Examining the inter-relationship between leadership styles, organisational learning capability and job satisfaction: an empirical study of Indian IT companies

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Abstract: The rationale of this paper is to investigate the inter-relationships among leadership styles, organisational learning capability and job satisfaction. In particular, it aims to analyse whether the leadership styles impacts the learning capability of an organisation and job satisfaction level of its employees or not. Two hundred managers from various management levels at IT companies in the Delhi/NCR, India, were surveyed. Descriptive statistics, correlations and moderated regression analysis were used to assess the data. The study found a significant association of transactional and transformational leadership styles with organisational learning capability. However, in case of their association with job satisfaction, only transformational leadership style showed a significant one. The study also found a significant moderating effect of transformational leadership style on organisational learning capability and job satisfaction relationship. The results are of utmost significance as it gives valuable insights about the preferred leadership style by the managers that help them towards enhancing their organisational learning capability and job satisfaction.

Keywords: leadership styles; organisational learning capability; OLC; job satisfaction; IT sector; India.

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1   Introduction

In the precedent two decades, the digital revolution and the information explosion has changed the face of business, and thereby, managing in the global perspective in common and Indian institutional context in exacting is a challenge. Organisations are persistently in spirited demands and in order to survive they are required to re-evaluate and need to be more innovative than before (Skerlavaj et al., 2010). As evidenced by the volume of literature available, learning organisation is one business area that has received maximum attention over the last decades and learning has developed into an imperative focus in organisational perspective (Argyris and Schoen, 1978; Senge, 1990; Goh and Richards, 1997; De Geus, 1998; Bennett, 1998; Goh and Ryan, 2002). The driving force for this growing interest is the increasing global competition and emerging concept of knowledge

management and Hi-Po brigade for building competitive advantage (Senge, 1990; Kanter, 1989). For industries demanding advanced skills and expertise such as the IT sector, knowledge, creativity and passion turn out to be a key differentiator, predominantly when it comes to success and clutching new business deals and increasing the customer base. To remain competitive amidst of these increasing convolutions, organisations are identifying the desire to obtain and use growing quantity of comprehension. Although skills and knowledge or in other words the human capital is replaceable in the mid to long-term, there is a huge cost in terms of finding a right substitute. "Increased job satisfaction can lead to desired employee behaviors that affect organizational functioning and performance" (Rowden, 2002). With changing workplace dynamics, with reference to India, opportunity for learning and development is a top driver of engagement for IT employees. In such a turbulent environment organisational learning capability (OLC) is progressively more professed as basis of intellectual capital and competitive advantage (Senge, 1990). Also, we know that the human minds are irrational; therefore, there is a need of driving force that can provide direction to the employees in an organisation and bring persistency in their efforts. In this regard, the importance of leadership in achieving optimum utilisation of human capital can hardly be overstated. Leadership is considered as "the ability to influence people to perform tasks over a period of time using various motivational techniques" (Yammarino and Dubinsky, 1994; Kotter, 1996). Therefore, with the increasing uncertainty in the external environment, learning capability supported by persuasive leadership is the means for an "organization to stay adaptive and flexible in order to survive and compete" (Burke, 2006).

The potential to innovate, transform, organisation's efficiency and effectiveness are vital factors for the capability to learn (Jerez-Gómez et al., 2005). Organisational learning provides more flexibility to a business, as it allows continuous growth, wider acceptance to new ideas via collaboration while reducing the uncertainties. Organisational practices like 'participative management' (Kim, 2002), 'kaizen or continuous improvement' (Victor et al., 2000), form the basis for highly satisfied workforce and a learning organisation (Ulrich et al., 1993). Furthermore, organisational learning has develop into oblige rather than an alternative in the current environment. Consequently leadership style and OLC equally are significant factors that might influence employees' job satisfaction (JS). In light of the above, the goal of the present study is to analyse the role of transactional and transformational leaders on the relationship between organisational learning and JS. The moderating role of Transactional and Transformational leadership is chosen as these leaders have proven ability to stimulate human capital and contribute towards the organisational learning (Pasamar et al., 2019) and rewards individuals in multiple ways (Ebrahimi et al., 2016). Bass's framework of transactional and transformational leadership was developed within larger organisational contexts (Burns, 1978), and has been successfully applied to the study of middle and top-level managers (Pasamar et al., 2018; Zhu et al., 2005). Therefore our focus remains on the role of mid-level transformational and transactional leaders to explore the relationship between OLC and JS (Avolio and Bass, 1991; Bass, 1985a, 1985b).

To the preeminent awareness of researchers, there have been no exploration up till now has been performed to examine the inter-relationships between organisational learning capabilities, leadership styles (i.e., transformational and transactional) and JS in perspective of IT sector of India, which the current study will do. Better comprehension regarding the association amid leadership styles, OLC and JS permits improved

organisation of rapidly varying external and internal organisational environment and foster innovation while increasing the JS level of employees.

2   Theoretical framework

2.1   *Job satisfaction*

Wicker (2011) defines JS "as the degree of pride and inner fulfillment achieved while doing a particular job" JS can also be described as an individual's attitude or psyche concerning the character of their job, pay, promotional opportunities, supervision, workload, and so on. Robbins and Sanghi (2006) define "job satisfaction as collection of feelings that an individual holds toward his or her job." Employee satisfactions have a major influence in terms of increased efficiency and output on economic growth; therefore, companies must continuously try to make employees satisfied in order to stay ahead of competitors. Providing employees with jobs that are more challenging and exigent is one of the preeminent ways to augment efficiency in organisations. Employees who have higher JS show less absenteeism and lower intentions to leave; and are more productive, display high levels of organisational commitment, and life satisfaction (Lease, 1998). Factors like unfair treatment, increased work load, higher levels of stress, and job insecurity lead to decline in JS (Blanchflower and Oswald, 1999). Furthermore, Jha et al. (2008) opined that "organizational contextual factors such as pay, growth opportunities, job security, influence an employee's perception of job satisfaction." Perception of fair treatment in the organisations in terms of compensation, promotional opportunities increases the JS among employees (Witt and Nye, 1992; Brown and McIntosh, 1998; Siebern-Thomas, 2005). Communication factors are emerging as yet another significant factor established to be connected with JS (Richmond and McCroskey, 2000). It includes superiors' communication styles, communication satisfaction, impact of gender, and leadership (Madlock, 2006; Hilgerman, 1998; Serini et al., 1997; Bahniuk et al., 1990). "Highly satisfied employees, stimulate a chain of positive effect which results in increased levels of organizational commitment" (Heskett et al., 1994). Madan and Srivastava (2015, p.60) recommended that "the management needs to realize that while employee satisfaction and employee engagement are both vital to uphold productive and happy workforce, attaining satisfaction without engagement will have considerably less impact on business results."

2.2   *Organisational learning capability*

Due to the VUCA economy the "concept of organizational learning has attracted a great deal of attention in recent years in both academic and corporate world" (Bapuji and Crossan, 2004; Easterby-Smith et al., 1998). There is no dearth of literature around the learning organisations. OLC refers "to building and diffusing learning capability" (Ulrich et al., 1993) and "it facilitates the learning process in an organization and allow it to learn, evaluate their activities with a view to improving performance and thus and continuously transforms it" (Harrison, 2000; Mills and Friesen, 1992). OLC can also be defined "as the organizational features or factors that expedite the organizational learning process" (Goh and Richards, 1997). OLC creates a positive impact on 'variables like JS' (Chiva and Alegre, 2005), or 'innovation performance' (Aragón-Correa et al., 2007).

With the help of an extensive literature review and the results derived from 60 interviews carried out in the Spanish ceramic sector's four organisations, Chiva (2004), proposed five underlying facets: "experimentation, risk taking, interaction with the external environment, dialogue and participative decision making of organizational learning capability." "*Experimentation* is considered to be the most supported dimension in organizational learning literature and it defines the degree to which an organization supports new ideas and is enthusiastic for bringing changes in work processes" (Hedberg, 1981; Peddler et al., 1991; Ulrich et al., 1993; Nevis et al., 1995; Weick and Westley, 1996; Goh and Richards, 1997; Tannenbaum, 1997). "*Risk taking* defines the extent to which organization perceives that the failure is an essential requirement for effective organizational learning, challenges the status quo, and has tolerance of ambiguity and uncertainty" (Ulrich et al., 1993; Sitkin, 1996; Popper and Lipshitz, 2000). "*Interaction with the external environment* defines the scope of relationships with the external environment, as connections with the external environment are crucial and organizations need to remain adaptive to these changes" (Nevis et al., 1995; Bapuji and Crossan, 2004).

Many researchers "consider *dialogue* to be absolutely important to organizational learning" (Isaacs, 1993; Schein, 1993; Dixon, 1997) and "defined it as a process of building common understanding by bringing clarity in communication" (Isaacs, 1993; Schein, 1993; Weick and Westley, 1996). Therefore, the learning potential of an organisation depends on the above said dimensions of OLC; the stronger they are, the higher the OLC will be.

Learning organisations are organisations that espouse explicit policies, methods and applications that inspire its associates to learn incessantly so that they can acclimatise to the varying business setting. As "learning can be encouraged when certain conditions are in place" (Jerez-Gómez et al., 2005), therefore, the central idea behind the learning organisation includes notions of adaptability, flexibility, challenging the status quo, experimentation, innovation, and creation of knowledge workforce (Argyris, 1999; Goh, 1998). "Organizational learning capability (OLC) is a key indicator of an organization's effectiveness and potential to innovate and grow" (Jerez-Gómez et al., 2005). Organisations need "to promote organizational learning in order to leverage knowledge based resources throughout the organization" (Tetrick and Da Silva, 2003).

2.3   Leadership styles

There is no one best consistent leadership style rather diverse situational variables like the traits of leader. "Transactional and transformational leadership has been of great interest to many researchers in the current era" (Bass and Avolio, 2000; Burns, 1978; Hinkin and Schriesheim, 2008). Transactional leadership can be defined as a bargaining procedure in which leaders engage their supporters in a shared exchange process (Bass, 1990). Transactional leader recognises the constituents of associates' satisfaction and then inspire subordinates to accomplish those objectives by presenting incentives and/or recognitions in order to achieve organisational learning. Al-Mailam (2004) in his research work defined "the transactional leader as an agent of change and goal setter, i.e., a leader that works well with employees resulting in improvements in productivity." According to Bass (1985a, 1985b) as cited in Rowold and Schlotz (2009, p.36), "transformational leadership emphasizes higher motive development, and arouse followers' motivation and positive emotions by means of creating and representing an inspiring vision of the future."

In distinction, transformational leaders are those who motivate cohorts to attain remarkable results. According to Chelladurai (2001), "transformational leadership is the process of influencing major changes in attitudes and assumptions of organizational members and building commitment for the organization's mission and objectives." Transformational leadership transpires when leaders and cohorts connect in a shared practice, inspiring each other to elevated echelon of encouragement and principles (De Cremer and Van Knippenberg, 2003). Transformational leaders understand needs of their followers, empower them, create an association amid the objectives of followers and the organisation, and help them to develop into leaders (Avolio and Gardner, 2005). Transformational leaders modify the attitudes and mind-set of cohorts by creating and expressing an idea equivalent with the development of the organisation (Burns, 1978).

A fair number of researches have been demeanour in the prior period to analyse the effect of transactional and transformational leadership behaviours in the organisation; yet, both leadership behaviours offered different outcomes in diverse circumstances. Few researchers have found that despite of their substantial influence on the followers, transactional leaders are able to "offer higher satisfaction and organizational identification as compared to the transformational leaders" (Epitropaki and Martin, 2005; Boseman, 2008; Wu, 2009). On the other hand, a different set of researchers found transformational leadership having large influence on satisfaction, performance and innovate behaviours of followers' in contrast to transactional leadership (Lowe et al., 1996; Stashevsky and Koslowsky, 2006; Boerner et al., 2007; Zagorsek et al., 2009). Transformational leadership behaviours foster innovation (Krishnan, 2012) "while transactional leadership behaviours facilitate improving and extending existing knowledge". Transformational leaders facilitate in the introducing change and creating acceptance among employees for the organisational change (Bommer et al., 2004; Schepers et al., 2005; Nemanich and Keller, 2007). Both transformational leadership and transactional leadership aid in envisaging subordinate's contentment with respect to their leaders and jobs, and helps in enhancing the organisational performance (Bennett, 2009; Laohavichien et al., 2009) and superior leaders are those that make out how to knob amid a transformational and a transactional style of leadership.

2.4   Conceptual framework of the study

Figure 1   The conceptual scheme of the study
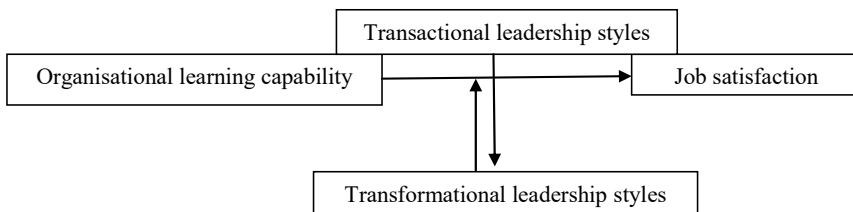
2.5   OLC and JS

Hackman and Oldman (1980) and Herzberg (1966) illustrated that "job satisfaction, primarily influenced by the characteristics of the job such as task variety, autonomy, communication, etc." At micro level, it is important for the smooth functioning of an

organisation to discover what fundamentals of the work create contentment or discontent. Whereas at macro level, it is significant to assess the relation of job contentment with the variables like OLC and innovative culture (Warr et al., 1979; Howard and Frick, 1996). Similarly, in a comparative study between India and Egypt by Badawy et al. (2014) "found a significant relation between organisational learning capability and job satisfaction." This may perhaps be construe by "saying that Egyptians and Indians get more satisfied with their jobs when they learn more in their organizations."

Many researchers have endeavoured to find the "impact of organization culture on the job satisfaction" and they found certain antecedents of JS to be linked with the different dimensions of OLC (Bussing et al., 1999). Kim (2002) illustrates that "participative management that incorporates participative decision making, effective supervisory communication can increase job satisfaction." In another study, researchers found "that participative decision making significantly impacts the level of job satisfaction" (Wagner and LePine, 1999). The most important dimensions of culture which were found to be "strongly related to job satisfaction are innovation, empowerment, involvement, learning opportunities, and recognition" (Eylon and Bamberger, 2000; Johnson and McIntye, 1998). Additionally, Griffin et al. (2001) reported that "the teamwork and perception of job autonomy, affects job satisfaction." Based on the previous research, we envisage a positive association among OLC and JS.

H1 There is a significant association between OLC and JS.

2.6   Leadership styles and JS

"Organizational leadership and supervision directly impacts employees' satisfaction levels" (Bass and Avolio, 2000; Yousef, 2000; Loke, 2001; Shim et al., 2002; Erkutlu, 2008; Thompson, 2008). The broad and diverse literature on transactional and transformational leadership has "acknowledged their direct relationships with a variety of organizational outcomes, including job satisfaction" (Piccolo and Colquitt, 2006; Purvanova et al., 2006), 'intrinsic motivation' (McColl-Kennedy and Anderson, 2002; Bono and Judge, 2003), 'creativity' (Howell and Avolio, 1993), 'work engagement, behaviour toward organisational citizenship' (Fuller et al., 1995; Walumbwa et al., 2008) and 'low turnover rates' (Keller, 1992; Conger et al., 2000).

Past studies "have found a significant relationship between transformational leadership and follower's job satisfaction" (Bass, 1985a, 1985b; Scandura and Williams, 2004; Nemanich and Keller, 2007). Saleem (2015) in her study "found that transformational leadership is positively associated with job satisfaction whereas transactional leadership has a negative impact on job satisfaction." Transformational leaders have an ability to nurture their followers and impart intellectual inspiration which creates a sense of belongingness and intrinsically foster more JS. Employees under transformational leaders tend to be more satisfied as they "offer a sense of direction and indicate high expectations and confidence for followers' abilities, which encourages employees; and tend to be focused on the individual development of their follower's" (Podsakoff et al., 1996; Jung and Avolio, 2000; Bono and Judge, 2003; Bartram and Casimir, 2007). On the contrary, employees might find discontent by the fairness of their incentive scheme under the transactional leader, who is enthusiastically probing for variations. However, few studies suggest that contingent rewards used by transactional

leaders influence the satisfaction levels in an encouraging way (Hater and Bass, 1988; Judge and Piccolo, 2004).

Transactional leaders emphasise on task-oriented goals and attempt to acquire the information regarding the current needs of subordinates, so that to help them engaging in the behaviours that result in desired outcome(s), and thereby, enhancing the satisfaction level of employees (Bennett, 2009; Laohavichien et al., 2009). The preceding academic contemplations proffered the foundation for subsequent hypotheses:

H2   There is a significant association between transactional leadership style (TSS) and JS.

H3   There is a positive association between transformational leadership style (TFS) and JS.

2.7   OLC and leadership style

The character of the relationship amid leadership styles and OLC has fascinated substantial exploration curiosity over time because of its direct linkage with the organisational innovation and performance. There is, though, divergence related to the particular influence of transactional and transformational leadership styles on organisational performance. Few researchers have established that "transformational leadership creates a significant positive impact on performance while transactional leadership creates negative influence on performance" (Rejas et al., 2006). Yet another study revealed "that transactional leadership had significant and positive effect on performance, whereas, transformational leadership style had positive but insignificant effect on performance" (Obiwuru et al., 2011). Aragón-Correa et al. (2007) used structural equation modelling in four organisations in Spain and found "that leadership had a strong, significant and positive influence on organizational learning and indirect affecting on innovation." Additionally, they discovered that transformational leadership assists the associate's capability to make and utilise comprehension. Camps and Rodríguez (2011), in their study "found a significant and positive relationship between workers-perceived organizational learning capability and employability perception and performance."

Also, Llorens Montes (2005), through his "study of 202 Spanish companies established a strong and positive impact of support leadership on learning in organizations." Kurland and Hertz-Lazarowitz (2006), in their "research on the Israeli non-profit sector (schools) examined the effect of transformational and transactional leadership on the organizational learning capability." The findings suggested "that transformational leadership has a significant positive direct effect on organizational learning." The consequence of transactional leadership was also found to be positive but somewhat weaker. What makes a transformational leader extraordinary is his capability to sway the attitudes of the organisational associates and motivate the cohorts to surpass their own "immediate self-interest for the sake of the mission and vision of the organization" (Burns, 1978; Chelladurai, 2001; Saowalux and Peng, 2007). The literature stated above sustains that "organizational learning can be promoted by transformational leadership which support to follower's creativity" (Tushman and Nadler, 1986; Weisberg, 1999; García-Morales et al., 2012).

In his research work, Muterera (2012) "revealed that both transactional and transformational leadership behaviors are positively related with organizational performance but that transformational leadership behavior positively contributed to organizational performance over and above the contribution made by transactional leadership." Together both transactional and transformational behaviours can have an imperative influence on the organisational learning. Among different leadership styles, organisational researchers have paid the greatest attention to transformational leadership. Transformational leaders prefer taking risks and are more likely to reject conventional norms by looking for new ways of working, and challenging static mindsets and (Pasamar et al., 2019). Leaders who possess abilities to coach, counsel, and mentor their followers can stimulate their skills and motivation to seek out opportunities and try new methods to deal with problems (Schneier et al., 1988). Transformational leavers give more freedom to their subordinates to diagnose the problems and solve them in an innovative manner (Birasnav and Rangnekar, 2009).

Transactional leadership is a style of leadership that prefers transactional nature of relations between leader and member in which leader meets the basic needs of followers (Leban and Zulauf, 2003). This form of leadership aims only to maintain the existing situation and to accomplish organisational goals through meeting the needs and giving reward to subordinates (Avolio and Gardner, 2005; Mandell and Pherwani, 2003).They promise tangible rewards to their subordinates and make them follow simplest route just to get things done without realising their potential (Pasamar et al., 2019). Based on literature above, we propose the following hypotheses:

H4 There is a significant association between TSS and OLC.

H5 There is a positive association between TFS and OLC.

H6 Transactional leadership acts as a significant moderator between OLC and JS.

H7 Transformational leadership acts as a significant moderator between OLC and JS.

3   Method

3.1   Participants and procedure

The sample consisted of 200 middle level managers belonging to eight IT sector organisations with 117 males and 83 females belonging to NCR region. For equal representation from each organisation, it was decided to send at least 30–35 questionnaires to organisations under study. The rate of response of the filled questionnaires is 82%. In order to control cultural variance, only one region of the country was taken. The participants were chosen randomly within each organisation from different departments. The questionnaires were mainly administered during office hours. Participants selected ranged from 25 to 60 years of age, had spent at least one year in the same organisation, were at different managerial levels and the majority were married and had a graduate degree or diploma level education.

3.2   Measures

3.2.1   Organisational learning capability

Chiva et al.'s (2007) OLC scale is used for the present study. The scale is a seven-point Likert scale, which ranges from total disagreement represented as 1 to total agreement represented as 7. Cronbach α is found to be 0.88.

3.2.2   JS scale

The JS scale encompasses five items, where 1 and 2 items are taken from Brayfield and Rothe (1951); 3, 4 and 5 items are taken from Krishnakumar (2008). The JS is a five-point rating scale which ranges from strongly disagrees represented as 1 to strongly agree represented as 5 for items such as "I find real enjoyment in my work" and "I am fairly satisfied with my coworkers." Cronbach α was found to be 0.64.

3.2.3   Leadership profile survey (LOA)

LOA survey developed by Marshall Sashkin and William E. Rosenbach was administered to determine the leadership behaviours and characteristics of their leaders. The survey contains 50 questions that make up ten separate scales. Transactional leadership is measured through scales one and two, transformational leadership behaviour is measured through scale three to six, while scales seven to tenth measures personal characteristics which are necessary if transformational leaders are to have a positive impact on their group or organisation. For the present study only Scales measuring transactional leadership and transformational leadership behaviours were considered. Cronbach α was found to be 0.74.

4   Results

4.1   Descriptive statistics and moderated regression

Table 1 represents the means, SDs, correlations among the four constructs and internal reliabilities. As the table shows, OLC and TFS are positively and significantly associated to JS ($r = 0.48$, $r = 0.25$, $p \leq 0.01$ respectively). This validates Hypotheses 1 and 3 which state that OLC and JS are significantly associated to each other and there is a positive association between TFS and JS. On the other hand, no significant association is found amid TSS and JS which rejects the second hypothesis of the study that states that there is a significant association between TSS and JS ($r = 0.13$). However, Hypothesis 4 of the present study which states that there is a significant association between TSS and OLC is not accepted because the results shows that a TSS and OLC are positively and significantly related to each other ($r = 0.25$, $p \leq 0.01$).

Figure 2 Results of moderated regression analysis
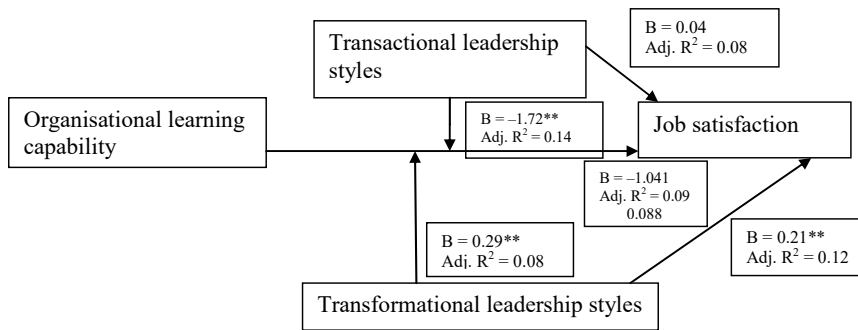
Table 1 Descriptive statistics, correlations, and reliabilities

SN	Variables	Mean	SD	JS	OLC	TF	TS
1	Job satisfaction	18.73	2.74	(0.64)			
2	Organisational learning capability	47.09	0.44	0.48**	(0.88)		
3	Transformational leadership	77.81	9.72	0.25**	0.38**	(0.75)	
4.	Transactional leadership	38.06	6.48	0.13	0.25**	0.34**	(0.73)

Notes: Pearson correlations: **$p \leq 0.01$; $n = 200$. α reliabilities are reported on the
diagonal. JS = job satisfaction; OLC = organisational learning capability;
TF = transformational leadership; TS = transactional leadership.

Overall the results are consistent with all three but one hypotheses. OLC and TFS had positive impact on JS where as transactional leadership failed to have any significant association with JS. TFS moderated the relationship between OLC and JS. It showed that 14% of the variance in the relation between OLC and JS is due to TFS. However, TSS failed to show its impact on the relationship between OLC and JS as beta value of –1.04 was found to be insignificant. This result partially proves the fifth hypothesis of our study which states that leadership styles moderates the OLC-JS relationship.

Results of moderating regression analysis are shown in Tables 2 and 3. Table 2 shows that OLC had a positive impact on JS ($\beta = 0.29**$, $p \leq 0.01$). However, the impact of TSS is not found to have a significant impact on JS ($\beta = 0.04$). Similarly, the TSS failed to show its moderating effect on the relationship between OLC and JS as the beta value of –1.041 (beta value is negative and more than 1) is found to be insignificant rejects the sixth hypothesis of the study that states that TSS acts as a significant moderator between OLC and JS.

Table 2 Results of the moderated multiple regression analysis: predictor variable – OLC, moderator variable – TSS and criterion variables – JS

Predictor and moderator	Main effect of OLC		Main effect of TSS		Interaction effect (OLC * TSS)	
Criterion variable	β	Adj. R^2	β	Adj. R^2	β	Adj. R^2
Job satisfaction	0.29**	0.082	0.04	0.080	–1.041	0.088

Notes: **$p < 0.05$; TSS = transactional leadership style.

However, Table 3 shows that TFS is found to have a significant impact on JS ($\beta = 0.21**$, $p \leq 0.01$). TFS also confirmed its impact as a moderator for the relationship between OLC and JS as the beta value of 1.72 is found to be significant. It further established that 14% of variance (Adj. $R^2 = 0.138$) is due to its moderating effect which validates the seventh hypothesis of the study that states that TFS acts as a significant moderator between OLC and JS.

The combined result of Tables 2 and 3 partially proves the fifth hypothesis of the study that suggests that leadership styles have a moderating effect on the relationship between OLC and JS.

Table 3   Results of the moderated multiple regression analysis: predictor variable – OLC, moderator variable – TFS and criterion variables – JS

Predictor and moderator	Main effect of OLC		Main effect of TFS		Interaction effect (OLC * TFS)	
Criterion variable	β	Adj. R^2	β	Adj. R^2	β	Adj. R^2
Job satisfaction	0.29**	0.082	0.21**	0.115	1.72**	0.138

Notes: **$p < 0.05$; TFS = transformational leadership style.

5   Discussion

The result from the present study reveals that employees in IT sector valued TFS in contrast to TSS. As evidenced by correlation and regression analysis that TFS is associated to employee's JS than the TSS. The results get support from Tale's (2010) study, "where the relationship between transformational leadership and transactional leadership on job satisfaction was examined and results found were similar to the present study." "Past studies have found a significant relationship between transformational leadership and follower's job satisfaction" (Bass, 1985a, 1985b; Scandura and Williams, 2004; Nemanich and Keller, 2007). Transformational leaders engage in a healthy dialogue, which enhances job contentment amid employees. Similarly, in another study by Limsila and Ogunlana (2008), "the transformational leadership style was found to be with higher leadership outcome as compared to transactional leadership." The results support that the style of a leader is of immense value in leader-subordinate relationships. Another result suggests that there is a positive association between leadership styles and OLC. Both transactional and transformational leadership styles are positively associated to OLC. Additionally, the result is backed by the study done in the past which suggest that leadership styles had a "strong, significant and positive influence on organizational learning and indirect affecting on innovation" (Aragón-Correa et al., 2007). The past literature also "support that organizational learning can be promoted by transformational leadership which support to follower's creativity" (Tushman and Nadler, 1986; Weisberg, 1999; García-Morales et al., 2012). In his research work, Muterera (2012) "revealed that both transactional and transformational leadership behaviors are positively related with organizational performance but that transformational leadership behavior positively contributed to organizational performance over and above the contribution made by transactional leadership."

6 Limitations and managerial implications

Despite all efforts, the present study envisaged certain limitations which can be looked upon for future research actions. First, the issue of social desirability biasness can occur because of usage of self-report technique for the present research. Second, the sample size was one of the significant confines for the current study. Third, future research shall consider a bigger geographical area, varied industries or comparison of leadership styles across cultures as the present study was restricted to Delhi/NCR of only Indian IT organisations, hence generalisability of the results can be an issue. Fourth, the study considered only IT sector and excluded the public sectors organisations, which might limit external validity. Lastly, a comparative study between various sectors and demographics could have given an enhanced perceptive regarding the significance of leadership styles.

However, the results are of utmost significance as it gives valuable insights about the preferred leadership style by the managers that help them towards enhancing their OLC and JS. Based on the outcomes of present research it is recommended that employers must recognise the essential advantages and slip-up of diverse leadership styles, as these might influence the acuity of OLC, which in turn can influence the JS. Organisations need to deem the competencies of employees and must untangle the potential of their subordinates through practicing more transformational leadership behaviour and building an inspiring and more inventive atmosphere that will lead to their JS.

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