are always at least two parties involved in trust party "A" (the trustor) second is party "B" (the trustee). Before explaining trust, it is essential to define trust first. According to Zand (1972), voluntary dependence of party A over the party B is called trust. Later on, Cook and Wall (1980) stated that having good intentions about the words and actions of others is called trust. Subsequently McAllister (1995) elaborates that "a person willingness to act on the basis of words, actions and decisions of others is called trust. On the basis of above definitions Dietz and Hartog, (2006) have broken trust into three parts i.e. trust as a belief, as an action and as a decision.

A subjective, aggregated and confident set of one's belief about other's actions is called trust as a belief. In this part of trust, trustworthiness of other parties is most important. According to Mayer et al. (1995) trust and trustworthiness are two separate constructs. Trustworthiness is the quality of a trustee shown over the trustor, while trusting is a quality of party A over party B. It is not necessary that both parties show trust, due to other intervening variables and factors. Belief is based on probabilities such as strength of feelings (Bhattacharya et al., 1998), hopefulness, blind faith or gullibility (McEvily et al, 2003).

The second form of trust is decision and in this form both parties shows trust or trustworthiness to each other. Both parties also trust themselves and expect to act on the actions as promised to each other. Gillespie (2003; 2004) divided trust into two categories "reliance" and "disclosure". In reliance he explained that a manager surrenders control over resources and decisions to their subordinates and just monitor the activities of their subordinates, while in disclosure, managers disclose the secrecy of management as to what they are going to do in future with unions or associations.

Five Degrees of Trust

Dietz and Hartog, (2006) in their study mentioned five degrees of trust, deterrence based, calculus-based, knowledge-based, relational based and identification-based trust. The first degree i.e. deterrence-based trust shows no trust at all, actually it shows distrust. Second degree i.e. calculus-based trust shows suspicious trust based on cost-benefit analysis. In a real sense it does not show original trust. In the third degree real trust begins, all the suspicious trusts are replaced in knowledge-based trust on basis of previous history of abilities, and the reliabilities of parties.

By the passage of time this trust become stronger on basis of experience, it is more subjective and emotional (Rousseau, et al 1998). This bond turns into a stronger relationship by the passage of time and through observing each other's behavior. Blios (1999) stated that good habits and goodwill make this trust stronger. In last degree i.e. identification-based, trust both parties represent each other with full confidence, and they have common identity but later on, Tyler (2003) claimed relational-based and identification-based trust as one equal term of "social trust". McAllister (1995) categorizes trust into two, one is cognitive trust based on informed evaluation and the other is affective trust based on more emotional responses.
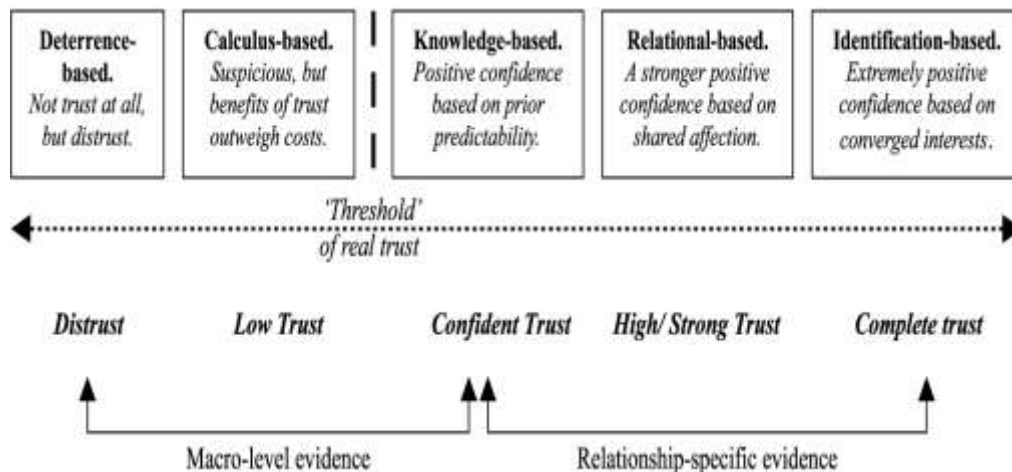

Figure 3. The continuum of degrees of intra-organisational trust (Dietz & Hartog, 2006)

Below Figure shows multi-dimensional framework of intra-organizational trust phenomena. This framework consists of Mayer et al (1995) model and Ross and Lacroix (1996) elements. From left there is input (antecedent), then process of trust and output of trust on right side of framework.
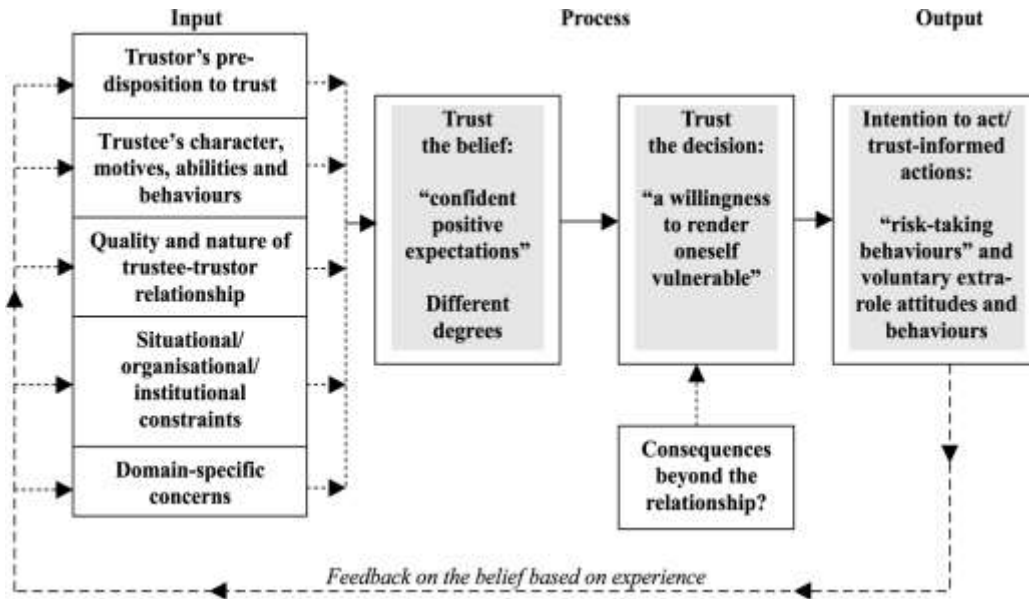
Figure 4. Trust Process (Dietz & Hartog, 2006)

Research Methodology

Existing studies and relevant sources were thoroughly reviewed during this brief literature survey. Nvivo software was used for coding process. Nodes and child nodes were created in Nvivo software. There are different methods in conducting and arranging literature but in this study hermeneutics, discourse and heuristics were used for analysis (James, 1992; Max, 1990; Moustakas, 1990).

Discussion and Conclusions

Aim of this article was to shed light on different theories and models given by researchers about leadership, job satisfaction and trust in leadership. Leadership has a significant role to play in organizations as well as organizational performance which mainly depends on the leadership. If leadership is supportive and allows a workforce to work independently, it is likely possible that they may have a more productive workforce but on other hand, if leadership has a negative role, it will have several consequences such as job dissatisfaction, absenteeism, low level of trust in leadership , corrupt and unethical activities and intention to leave. Numerous research articles focusing on leadership capabilities have been identified during the course of this research.

Although this paper highlighted the notion job satisfaction and its theories, in this study, researchers have considered Herzberg's hygiene factors that consists of salary, promotion, supervisor, co-workers and work environment, since in Pakistan the literacy rate is increasing, and universities are producing more graduates, on the other, there is widespread unemployment besides high levels of poverty. The employees prefer to get pay, promotion and job security, and they are less concerned about their attitude and behavior, however, when it comes to the knowledge workers like teachers, they also prefer to get respect, dignity, honor, promotion and a challenging job beside the security of their job. Nicolaides (2006) asserts that there is a big difference between a leader and a manager, especially in the hospitality industry and he suggests that leadership is perhaps too broad a concept for use in the hotel industry. It should in essence depend on the distinct role or roles of the individual manager concerned and on whether or not

there exists a belief that a hotel is an enterprise that grows out of the immediate needs of its employees and the community at large.

These are the factors, which are responsible for reducing job dissatisfaction among workers. More importantly, trust plays an instrumental role, if employees lose trust in leadership then it is difficult for management and organizations to retain talented and hardworking staff, thereby decreasing the efficiency and performance and there is more inclination towards intention to leave. Therefore, it is imperative for the administrative machinery of the education system to consider these factors while revisiting the human resource policies to ensure greater performance of their knowledge workforce.

This study suggests that future researchers may take a step-forward by quantifying the results of this study through a survey to test the impact of leadership styles on the performance of employees using job satisfaction, commitment, trust in leadership and intention to leave as mediators.

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