

DOES WORKFORCE DISCRIMINATION AND PERCEIVED LEADERSHIP STYLES RELATE WITH JOB SATISFACTION?

Nweke, Kingsley O., Dike-Aghanya, Adannia A., Okpara, Michael Okemuefula., Ilona, Chinenye F & Enike Tobias C

Department of psychology, Nnamdi Azikiwe University, Awka

Abstract

The study examined whether workforce discrimination and perceived leadership styles relate with job satisfaction of non teaching university staff. Participants for the study were 200 non teaching staff of Nnamdi Azikiwe University Awka, who were selected using simple random sampling technique. Two Instruments were used for data collection: Multifactor leadership questionnaire MLQ-5X and Minnesota Satisfaction Questionnaire (MSQ). The study adopted correlation design and statistics used for data management was Pearson Product Moment Correlation Coefficient. Result of the study showed that workforce discrimination did not significantly correlate with job satisfaction at $r = -.01$, and Transformational leadership style was also found to correlate highest than other leadership styles at $r = .88$, $p < .01$. It was recommendations that university school management should shun work-force discrimination among non-teaching staff.

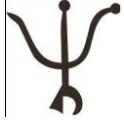
Keywords: *Perceived leadership style, Job satisfaction, workforce discrimination*

Introduction

Since the global economic crisis (2007-2008) which many economists referred to as the most serious financial crisis after the great depression of 1930s, research intensified in the area of Job satisfaction (Campbell, 2011; Choi, 2016; Indyastuti, 2019). Perhaps, one of the reasons for the awakened interest in Job satisfaction could be found in new challenges organizations face in meeting up with welfare of their employees. Indeed, since

organizations are more concerned about meeting organizational goals in the face of challenges, there appears to be reduced interest in employees' welfare which may lead to job satisfaction. Consequently, most employees have reported lack of interest in the services they render to their respective organizations. Yet, numerous studies have been deployed in the area of workforce diversities and job satisfaction (Ensher, Grant-Vallone, & Donaldson, 2001; Campbell, 2011); still it appears that not much emphasis is laid on discrimination with respect to ethnicity from the perspective of employees in organizational setting. Hence, the study on "do workforce discrimination and leadership styles relate with job satisfaction among non teaching staff of Nnamdi Azikiwe University, Awka,"?

Job satisfaction has been an ancient concept that seems to have received so much attention in the fields of industrial and organizational psychology over the years. Yet, through the years scholars continue to reexamine new ways of gaining understanding of the concept. Earlier, Okpala (2002) posited that job satisfaction is an outcome of different factors like pay, promotion, the work itself, supervision, relationship with coworkers and opportunities for promotions. It appears that (Okpala 2002) perceived job satisfaction from factors that may predict employee work/Job satisfaction. Furthermore, one may also think that the construct of job satisfaction could be a lofty idea to achieve since after these years of industrial and organizational practices, scholarship works are still struggling to come up with a single acceptable definition. Perhaps, if scholars agree to an acceptable definition the issues and misconceptions surrounding job satisfaction may come to an end. Recently, Luthans (2011) defined job satisfaction as a set of rules concerning pleasant and



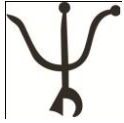
unpleasant feelings related to employee work. Yet, this definition seems to be an approach to redirect the concept to the domain of Psychology. Feelings are within the framework of attitude which has cognitive affective and behavioural components. Now, the definition lacks concise understanding of some of the essential ingredients that would buttress understanding of the concept of job satisfaction. According to Simatwa (2011) job satisfaction is positively related to the degree to which one's personal needs are fulfilled in the job situation. Now, having workers expectations met while on the job is an aspect of job satisfaction. More recently, Asghar & Oino, (2019) defined job satisfaction as the pleasure derived while doing a job. Perhaps, this is why Haque & Aston (2016) asserted that a satisfied worker is more effective and efficient in an organization, while those employees who are treated well are more satisfied (Faizan & Council, 2017).

According to Asghar and Oino (2019), employee's job satisfaction level is visible towards their work. Therefore, highly satisfied employees have positive and favorable attitude towards their work, while unsatisfied workers have negative attitude towards their job (Armstrong, 2006). Negative consequences of job satisfaction have been associated with physical and mental problems and absenteeism (Nel, et al.; 2004); decline in turnover have been reported by Scholars (Steel & Ovalle, 1984). Positive consequences of job satisfaction have been associated with increase in productivity (John, 1996) and job effectiveness (Costroff, 1992). Theorists of Job satisfaction have postulated three theories in

understanding and explaining job satisfaction: content theories, process theories, and situational theories. However, in the present study, content theory was used in the explanation of relationship between the workforce discrimination and leadership styles on job satisfaction. Studies have shown that there is an inverse relationship between workforce discrimination and job satisfaction among employees (Ensher, Grant – Vallone & Donaldson, 2001; Ozerd & Gunluk 2010).

According to International Labor Organization, workforce discrimination is a sociology term referring to treatment taken toward or against a person of a certain group based on class or category. Despite efforts toward curbing this ill, it continues to persist in various areas of life (ILO, 2003). According to Chung (2001), workforce discrimination is unfair and negative treatment of workers or job applicants based on personal attributes that are irrelevant to job performance. Literature revealed that, perceived discrimination is an individual's perception that he or she is treated differently or unfairly because of his or her group membership (Mirage 1994; Sanchez & Book, 1996). Others argued that target groups can be discriminated against at different stages of employment (Ozer & Gunluk, 2001).

Levin & Leonard (1984) posited that there are two forms of discrimination: formal and informal discrimination. Formal discrimination was described as formal or institutionalized processes that restrict target groups access to certain outcomes such as job mobility (promotions, salary increases, more job responsibility and other procedures related to hiring and firing minority employees. This may include verbal harassments such as gossip, taunts and ridicule as well as non-verbal forms of harassment such as stares, ostracism and damage to personal belongings (Levin & Leonard, 1984).



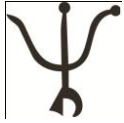
Studies showed that negative consequences of discrimination, may arise in poor psychological health, (Lin & Zhao, 2006), Blood pressure increase (Hangware, Alderson & McCarley, 2015) and positive relationship between depressive symptoms and discrimination (Hagiwara et al; 2015); and Stressor for the target (Goldman, et al., 2006). Scholars, Di Marco et al., (2001) reported that individuals that feel that they are mistreated because of their group membership often feel alienated which may result in negative work related behavior.

Theories of workforce discrimination holds that some aspects of diversities that employees may be discriminated on may include age, gender orientation, disability, gender identity, and race/ ethnic. However, common recommendations made was the need for organizational policies to address discrimination and includes diversity training (James, Mckechnie, Swanberg & Bessen, (2012) yet there appears to be limited knowledge with respect to workforce discrimination within a university sample. More recently, Indyastuti (2019) argued that there are three levels of discrimination studies; institutional, group level and individual levels. However, managing diversified workforce has become an increasingly salient issue in organizations across sectors (Pitts & Wise, 2010). Therefore, it is necessary as the global geopolitical situations in the twenty-first century is changing and requiring businesses to engage in creating new organizational paradigms to meet and thrive with changing circumstances, technology and globalization (Glasser, 2012). To the

best of the researchers' knowledge, there appears to be limited knowledge in the relationship between workforce discrimination and leadership styles within university setting. For instant, it was observed that leadership is critical for organizational success (Bryant, Benson 2015-2003).

Also, findings, reported that leadership styles can predict the performance of the organization (Manzo or et al., 2019). Therefore, literature holds that history of leadership dates as far back as biblical and ancient times (Landos, Hill & Harvey, 2014). Indeed, leadership is one of the most researched topics and the least understood but is essential to all organizations (Landis, et al., 2014). Since the birth of leadership to mankind, researchers have continuously applied leadership categories such as styles, traits and behavior, in understanding the causes and effects in work organization (Bogenscheider, 2016). Yet scholars argued that leadership varies between organization and industry (Zahari & Shurbagi, 2012). Similarly, Lok and Crawford (2004) held that leadership styles vary from situation to situation. However, there appears to be limited knowledge between leadership styles and job satisfaction within the university setting and among non teaching staff to the best of researchers' knowledge.

Despite the fact that leadership styles have been an aged-long concept yet scholars have not come to a unanimous definition of leadership. Since the mid 20th century, definitions for leadership have, included nearly 70 dissimilar meanings that have led many people to misinterpret leadership (McCarthy, 2014). Similarly, vague misunderstandings and misinterpretations of the meaning of leadership proposes the concept of leadership to be questioned, (Burnes, Hughes & By, 2016). Indeed, scholars are of the opinion that the



foundation of effective leadership includes employee perceptions of organizational missions and how employees are perceived in the daily operations regarding job performance (Bildsterin, Grueldenberg, & Tjitra, 2012).

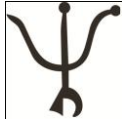
Leadership theories agree that five types of leadership styles exist: Transactional leadership theory proposes that exchange of wants between leaders and employees are main focus of the theory (Avolio, 2007). Transactional leadership holds that reward and punishment are meted out as at when due. Despite the fact that transactional leaders set target for employees and reward them for achieving goals (Judge & Piccolo, 2004), employees tend to endure transactional leadership style for a short duration due to the reward and punishment aspects associated with it (Naidu & Van der Walt, 2005; Saleem, 2015). Therefore, transactions may be tangible or psychological, but these relationships do not last for too long (Afshinpour, 2014). Transformational leadership theory is a theory that enables followers to rise to a higher level of performance than normally possible. Transformational leaders are best at inspiring and communicating the organizational vision (Houghton & Yoho, 2012). It was reported that transformational leaders motivate and inspire their subordinates to complete challenging assignments by sharing their vision and strategies with employee (Bass & Riggio, 2006). Autocratic, leadership asserts absolute power and influence over followers and demands from them absolute submission. Charismatic leadership promises better opportunities for the followers. They are agents of

change and articulate an idealized future for the organization, while situational leadership is type of leadership that emerges from a given situation. Situational leaders communicate openly and honestly with employees while simultaneously developing a sense of competence and independence in employees.

Finally, scholars have explored the relationship between workforce discrimination and job satisfaction from the aspect of work diversity, which had always included age, gender identity, gender orientation, religion, ethnicity and race (Dastane & Eshegbe, 2015; Campbell, 2011). Many hold that workforce discrimination has negative influence on job satisfaction. Similarly, scholars agree that, leadership styles relate significantly with job satisfaction (Choi, 2016). Bank, McCauley, Gardener and Guler (2016) posited that transformational leadership style is more effective in increasing employee commitment, performance and job satisfaction.

Theoretical review on job satisfaction

Theories on job satisfaction hold that three most prominent theories of job satisfaction include content theories, process theories and situational theories. Abraham Maslow (1954) and Herzberg (1966) are the two most prominent theorists who argue that when needs are fulfilled; they lead to overall job satisfaction (Lock, 1976). Furthermore, Lock argued that job satisfaction can be obtained by giving individual sufficient responsibility to let him develop. If an employee is given an opportunity to grow, he or she acquires experience and competence which leads to pleasant emotional state (job satisfaction). Accordingly, Maslow's and Herzberg's hierarchical and hygiene theories would be deployed as theoretical framework for the present study. This choice is informed because, when an



individual perceives that a particular job has made him or her meet both primary and secondary needs (psychological, safety, social, esteem, and self actualization needs) as well as hygiene needs which refers to external conditions such as; working conditions, supervision, working conditions, professional relationships, co-worker and salary, the individual tend to feel pleasant emotions (Huezynski & Bulhanana, 1991; Abdullah, 2002). The feeling of accomplishment that comes with pleasantness of one's appraisal of work relationship may be referred to as job satisfaction. Perhaps, this may be the reason why Logsdon (2002) argue that job satisfaction is the level to which workers like and enjoy their work.

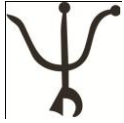
Relationship between workforce discrimination and Job satisfaction

Ensher, Grant-Vallone, and Donaldson (2001) reported a study on the effect of perceived discrimination on job satisfaction, organizational commitment, and Citizenship behaviour and grievances. Participants for the study were 366 ethnically diverse operating level employees. Results suggest that all three types of perceived discrimination have effect on organizational commitment, job satisfaction and organizational citizenship behaviour, no relationship was found with grievances. Campbell, (2011) reported a study in which 398 employees from luxury resort hotels served as participants from diverse locations in the United States. Multi leadership questionnaire MLQ-5X, and Minnesota Satisfaction scale MSS was used for data collection. Multiple regression analysis was used for data

management. Results showed that diversity predicted job satisfaction. Therefore, perception of inequality or injustice attributed to ethnic, race or gender predicts lower job satisfaction among employees. Similarly, Dastane & Eshegbe (2015) reported a study on gender, age, ethnicity and educational background. Participants for the study were 150 employees in Malaysia. Statistics used was Pearson product moment correlation coefficient and multiple regression analysis. Results showed that gender and ethnicity have significant relationship with job satisfaction while age and educational background did not.

In a related study, Choi, (2016) reported a study in which 212, 223 employees participated in. the participants were selected through stratified random sampling method. Ordinary least square regression was used for data analysis. Results showed that holding a minority status may bring low job satisfaction in predominantly white setting. Ozer and Gunluk (2010) reported a study on effects of discrimination perception and job satisfaction on Turkish public accountant's turnover intention. Two hundred and thirty accountants participated in the study accountants. Results show that perceived discrimination positively affects accountant turnover intention, perceived discrimination negatively affects accountants' job satisfaction and accountants' job satisfaction negatively affects their turnover intentions.

Indyastuti (2019) reported a study on does perceived discrimination affect job satisfaction among teachers and staff? One hundred and thirty-eight teachers, who have gained three years working experience and above on the job participated in the study, results showed that perceived discrimination negatively affect autonomy, relatedness and job satisfaction



but no competence. The relationship between perceived discrimination and job satisfaction was mediated by autonomy.

Relationship between leadership styles and Job satisfaction

Asghar and Oino (2019) reported a study on examining the effect of transformational and transactional leadership styles on job satisfaction, in selected retail outlets of Slough, United Kingdom. Participants for the study were 270 employees. Results showed that transformational leadership style has positive effect on employee job satisfaction. Afshinpour (2014) reported a study on determining the extent to which leadership styles preferences correlated with employee satisfaction with supervision among employees and leaders of some companies. Participants for the study were 140 leaders and 329 employees. Results showed that situational leadership style may be the most appropriate style in some companies.

Statement of the problem

The modern workforce has been encumbered with various forms of diversities. Employees have reported various forms of discrimination in the course of discharging their duties to the organization ranging from age, ethnic / racial background, religion, relational, and perception of harsh treatments. Consequently, these diversities have propelled employees coming up with multiple physical and psychological problems. As a result, aggregates of these diversities have led to reports of lack of satisfaction on the job. Most studies devoted

to proffering solution to the problems of job satisfaction had recommended legal restrictions of gender, ethnic/ racial, religious and age among employees in organizational facilities. Similarly, other works examined relationship between workforce discrimination and job satisfaction among employees (Ensher, Grant-Vallone, & Donaldson, 2001; Campbell, 2011; Dastane & Esshegbe, 2015; Choi, 2016). Yet none examined workforce discrimination among non-teaching university employees. Furthermore, earlier studies which investigated relationship between perceived leadership styles and job satisfaction drew samples from employees in industries (Afshinpour, 2014; Ashar & Oino, 2019). Hence the study examined “does workforce discrimination and perceived leadership styles relate with job satisfaction among non-teaching employees of Nnamdi Azikiwe University Awka.

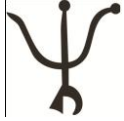
Research Questions

1. Will workforce discrimination correlate with job satisfaction among non teaching staff of Nnamdi Azikiwe University, Awka.
2. Will perceived leadership styles correlate with job satisfaction among non teaching staff of Nnamdi Azikiwe University, Awka.

Purpose of the study

The general purpose of the study is to examine if workforce discrimination and perceived leadership styles will correlate with job satisfaction among non-teaching staff of Nnamdi Azikiwe University, Awka.

Specific Purpose



1. To examine if workforce discrimination will correlate with job satisfaction among non-teaching staff of Nnamdi Azikiwe University, Awka.
2. To examine if perceived leadership styles will correlate with job satisfaction among non-teaching staff of Nnamdi Azikiwe University, Awka.

Hypotheses

- i. Workforce discrimination will positively and significantly correlate with job satisfaction among non teaching staff of Nnamdi Azikiwe University, Awka.
- ii. Leadership styles will positively and significantly correlate with job satisfaction among non teaching staff of Nnamdi Azikiwe University, Awka.

METHODS

Participants

Two hundred (141, females (70.5%); 59, males (29.5%)) non-teaching staff of Nnamdi Azikiwe University, Awka, in Awka South L.G.A of Anambra state served as participants for the study. Administrative building was purposefully chosen as the sample frame for the study because it occupies majority of non-teaching staff of the institution. Thereafter,

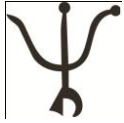
participants were selected through accidental random sampling from Administrative block of the institution. The sample participants who indicated interest in the study were allowed to be part of the study. Institution employees from the senate, bursary, personnel, admissions, exams, records, the vice chancellors, and deputy vice chancellors offices, and security departments were adequately represented in the study. Participants mean age was 33.2 years and a standard deviation of 6.12.

Instruments

Two instruments were deployed for data collection: Multifactor leadership questionnaire MLQ-5X developed by Avolio & Bass (1990) and Minnesota satisfaction Questionnaire (MSQ) by Weiss, Davis, England, & Lofquist (1967). MLQ- 5X is a nine item questionnaire which consisted of five response option, ranging from 1-strongly disagree to 5- strongly agree. The validity of the MLQ-5X was established with present sample at $r = .37$ with index of self esteem. Minnesota Satisfaction Questionnaire (MSQ) is a nine item questionnaire with response pattern 1-very dissatisfied and 5- very satisfied. The validity of MSQ was established with Life satisfaction index at $r = .06$, and the Cronbach alpha reliability was established at .7 level among the present sample.

Procedure

The researchers in company of research assistants visited the registrar's office in Nnamdi Azikiwe University, Awka to explain the purpose of the visit and secure permission for the study. Once permission was secured, the study took a total of three days to accomplish and the participants were met in their respective offices. As a matter of fact filling questionnaires was strange to some of the employees. The researchers took time to explain



some of the procedures and how the response pattern works. After the explanations the employees showed willingness to be part of the study. The researchers and research assistants shared copies of questionnaires to all the non-teaching staff in their respective offices to those who were available and voluntarily agreed to fill the questionnaires. After about fifteen minutes when the questionnaires have been filled, they were collected from the employees and put in an envelope. The employees were assured of confidentiality by the researchers. The researchers thanked the employees for their participation in the study before leaving their offices. Out of the 240 questionnaires distributed, 220 were returned and 200 were properly filled therefore used for data analysis.

Design/Statistics

The study adopted correlation design and statistics appropriate for the study is Pearson Product Moment Correlation Coefficient. Statistical package for social sciences was used for data management.

RESULT

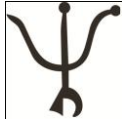
Table 1: Correlation between workforce discrimination and leadership styles on Job satisfaction

	1	2	3	4	5
1. Job satisfaction	1				
2. Transformational	.88**	1			
3. Transactional	.54**	.69**	1		
4. Passive/ Avoidant	-.05	-.64**	-.42**	1	
5. Discrimination	-.01	-.01	-.01	-.03	1
** Correlation is sig at	.01	Level (2- Tail)			

Results showed that Transformational leadership style correlated significantly with Job satisfaction at $r = .88^{**}$, $p < .01$, transactional leadership style correlated significantly with Job satisfaction at $r = .54^{**}$, $p < .01$, passive/avoidant leadership style correlated job satisfaction at $r = -.05$, while workforce discrimination correlated negatively and non significantly with job satisfaction at $r = -.01$, $p > .01$ among sample of the present study.

DISCUSSION

The study examined the relationship between workforce discrimination and leadership styles on job satisfaction among non teaching staff of Nnamdi Azikiwe University, Awka. Hypothesis one was not confirmed. Results revealed that workforce discrimination does not relate significantly with employee job satisfaction. The finding among participants of the present sample is consistent with earlier studies. For instance, Ensher et al.; (2001) found that perceived discrimination has negative effect on job satisfaction. Campbell (2011) also reported that discrimination predicted low job satisfaction. Furthermore, Dastane and Eshegbe (2015) discovered that gender and ethnicity have significant negative relationship with job satisfaction. Likewise, Choi (2016) found that holding minority status



may bring low job satisfaction in predominantly white setting. More recently, Indyastuti (2019) found that perceived discrimination negatively affects autonomy and job satisfaction among teachers and staff. The result of the present findings may further find explanation within Maslow's theory of self actualization and Herzberg's hygiene theory. Indeed, an employee who perceives consistent workforce discrimination may not be experience low job satisfaction. This may be as a result of the fact that his hygiene factor is not conducive for him to experience job satisfaction. Thus, stress in work place may lead to other health consequences that may stand in the way of joy and happiness that are necessary for the individual to attain job satisfaction. Again, such situation would basically, put the individual in a state that he or she would be unable to experience both primary and secondary fulfillments.

Hypothesis two was confirmed in the present study. The finding is consistent with earlier studies. For instance, Asghar and Oino (2019) found that transformational leadership style has positive effect on employee job satisfaction. However, Afshinpour (2014) reported a different result indicating that situational leadership could be the most appropriate form of leadership. Perhaps the content theories on job satisfaction by Maslow and Herzberg may be used to explore understanding of these variations in outcome. According to Maslow and Herzberg when an employee's need is met, he or she may experience job satisfaction. However, according to the earlier studies, it has been emphasized that transformational

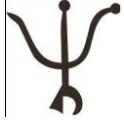
leadership style is the most acceptable style in most workforce organizations, because it enables employee develop competence and confidence, thereby actualizing employee's dreams while fulfilling the organizational goals. However, it appears that a leader who is poised to deploy transformational approach may encounter difficulty from the type of followership he or she meets. Since leadership vary from situation to situation and among institutions and organizations, it appears that Afshinpours (2014) is consistent with present finding.

Conclusion

It is important to note that various works examined the relationship between of workforce discrimination and employee job satisfaction, and most reported negative association between the two concepts. However, these studies were not focused on the association between workforce discrimination and job satisfaction among non-teaching employees within the university setting. However, in the present study, it was concluded that workforce discrimination negatively affects job satisfaction of participants of the present study. Similarly, earlier studies reported positive association between perceived leadership style and job satisfaction. Yet the present study concurred. Significant positive association was found between perceived leadership styles and job satisfaction. Furthermore, it was found that the transformational leadership style is the most related of other styles of leadership among participant in the present study.

Recommendations

1. It was recommended that workforce discrimination should be shunned within work organization.



2. Transformational approach to leadership should be adopted within university setting in order to improve job satisfaction of non-teaching staff.

REFERENCE

Afshinpour, S. (2004). Leadership styles and employees satisfaction. A correlation study.

International letters of social and Humanistic Sciences, 27: 156-169.

Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*. London:

Kogan page publishers.

Asghar, S. & Oino, I. (2019). Leadership Styles and job satisfaction.

<https://www.mpra.ub.uni-muechem-d/91137/>

Avolio, B.J. (2007). *Leadership development in Balnce: Made/ born*. Mahwah, N.J: Lawrence

Erlbaum Associates.

Bank, G.C., McCarley, K.D., Gardner, W.L., & Guleg, C.E. (2016). A meta-analytic review of

authentic and transformational leaderships: A test for redundancy. *The leadership*

Quanterly, 27 (4): 634-652.

Bass, B. M. & Avilio, B. J. (1995). *The multifactor leadership questionnaire for research*. Palo

Alto. CA: Mind Garden.

Bass, B.M. & Riggio, R.E. (2006). *Transformational leadership*. London: Psychology press.

Bildstein, I., Gueldenberg, S., Tjitra, H. (2012). Effective Leadership of knowledge workers:

Result of an intercultural business study. *Management Research Review*, 36: 788-804.

Blau, P.M. (1977). *Inequality and heterogeneity*. New York, NY: free press.

Bogen Schneider, B.N. (2016). Leadership epistemology. *Creighton Journal of Interdisciplinary Leadership*, 2 (2): 24-37.

Bryant, S.E. (2003). The role of transformational and transactional leadership in creating sharing and exploring organizational knowledge. *Journal of leadership and Organizational studies*, 9(4): 32-44.

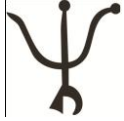
Burnes, B., Hughes, M., & By. R.T. (2016). *Reimagining organizational change leadership*. *Leadership*, 14: 141-158.

Campbell, D.G. (2011). Diversity and Job satisfaction: Reconciling Conflicting theories and findings. *Internal Journal of Applied Management and Technology*, 10 (1): 1-15.

Choi, S. (2016). Workforce Diversity and job satisfaction of the majority and the minority: Analyzing the Asymmetrical effects of Relational Demography on whites and Racial /Ethnic Minorities. *Public Personnel Administration*.

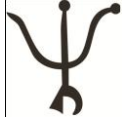
Chung YB (2001). Work discrimination and coping strategies: Conceptual frameworks for counseling lesbians, gay and bisexual clients. *The Career Dev. Quart.*, 50(1): 33-44.

Dastane, O., & Eshegbe, J. W. (2015). Effect of Diversity Elements at workplace: An Empirical Study. *International Journal of Accounting and Business Management*, 3 (1): 1-15



- Di Marco, D., Lopez Cabrera, R., Arenas, A., Giorgi, G., Arcangeli, G., & Mucci, N. (2016). Approaching the discriminatory work environment as stressor: The protective role of job satisfaction on health. *Frontiers in Psychology, 7*:
- Dipboye RL, Collela A (2005). Discrimination at work: The psychological and organizational bases. New Jersey: Lawrence Erlbaum Associates, Inc.
- Ensher, E.A., Grant-Vallone, E.J., & Donaldson, S.I. (2001). Effect of perceived discrimination on job satisfaction, organizational commitment, organizational citizenship behavior and grievances. <https://www.onlinelibrary.wiley.com>. Wiley online library, 12 (1): 52-72.
- Faizan & Cockrill (2017). In Asghar S. & Oino, I. (2019). Leadership Styles and Job Satisfaction. <https://www.mpra.ub.uni-muenchen.de/>.
- Glaser, J.E. (2012). Business Book Review 23 (29). 2-10.
- Haque, A. & Aston, J. (2016). A relationship between occupational stress and organizational commitment of IT sector's employees in contrasting economics. *Polish Journal of Management Studies* 14 (1): 95-105
- Haque, A.U., Faizan, R., Zehra, N., Baloch, A., Nadda, V., & Riaz, F. (2015). Leading Leadership style to Motivate Cultural – Oriented Female Employees in IT sector of Developing country: IT sectoria Responses from Parkistan. *International Journal of Academic Research in Business and Social Sciences*, 5. (9): 280-302.

- Houghton, J.D., & Yoho, S.K. (2012). Toward a contingency model of leadership and psychological empowerment: when should self leadership be encouraged? *Journal of leadership and Organizational Studies*, 11 (4): 65.
- Indyastuti, D.L. (2019). Does perceived Discriminations Affect Job Satisfaction Among Teachers and Staff. *Journal Management dan pemasaran Jasa*, 12 (1):
- International Labour Organization (2003). Time for equality at work: Global report under the follow-up to the ILO declaration on fundamental principles and rights at work. Geneva: International Labour Office.
- James, Mekechic, Swanberg & Besen (2012). In Marafuga, A., D., Dona, T., Paradas, J., Cortes,A.E., & Mercedes, P. (2017). Employee Perceptions in the workplace: Discrimination work motivation, Teamwork citizenship, and Locus of Control. *International Journal of Scientific and Research publications*, 7 (12):
- Judge, T.A., & Piceolo, R.F. (2004). Transformational and transactional leadership: a meta analytic test of their relative validity. *Journal of Applied psychology*, 89 (5) 755-768.
- Kanter, R.M. (1977). Men and women of cooperation. New York, NY: Basic Books.
- Landis, E.A. Hill, D., & Harvey, M.R. (2014). A synthesis of leadership theories and styles. *Journal of Management policy and practice*, 15 (2): 97-100.
- Leong, F.T. & Seralica, F. (2001). Cross-cultural perspective on super's career development theory: Career maturity and cultural accommodation. In F.T. Leong, & A. Barak (Eds), *Contemporary models in vocational psychology* (pp. 167-206). Mahwah, NJ: Erlbaum.



- Levine M, Leonard R (1984). Discrimination against lesbians in the workforce. *Signs: J. Women Cult. Soc.*, 9(4): 700-708.
- Lok, P. & Crawford J. (2004). The effects of organizational culture and leadership style on job satisfaction and organizational commitment: A cross national comparison. *Journal of management Development*, 23 (4): 321-338.
- Luthans, F. 2011. *Organizational behavior* (12th ed.). New York: McGraw-Hill, Inc. hal. 120.
- Makaroff, K.S., Storch, J., Pauly, B., & Newton, L. (2014). Searching for ethical leadership in Nursing. *Nursing Ethics*, 21: 642-658.
- Manzoor, K.S., Wei, Nurunnabi, Subham, Shah, & Fallatah (2019).
- McCarthy, C. (2014). *The uses of culture: Education and the limits of ethnic affiliation*. London, England: Routledge.
- Mirage L (1994). Development of an instrument measuring valence of ethnicity and perception of discrimination. *Journal of Multi. Counsel. Dev.*, 22: 49-59.
- Naidu, J. & Van de Walt M. (2005). An exploration of the relationship between leadership styles and the implementation of transformation interventions. *SA Journal of Human Resources Management*, 3 (2), 1-10.
- Ojokuku, R., Odetayo, T. & Sayuyiggbe, A. (2012). Impacts of leadership style on organizational performance: A case study Nigerian banks: *American journal of Business and Management*: 1 (4): 202-207.

- Opkara, J.O. (2002). The Impact Of Salary Differential On Managerial Job Satisfaction. A Study Of The Gender Gap And Its Implications For Management Education And Practice In A Developing Economy. *Journal of Business in Developing Nation*, 6(1),65-92.
- Ozer, G. & Gunluk, M. (2010). The effects of discrimination perception and Job satisfaction on Turkish public accountants turnover intention. *African Journal of Business Management*, 4 (8): 1500-.
- Pitts, D.W. & Wise., L.R. (2010). Workforce diversity in the new Millennium: prospects for research. *Review of public personnel Administration*, 30: 44-69.
- Saleem (2015). The Impact of leadership styles and job satisfaction and mediating role of perceived organizational politics. *Procedia – Social and Behavioral Sciences*, 172: 563-565.
- Sanchez JI, Brock P (1996). Outcomes of perceived discrimination among Hispanic employees: Is diversity management a luxury or a necessity? *Acad. Manage. J.*, 39(3): 704-719.
- Simatwa, E.M.W. (2011). Job Satisfaction and Dissatisfaction among Teachers in Kenya. *Kenya Journal of Education Planning Economics and Management*, 3 (3) 114-123.
- Weber, M. (2009). The theory of Social and Economic organization. New York: Simon and Schuster.
- Zahari, I.B. & Shurbagi (2012). The effect of organizational culture and the relationship between transformational leadership and job satisfaction in petroleum sector on Libya. *International Research*, 5 (9): 89-97