

# The relationship managers' transactional and transformational leadership and job satisfaction of staff in university applied science

Fariba Ghanipour Govarki<sup>1\*</sup>, Hassan Tozandeh Jani<sup>2</sup>, Mohammadreza Zabih<sup>3</sup>

<sup>1</sup>Head of Research Department, University of Applied Science and Technology, Khorasan Razavi Province, Iran; M.A. in Career Counseling, Quchan Islamic Azad University, Quchan, Iran. <sup>2</sup>Department of Psychology, Faculty of Humanities, Neyshabur Branch, Islamic Azad University, Neyshabur, Iran. <sup>3</sup>Department of Management, Faculty of Humanities, Mashhad Branch, Islamic Azad University, Mashhad, Iran

**Correspondence:** Fariba Ghanipour Govarki, Head of Research Department, University of Applied Science and Technology, Khorasan Razavi Province, Iran; M.A. in Career Counseling, Quchan Islamic Azad University, Quchan, Iran. f.ghanipour@gmail.com

## ABSTRACT

This study aims to examine the relationship between managers' transactional and transformational leadership styles and the job satisfaction of staff in the educational centers of the University of Applied Science and Technology. The research is applied in nature, descriptive-correlational in terms of methodology, and non-experimental in design. The statistical population consisted of all staff members at the university's educational centers in Khorasan Razavi Province. Khorasan Razavi hosts 64 applied-science educational centers with a total staff of 600. Multistage cluster sampling was used to select 200 participants. Specifically, 20 centers were randomly chosen, and all staff from these centers completed the survey. After removing incomplete or improperly filled questionnaires, 145 valid responses were retained as the final sample. Data were collected using Bass's Multifactor Leadership Questionnaire (1985) and the Job Descriptive Index (JDI) by Kendall and Hulin (1969). Data were analyzed using Pearson correlation and simple linear regression. The findings indicate a positive and significant relationship ( $r = 0.386$ ) between managers' leadership styles (transactional and transformational) and staff job satisfaction.

**Keywords:** Transactional leadership, Transformational leadership, Staff job satisfaction, University of Applied Science and Technology.

## Introduction

The role of an efficient and motivated workforce has a direct impact on the critical and strategic functions of human resources. Human resources are considered the most important capital and strategic factor in any organization, and satisfied and motivated personnel play a crucial role in advancing organizational policies and programs. Understanding employees' job satisfaction can assist managers in enhancing productivity and improving the effectiveness of human resources. Factors influencing job satisfaction may vary depending on the specific conditions of each organization. Undoubtedly, more satisfied employees are more effective and better able to help the organization achieve its goals. Higher job satisfaction leads employees to engage more

enthusiastically in their daily tasks, which in turn improves their overall performance (Rajabi et al., 2005). When an individual reports high job satisfaction, it indicates that they genuinely enjoy their work, have positive feelings about it, and value their job highly. Job satisfaction consists of two components: extrinsic satisfaction and intrinsic satisfaction. Extrinsic satisfaction reflects employees' contentment with factors such as pay, promotion opportunities, supervisor recognition, and interactions with colleagues—elements typically associated with job tasks. Intrinsic satisfaction reflects contentment derived from values, a sense of responsibility, social status, position, autonomy, and self-esteem arising from the work itself. In a study conducted by Nathan A. Bowling (2009) on the influence of job satisfaction and conscientiousness on counterproductive behaviors, the findings showed that job

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-Non Commercial-ShareAlike 4.0 License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

satisfaction among less conscientious employees was more strongly associated with individual initiative and counterproductive work behaviors than among highly conscientious employees. Vroom's research indicated a positive relationship between job satisfaction and both efficiency and performance (Mohammadzadeh & Mehrojan, 1996). Stairs and Porter noted that higher employee motivation and positive attitudes toward work (greater job satisfaction) lead to higher performance, whereas lower motivation and less positive attitudes result in lower performance (Abdollah Shafi Abadi, 2011). Evaluations suggest that when employees are satisfied with their jobs, the organization itself benefits, functioning more effectively and efficiently (Parker, 2007). Additionally, high job satisfaction is associated with reduced complaints, better physical and mental health, increased longevity, faster learning of new tasks, and fewer occupational accidents (Moradi Chalastri, 2009).

Dirani (2007) conceptualized job satisfaction as a psychological factor and an emotional alignment with one's job and employment conditions. If a job provides the desired level of satisfaction and enjoyment, the individual is considered satisfied; otherwise, they may seek to criticize or change the job. Herzberg (2007) argued that job satisfaction is a complex, multidimensional construct influenced by psychological, physical, and social factors. No single factor alone generates satisfaction; rather, it is a combination of multiple factors that leads an employee to feel content and derive enjoyment from their work at a given time. Individuals' perceptions of income, social value, work environment, and job outcomes contribute to their overall satisfaction in different ways.

Organizational leaders can enhance job satisfaction by implementing effective leadership and fostering a flexible, open work environment. Job satisfaction encourages employees to pursue organizational goals, develop greater interest in their work, and feel a sense of belonging to the organization. Modern leadership theories commonly distinguish between transactional and transformational leadership. Bass and Avolio define transformational leadership as a style in which leaders inspire followers to view their work from a new perspective, cultivate a shared vision, and elevate the potential and capabilities of subordinates, motivating them to prioritize collective benefits over personal gain. Transactional leadership, in contrast, focuses on the exchange of organizational resources, performance-based rewards, and task completion. Leaders operating in this style engage in cost-benefit exchanges with their followers, satisfying material and psychological needs in return for expected performance. Leadership style is often assessed through the scores participants achieve on the Multifactor Leadership Questionnaire. Yang (2004) demonstrated that managers adopting a transformational leadership style can improve organizational performance and provide greater opportunities for career advancement to subordinates, who, in turn, exhibit lower absenteeism, lower turnover, higher productivity, and

greater job satisfaction compared to those under transactional leadership.

Transactional leaders motivate followers to achieve predetermined goals. From this perspective, the primary task of leadership is to engage followers using a leadership style appropriate to the situation. Edward Hollander conceptualized leadership as a process occurring through interactions between leaders and followers within a specific situational context. He suggested that effective leadership lies at the intersection of three forces: leader, follower, and situation (Niaz Azari *et al.*, 2010). Transactional leadership emphasizes exchanges between managers and employees. Such leaders define objectives, determine what needs to be accomplished, and decide what they can offer powerful individuals or groups in return for fulfilling these objectives. Transactional leaders typically maintain the quality of interactions with followers through two main approaches: 1) using contingent rewards to motivate employees and 2) taking corrective action only when subordinates fail to achieve performance objectives (Ahmadi Yekta, 2010).

Tabli *et al.* (2012) in their study on the relationship between transformational leadership style and employee creativity in governmental organizations of Neyriz County found a significant relationship between transformational leadership and employee creativity. Moradi and Hamidi (2011) examined the relationship between transformational-transactional leadership styles and organizational citizenship behavior in the Physical Education Organization of the Islamic Republic of Iran, reporting moderate levels of transformational leadership among managers and organizational citizenship behavior among staff. Farajza and Khademi (2011), in a study investigating the relationship between transformational and transactional leadership styles and employees' attitudes toward organizational change, found that the intellectual stimulation dimension of transformational leadership and contingent reward dimension of transactional leadership had the strongest relationship with employees' attitudes toward change. Hosseini and Raej (2010) examined the association between organizational culture and leadership styles (transformational and transactional) and found that group-oriented culture positively influenced transactional leadership, while developmental culture positively affected both transformational and transactional leadership. Hierarchical culture, however, had a negative impact on both leadership styles. Hosseini, Amir-Tash, and Mozaffari (2005) in their study describing and comparing various leadership styles with organizational commitment from the perspective of faculty members found that transformational-transactional leadership styles were significantly related to organizational citizenship behavior.

Higher education in developing countries is a critical institution, not only because it trains elites and lays the foundation for technologically advanced societies but also because it serves as a central intellectual institution that significantly influences culture, politics, and beliefs. Universities contribute to knowledge creation and dissemination, particularly in societies

with few scientific elites. In addition to their scholarly contributions, universities support societal development by advising government and industry. Poursoltani (2008), in a study on barriers to university entrepreneurship and knowledge commercialization, identified bureaucracy, inflexibility in university management, weak communication, and lack of networks between investors, industry actors, and academics as the main obstacles to knowledge commercialization at the University of Tehran. Other barriers included cultural differences between academics and industry practitioners, weak national intellectual property protection laws, dependence of universities on government funding, insufficient information about business needs, and lack of motivation for knowledge commercialization.

Transformational leaders, on the other hand, create opportunities for collaboration and exchange of ideas among employees, particularly faculty members. They revise curricula according to societal needs, maintain a balance between supply and demand in the community, and ensure that universities are not entirely dependent on government funding. Therefore, given that universities and higher education institutions have historically been key centers for intellectual development, knowledge production, and the education of scholars and researchers, their role today is even more complex and demanding. To fulfill their critical functions and enhance their performance, universities must continuously assess both the quantity and quality of their activities to ensure the accuracy of programs and processes. Accordingly, this study aims to examine the relationship between leadership styles and job satisfaction among staff in the educational centers of the University of Applied Science and Technology, to determine the extent of the association between managers' transactional and transformational leadership styles and employees' job satisfaction.

## Materials and Methods

The present study is applied in terms of purpose, descriptive-correlational in terms of method, and non-experimental in design. The statistical population of this research included all staff members of the educational units of the University of Applied Science and Technology in Khorasan Razavi Province. Khorasan Razavi Province has 64 applied-science educational centers with a total of 600 staff members. Multistage cluster sampling was employed, involving 200 staff members from the educational centers. Specifically, 20 centers were selected from the total 64, and all staff members of these 20 centers participated in the survey. After removing incomplete or improperly filled questionnaires, 145 valid responses were obtained as the final sample.

## Research Instruments

### *Multifactor Leadership Questionnaire (MLQ)*

Bass (1985) developed a model in human resource development introducing the concepts of transformational and transactional leadership. The dimensions of transformational leadership include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The dimensions of transactional leadership include contingent reward, management by exception—active, management by exception—passive, and laissez-faire. In the MLQ, each transformational leadership dimension is measured with four items, except idealized influence, which includes eight items. Each transactional leadership dimension has four items, and nine additional items assess overall effectiveness, job satisfaction, and high performance (Poursoltani Zarandi, 2008). According to Aydin *et al.* (2012), the MLQ demonstrates high validity and reliability, particularly using Cronbach's alpha. Chang *et al.* (2007) reported a high inter-correlation ( $r = 0.83$ ) among the transformational leadership factors. Glick *et al.* (2007) noted that the MLQ has a long history as a primary instrument for measuring transformational leadership. Reliability and validity of the MLQ have been confirmed in multiple studies. For instance, Yang (2004) reported reliability coefficients between 0.81 and 0.94 across business, industrial, military, and medical sectors based on 14 independent studies involving 3,570 participants. In Iran, Hamid Khodadad (2005) reported reliability of 80%, Sholeh Khodadad (2006) 76%, and a pilot study on 20 sports board officials in Gilan Province yielded 78% reliability.

### *Job Satisfaction Questionnaire*

The Job Descriptive Index (JDI) was first developed by Smith, Kendall, and Hulin (1969) at Cornell University, USA, and has since been used in various countries. The JDI evaluates job satisfaction across six dimensions: nature of work, supervision, coworkers, promotions, pay and benefits, and working conditions, with responses measured on a Likert scale (Hooman, 2002).

The questionnaire consists of descriptive statements and assesses six types of satisfaction, namely: 1) nature of work, 2) supervision, 3) pay, 4) promotion, 5) coworkers, and 6) working environment. In the original form of the questionnaire, each satisfaction dimension is presented on a separate page, with its title at the top and the corresponding statements listed below. This questionnaire was translated into Persian by Dr. Shokrkon and administered to a number of male graduate students in Iran (Malekpour, 2006). The overall reliability of the questionnaire, excluding items 19–22 which measure interest, was reported as 0.85, while the subscale reliabilities ranged from 0.65 to 0.89 (Marai, 2000).

The overall reliability of the descriptive index in the study by Naderi-Khorramshidi (2003) was reported as 0.935 for a sample of 30 participants. Bikzad and Falsafi (2009; Malekpour, 2006) obtained a Cronbach's alpha of 0.89 for the total JDI.

Additionally, in the study by Shahamat, Rozgar, and Shahamat (2011), to ensure content validity, the questionnaire was aligned with Herzberg's job satisfaction indicators in the studied dimensions, and relevant sources (books and research reports) were reviewed. The opinions of nine experts in educational management were consulted to confirm that the items adequately assessed job satisfaction dimensions. Furthermore, the questionnaire was evaluated for face validity by ten faculty members, and minor revisions were made to ensure consistent interpretation of some items. The resulting reliability coefficients were as follows: nature of work = 0.90, supervision = 0.95, coworkers = 0.94, promotion-related factors = 0.94, and pay = 0.89. Overall, the questionnaire demonstrated high reliability with a coefficient of 0.97 (Shahamat, Rozgar, & Shahamat, 2011).

Data analysis was conducted using SPSS software.

## Results and Discussion

The results showed that, among the 145 participants, 68 individuals (46.9%) were male and 76 individuals (52.4%) were female. Additionally, the gender of 1 participant (0.7%) was unspecified. Regarding age distribution, 63 participants (43.4%) were under 30 years old, 52 participants (35.9%) were between 30 and 40 years old, 13 participants (9%) were between 40 and 50 years old, and 17 participants (11.7%) were over 50 years old. In terms of education, participants were categorized into four groups: diploma, associate degree, bachelor's degree, master's degree, and doctorate. Among the respondents, 10 individuals (6.9%) held a diploma, 23 individuals (15.9%) held an associate degree, 86 individuals (59.3%) held a bachelor's degree, 24 individuals (16.6%) held a master's degree, and 1 individual (0.7%) held a doctorate. Regarding work experience, 75 participants (51.7%) had less than 5 years of experience, representing the largest group. Additionally, 35 participants (24.1%) had 5–10 years of experience, 13 participants (9%) had 10–15 years, 4 participants (2.8%) had 15–20 years, and 18 participants (12.4%) had more than 20 years of work experience.

**Table 1. Pearson Correlation and Regression Coefficients for the Relationship Between Managers' Transactional Leadership Style and Employees' Job Satisfaction**

Dependent variable	Pearson correlation coefficient	Regression coefficient	t-statistic	Significance level	Result
Job satisfaction	0.345	0.908	4.392	0.000	Acceptance

Based on the results presented in Table 1, the Pearson correlation coefficient between managers' transactional leadership style and employees' job satisfaction was  $r = 0.345$ ,  $p = 0.000$ . The significance level was 0.000, which is less than 0.05. Therefore, with 95% confidence, it can be concluded that managers' transactional leadership style has a positive and significant relationship with employees' job satisfaction.

**Table 2. Analysis of Variance (ANOVA) for the Regression Model of the Relationship Between Managers' Transactional Leadership Style and Employees' Job Satisfaction**

Source of variation	Sum of squares	Degrees of freedom	Mean squares	Fisher's F statistic	Significance level
Regression	33,799.117	1	33,799.117	19.286	0.000
Residuals	250,610.856	143	1,752.523		
Total	284,409.972	144			

Based on Table 2, the regression coefficient is 0.908 and is positive. Therefore, with 95% confidence, it can be concluded that managers' transactional leadership style has a positive and direct relationship with employees' job satisfaction. Overall, the null hypothesis ( $H_0$ )—stating that there is no relationship between managers' transactional leadership style and employees' job satisfaction—is rejected, and consequently, the alternative hypothesis ( $H_a$ ), which aligns with the researcher's expectation, is confirmed.

**Table 3. Pearson Correlation and Regression Coefficients for the Relationship Between Managers' Transformational Leadership Style and Employees' Job Satisfaction**

Dependent variable	Pearson correlation coefficient	Regression coefficient	t-statistic	Significance level	Result
Job satisfaction	0.386	0.971	5.001	0.000	Acceptance

Based on Table 3, the Pearson correlation coefficient is  $r = 0.386$ ,  $p = 0.000$ , indicating a significant, positive, and direct relationship between managers' transformational leadership style and employees' job satisfaction. The significance level is 0.000, which is less than 0.05. Therefore, with 95% confidence, it can be concluded that managers' transformational leadership style has a direct and positive relationship with employees' job satisfaction.

**Table 4: Analysis of Variance (ANOVA) for the Regression Model of the Relationship Between Managers' Transformational Leadership Style and Employees' Job Satisfaction**

Source of variation	Sum of squares	Degrees of freedom	Mean squares	Fisher's F statistic	Significance level
Regression	42344/367	1	42344/367	25.015	0.000
Residuals	242065/606	143	1,692/766		
Total	284409/972	144			

Based on the results of Table 4, the regression coefficient was  $\beta = 0.971$ , which is positive. Therefore, with 95% confidence, it

can be concluded that managers' transformational leadership style has a direct positive effect on employees' job satisfaction. Consequently, the null hypothesis ( $H_0$ ) stating that there is no relationship between transformational leadership and employees' job satisfaction is rejected, and the alternative hypothesis ( $H_a$ ) proposed by the researcher—that there is a significant relationship—is confirmed.

## Conclusion

The results indicated that the correlation coefficient between managers' transactional leadership styles and employees' job satisfaction was 0.342, with a significance level of 0.000, which is below 0.05. Therefore, it can be stated with 95% confidence that a significant relationship exists between these two variables. Given the positive regression coefficient of 0.908, this relationship is direct. Kolli and Blackman (2007), in their study "Exploring the Relationship between a Learning Organization and Knowledge Worker Retention," found that providing learning opportunities and fostering collective and team-based learning—key elements of a learning organization—enhances employees' quality of life. Consequently, organizations increasingly transform into learning organizations and become leaders in knowledge-oriented management. Papsco *et al.* (2011), in their research on the "Challenges of Learning Organizations in Small and Medium-Sized Tourism Enterprises," concluded that transitioning to a new economic and social model—which emphasizes employees' knowledge as part of the organization and promotes learning at individual, team, and organizational levels—increases adaptive capacity. The study further suggested that the learning organization approach has become a permanent feature within organizations and nations. Small and medium-sized enterprises (SMEs) can increasingly adopt this model as a central focus for regional development and as an academic discipline that integrates education and training across diverse fields. Transactional leadership theory emphasizes the importance of the relationship between leaders and followers, focusing on the mutual benefits established through a contract. Based on this contract, leaders provide specific rewards. The primary function of transactional leaders is grounded in a cost–benefit exchange between the leader and employees, particularly in supervision. Meanwhile, one of the most debated topics in job satisfaction research is its relationship with performance. Three main theories have been proposed: 1) satisfaction leads to performance, 2) performance leads to satisfaction, and 3) rewards mediate the relationship between performance and satisfaction. The first two theories have limited empirical support, whereas the third, which considers rewards as mediators, is more strongly supported. Past performance results in intrinsic rewards (personal achievement) and extrinsic rewards (salary and promotion). These rewards, in turn, enhance both future performance and job satisfaction. These findings are consistent with previous studies and established theoretical frameworks in the field.

The results indicated that the correlation coefficient between managers' transformational leadership styles and employees' job satisfaction was 0.386, with a significance level of 0.000, which is below 0.05. Therefore, it can be concluded with 95% confidence that a significant relationship exists between these variables. Considering the positive regression coefficient of 0.971, the relationship between transformational leadership and employee job satisfaction is direct. Tabli *et al.* (2012) examined the relationship between transformational leadership and employee creativity in government organizations in Neyriz. Their analysis revealed a significant positive relationship, suggesting that transformational leadership enhances employees' creativity. Through transformational behaviors, leaders increase followers' intrinsic motivation, which in turn fosters greater creativity. Farazja and Khadami (2011) explored the relationship between transformational and interactive leadership styles and attitudes toward organizational change. Regression analysis indicated that only the "formative leadership" dimension significantly predicted attitudes toward organizational change, while other dimensions had no effect. This finding is consistent with the expectation that formative leadership, by fostering pride, emphasizing core values and beliefs, and highlighting the ethical and spiritual implications of decisions, has a stronger influence on employees' attitudes toward organizational change. Moradi and Hamidi (2010) investigated the relationship between transformational and transactional leadership styles and organizational citizenship behavior in the Physical Education Organization of the Islamic Republic of Iran. Multiple regression analysis showed that transformational leadership is a stronger predictor of organizational citizenship behavior than transactional leadership. Structural equation modeling further confirmed that transformational leadership has a greater impact on employees' citizenship behavior. Accordingly, it is recommended that managers in this organization adopt a transformational leadership approach. In this study, transformational leadership was examined in terms of attention to individual differences, guidance, supervision, and mentoring, as well as fostering shared values, beliefs, and commitment to common goals. Similarly, job satisfaction theories, particularly role theory, consider both social factors (e.g., organizational systems, workplace conditions) and psychological factors (e.g., individual expectations and perceptions). In other words, employees' perception of their job responsibilities and the performance of their roles within the organization largely determines their job satisfaction. Overall, the findings of this research are consistent with prior studies and established theoretical frameworks.

In the present study, the role of organizational culture in the three variables of learning organization, leadership style, and job satisfaction was not examined. Therefore, it is recommended that a similar study be conducted taking into account the influence of organizational culture. Likewise, the role of organizational citizenship behavior in the three variables of learning organization, leadership style, and job satisfaction was not investigated in this research. Accordingly, it is suggested that

future studies consider the impact of organizational citizenship behavior.

**Acknowledgments:** None

**Conflict of interest:** None

**Financial support:** None

**Ethics statement:** None

## References

1. Ahmadi-Yekta, M. (2010). *Fundamentals of Organization and Management* (1st ed.). Hamedan: Sepehr-Danesh.
2. Bikzad, J., & Falsafi, A. (2009). Transformational Organizational Leadership. *Socio-Economic, Scientific, and Cultural Monthly of Work and Society*, (110), 4–11.
3. Poursoltani-Zarandi, H. (2008). Comparison of Transformational and Pragmatic Leadership Styles of Sports Committee Officials in Gilan Province. *Research in Sports Sciences*, 19, 191–205.
4. Tabli, H., Tirgar, H., Mozaffari, L., Mortazavi, H., & Mehrabifar, F. (2012). *Quarterly Journal of Innovation and Creativity in Humanities*, 2(1).
5. Hosseini, F., Raej, H., Steiri, M., & Sharifi, S. M. (2010). Examining the Relationship between Organizational Culture and Transformational and Leader-Member Exchange Leadership Styles. *Faculty of Management, University of Tehran, Public Administration*, 2(4), 55–72.
6. Hosseini, Mohammad Sultan and Amiratash, Mohammad and Mozaffari, Amir Ahmad (2005). Describing and comparing different leadership styles with organizational commitment and its dimensions from the perspective of faculty members of the country's university. *Journal of Movement and Sports Sciences*. Volume 1, Issue 6, pp. 83-94
7. Khodad, Hamid (2005). Determining the effectiveness of extracurricular sports activities in Tehran universities and presenting an effective model. PhD thesis, Tarbiat Modares University.
8. Khodadad, Sholeh (2006). The relationship between transformational and pragmatic leadership styles and leadership-free and organizational excellence in Tehran's physical education faculties. Master's thesis, University of Tehran.
9. Rajab Beigi, Mojtaba, Vamiini, Majid, and Partovi, Bamdad, and Ghanbarzadeh Alamdari, Nahid. (2005). Measuring job satisfaction of human resources in the public sector and its influencing factors. *Modares Humanities Quarterly*. Volume 10, Issue 1, pp. 140-111.
10. Shafi'abadi, Abdullah. (2011). *Career and professional guidance and counseling and career choice theory*. First edition, 20th printing. Tehran: Roshd.
11. Shahamat, Nader; Rouzgar, Maryam; Shahamat, Fatemeh. (2011). Study of job satisfaction of faculty members of Islamic Azad University from two motivational and health aspects. *Monthly Journal of Islamic Azad University, Marvdasht Branch*. Year 2, Issue 2, Summer 2011, pp. 130-107.
12. Farajza, Mehdi and Khademi, Mohsen. (2011). Study of the relationship between transformational and interactional styles with the attitude towards organizational change. *Quarterly Journal of New Thoughts in Educational Sciences*. Issue 4.
13. Mohammadzadeh, Abbas and Mehrozhan, Armen. (1996). *Organizational behavior: contingency approach*. Tehran: Allameh Tabatabaei University Press.
14. Moradi Chaleshtari, Mohammad Reza and Hamidi, Mehrzad and Sajjadi, Seyyed Nasrallah. (2009). The relationship between transformational-transactional leadership styles and organizational justice and the presentation of a model in the Physical Education Organization of the Islamic Republic of Iran. *Journal of Sports Management*. Issue 2.
15. Moradi Chaleshtari, Mohammad Reza and Hamidi, Mehrzad, (2011). The relationship between transformational-transactional leadership styles and organizational citizenship behavior in the Physical Education Organization of the Islamic Republic of Iran. *Quarterly Journal of Sports Management*. Issue 8.
16. Marai, Mohammad. (2000). Investigating the level of job satisfaction of employees in the cultural sector in Isfahan. Research project. *Quarterly Journal of Management and Planning*. Issue 45.
17. Malekpour, Marjan. (2006). Comparing job satisfaction and mental health of blind, deaf and physically disabled people in Mashhad in 2005-2006. Master's thesis in counseling. Khatam University.
18. Naderi Khorshidi, Ali Reza. (2003). Organizational learning capability: a new approach for the balanced development of organizations. *Quarterly Journal of Management*. Issue 39-40, pp. 21-47.
19. Niaz Azari, Kiyomars, and Hassanzadeh, Ramezan, and Khatoon Akbari, Hakimeh. (2009). Studying the effect of transformational leadership style and transactional leadership on the work conscience of teachers. *New Quarterly Journal of Industrial Psychology*. Issue 2, pp. 59-70.
20. Hooman, Heydar Ali (2002) Preparation and standardization of the job satisfaction measurement scale of the Tehran Public Administration Training Center.
21. Aydin, A.; Uysal, S.; Sarier, Y. (2012). The effect of gender on job satisfaction of teachers: a meta-analysis study. *Procedia - Social and Behavioral Sciences*. 46, 356-362.

22. Chang, S & Lee, M. (2007). A study on relationship among leadership, organizational culture, the operation of learning organization and employee's job satisfaction. *The learning organization*, Vol. 14, No. 2, pp. 155-185.
23. Dirani, KH. M. (2007). The relationship among learning organization culture, job satisfaction, and organizational commitment in the Lebanese banking sector and the effect of social patterns as moderator variables. *umi proquest digital dissertation full citation and abstract*. ISBN. 329-0220, University of Illinois at Urbana-Champaign.
24. Herrera, A. D. (2007). "A validation of the learning organization as a driver of performance improvement". A Dissertation Presented in Partial Fulfillment Of the Requirements for the Degree Doctor of Philosophy, Capella University
25. Kelly, L.; Blackman, D. & Hurst, J.F. (2007). An exploration of the relationship between learning organizations and the retention of Knowledge workers. *The learning organization*. Vol. 14, No3, pp. 204-221.
26. Nathan A. Bowling. (2009). *Effects of Job Satisfaction and Conscientiousness on Extra-Role Behaviors*. Springer Science+Business Media, LLC 2009.
27. Park, J. (2007). Validation of senge's learning organization model with teachers of vocational high schools at the Seoul Megalopolis. 9 (3), 270-284.
28. Popescu, D; Chivu, I; Chitucea, A.C; Oana Popescu, D; Georgel, C. (2011). The learning organization challenges within the SME tourism field of activity. *Procedia Social and Behavioral Sciences*. 24, 1098-1106
29. Yang Baiyin, W.; Karen E, M.W. J. (2004). "The Construct Of The Learning Organization: Dimension, Measurement, and Validation" *Human Resource Development Quarterly*. vol.15, no.1
30. Yang, B.; Karen, E.; W.V; J. M. (2004). "The construct of the learning organization: Dimensions, Measurement, and Validation". *Human Resource Development Quarterly*. 15, No 1, pp. 31-55.