

2022

Perceived Transformational Leadership Styles and Job Satisfaction Among Probation Officers

Joann Ruth McGee
Walden University

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Walden University

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Joann R. McGee

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Walden University
2022

Abstract

Perceived Transformational Leadership Styles and Job Satisfaction Among Probation
Officers

by

Joann R. McGee

MPA, Walden University, 2010

BA, Northern Illinois University, 1994

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy Administration

Walden University

February 2022

Abstract

As the field of probation service work evolves, so does the role of the probation officer. The problem addressed in this study is that probation officers are experiencing more complexities related to job satisfaction, however there exists limited amount of research on probation leadership and probation officers overall job satisfaction. The purpose of this quantitative study was to investigate whether there is a relationship between the level of job satisfaction of probation officers and supervisors' transformational leadership style. Malsow's hierarchy of need theory and Bass and Avolio's full-range leadership model was utilized as the theoretical framework for the research. The independent variables were (a) Idealized Influence Attributed (IIA), (b) Idealized Influence Behavioral (IIB), (c) Inspirational Motivation (IM), (d) Intellectual Stimulation (IS), and (e) Individualized Consideration (IC). The dependent variable was job satisfaction. The study survey consisting of a demographic questionnaire, Multi-factor Leadership Questionnaire (MLQ), and the Job in General (JIG), questionnaire. One hundred thirty-six probation officers participated in the internet study. Participants were members of the same Professional Association. Spearman's Correlation Statistic and multiple linear regression analyses were performed to test the hypotheses. Findings showed there was a statistically significant, moderate or strong positive correlation between perceived transformational leadership style of the supervisor and self-reported job satisfaction. Implications for positive social change include enhanced knowledge and leadership skills which may aid in producing more positive outcomes on probation officers job satisfaction.

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Dedication

I dedicate this dissertation to my beloved parents, Joe Willie and Janis McGee. Thank you so very much for your unconditional love, support, and sacrifices which has allowed me to become the woman I am today. I pray you are as proud of me as I am of both of you. It is truly an honor to call you my parents. I love you with all that I am.

I also dedicate this dissertation to my sisters and brothers, nephews, as well as my dearest family members and friends who have supported me along the way. Your prayers, phone calls, words of encouragement, and assistance in any way that I needed you, meant more to me than words can ever express. I am grateful to God that you are a part of my life. I love and thank each of you from the bottom of my heart. The word of God says that to whom much is given, much will be required. Luke 12:48. I am beyond grateful that I "finished this assignment." God Bless.

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I can do all things through Christ who strengthens me. Philippians 4:13.

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Chapter 1: Introduction to the Study

This study's primary focus explores leadership characteristics to help produce positive outcomes within probation departments. Probation service work is subject to constant change. O'Donnell and Stephens (2001) stated that high levels of stress among law enforcement and probation officers result from lack of communication with management, training, rapid changes in policies, insufficient feedback clustered with large paperwork, and conflict in role assignments. The ability to balance roles and responsibilities continues to be a problem for probation officers currently employed in the field.

Balance is significant within probation due to the constant shifting of job responsibilities. According to Ruhland (2020), finding a balance between social work and law enforcement orientations has become rather cumbersome for probation officers over the years. Additionally, probation officers also have a large responsibility in some jurisdictions in collecting probation fees (Ruhland, 2020). The response, or lack thereof, from management in probation regarding how they choose to implement best practices to meet the needs of all those concerned could continue to place a heavy burden on their probation officers.

It is important to note that people do not leave organizations, they leave leaders. Probation officers may not only be negatively affected by job duties but its leaders. According to Pittaro (2018), correctional leaders must interact with their employees in a more approachable way and possess the ability to respond empathetically to situations

that may arise within the department. Based on this notion, the National Institute of Corrections encourages transformational leadership, a leadership style based on mentorship and accessibility (Pittaro, 2018). Thus, leadership's role becomes pertinent in understanding their potential impact on its officers.

Leadership is a topic that has been studied for quite some time. Heath (2011) noted that the topic of leadership had established a long history of interest among scholars and intellectuals (Bass & Bass, 2008; Bennis, 1989; Burns, 1978; Covey, 1991; Ford, 1991; Greenleaf, 2002; Kouzes & Posner, 2007; Stumpf, 2003; Yukl, 2002), and the comprehension of leadership's pivotal role in a culture is not uncommon, as it has been largely studied for thousands of years. It is, however, important to note that although the topic of leadership is fairly common, a review of the literature suggests that few researchers have considered exploring the relationship in community corrections, especially within probation departments (Amaya-Aguilar, 2013; Eckman, 2015; Getahun et al., 2007; Johnson, 2015; Keke, 2019).

However, leadership is not the only relevant and important topic to probation that has been studied throughout the years. The study of job satisfaction itself is not considered new research, as it has been the interest of researchers and employers alike for quite some time now (Taylor & Westover, 2011). Spector (1997) defined the term job satisfaction as an individual's overall feeling and the degree to which people like (satisfaction) or dislike (dissatisfaction) numerous aspects of their job. Thus, employees

who work in a similar capacity at a job may share positive or negative experiences, resulting in job satisfaction or dissatisfaction based on their perceptions.

This study needs to be conducted to explore probation officers' overall job satisfaction and whether there is a relationship between transformational leadership styles and job satisfaction. Overall, the exploration of probation officers in the field brings minimal research (Amaya-Aguilar, 2013). By conducting this study, positive social change may occur as more awareness within probation departments. The public sector can be raised regarding the overall benefits of exhibiting transformational leadership styles to improve organizational effectiveness during rapidly changing times while also increasing the overall job satisfaction of probation officers.

Chapter 1 includes the background, research problem, purpose statement, rationale, and nature of the study. Additionally, the research questions, definition of terms, assumptions, scopes and limitations of the study are presented. Lastly, the study's significance in terms of its contribution to academic literature and the field of probation is addressed.

Background of the Study

The field of probation is constantly evolving. As the world of probation service work is changing, so is the role of a probation officer. According to Lowry (2000), within the last 30 years, the probation officer's role has shifted from a primarily social service approach to a two-pronged profession. Probation officers are expected to use a social

service approach and a law enforcement-oriented approach. The expectations of probation officers have undergone a significant overhaul throughout the years.

The face of probation has changed dramatically. Essentially, the first 150 years of probation were designed to utilize more of a social worker's role in connecting with offenders; however, this approach diminished as law enforcement began to dominate (Labrecque, 2017). Implementing a law enforcement approach was viewed as a major shift away from a rehabilitative approach. The primary focus of this approach included more attention being directed towards meeting court-ordered conditions such as making sure clients obtain employment, complete drug testing, and pay their fines and restitution to deter undesired behavior (Labrecque, 2017).

However, neither of these approaches was considered solely successful, resulting in a move towards more evidence-based practices (EBP). EBPs occur as research literature is constantly being reviewed by stakeholders based upon current evidence to help improve assessment tools and programs and determine what policies and procedures need to be modified for the betterment of all stakeholders (Labrecque, 2017). Due to such measures, probation officers have adopted several roles throughout the years.

Probation officers are systematically known for maintaining various job roles and responsibilities.. Hsieh (2015) noted that probation officers have become accustomed to adjusting their persona periodically to find the "best" practices in community corrections among these goals: (a) social worker (addressing client needs and assisting with rehabilitation) (Andrews et al., 1990), (b) peace officer (enforcing laws and rules and

working with court orders) (Benaco, 1990), and (c) "synthetic" officer (the combination of both). Along with regular adjustments to their role assignment, probation officers must also adhere to their leadership needs.

The overall effectiveness of a probation department is highly contingent upon its leaders. Many researchers have noted transformational leadership to be one of the most effective styles of leadership (Babalola, 2016; Campbell; 2012; Chung Khai & Hung, 2009; Lee & Siko, 2016; Won-Jae et al., 2009). Givens (2008) stated that transformational leaders profoundly affect many organizational outcomes, including organizational commitment, job satisfaction, and role performance. Thus, exhibiting an efficient leadership style can directly influence probation's overall internal and external effectiveness, including stress-related issues.

Varying stressors can accompany probation service work. Alexander (2015) stated that the stressors related to working in probation imply that more attention and research are needed regarding leadership styles as it affects probation officers and their work. This study attempted to fill in the gap, by examining the transformational leadership styles exhibited by probation supervisors, from the perceptions of probation officers, and overall job satisfaction experienced by probation officers, as there is very little research in these areas (Eckman, 2015; Ellis, 2020; Keke, 2019; Johnson, 2015).

The need to help fill this important gap provides the primary rationale for why this study is needed. This study should be deemed important because, as Johnson (2015) noted, only a few studies have focused on this particular population's management styles.

Additionally, this study will help improve leadership practices within probation, including the relationships between probation supervisors and probation officers. The process will attempt to help decrease turnover rates and levels of frustration and stress experienced by probation officers. This study may also help reduce probation officers' stressors while increasing managerial support and effectiveness, communication, promotional opportunities and fairness, conflict resolution, equal caseload distributions, and ongoing training and educational opportunities.

Problem Statement

Although leadership is essential in any occupation experiencing significant change, the general problem I will address in this study is that probation officers experience more complexities in fulfilling their job assignments and varying stressors related to job satisfaction. Leadership and job satisfaction may influence several organizational areas: morale, employee well-being, turnover, engagement, and performance results. They may have intentions to quit their current positions as soon as feasible. Lewis et al. (2013) reported that nearly half of probation officers stated they would leave their job as soon as a better employment opportunity presented itself. Additionally, Tippins (2016) found that the parole and probation officers turnover rate was 51%, while 30% of the population was reported to likely leave the probation service work at some juncture. While these statistics are troublesome, there are other ramifications to the community when probation officers leave their jobs due to job dissatisfaction.

Turnover rates have consequences that stem far deeper than unsatisfied probation officers. Ellis (2020) stated that since probation officers are no longer staying until retirement (due to several reasons including location, agency, and type of position), both the financial and societal costs are potentially high, as budgets are affected by constantly training new staff, many of whom are inexperienced and left to supervise dangerous defendants and clients. However, support systems within probation can help to reduce turnover rates. Lambert et al. (2016) found that administrative, coworker and supervisory support had positive organizational commitment associations. Thus, management's leadership style can play a key role in producing positive or negative outcomes within the probation culture.

Leadership can influence and steer their probation officers in a direction that may help reduce stress and turnover due to job dissatisfaction. Wooditch et al. (2016) stated that probation departments often seek to restrict their officers' discretion. They recommend this aspect be reconsidered when seeking behavior that produces fair outcomes. However, it will require leadership to neutralize an authoritarian leadership style of control.

Within probation there currently exists a void regarding leadership styles. Amaya-Aguilar (2013) noted a profound absence in the literature that addresses probation leadership in terms of outcomes and managers' leadership styles in probation and the effects of organizational change. Most notable, Keke (2019) reported that although probation management has been in existence for well over 100 years, parole and

probation officers still represent a sub-population within corrections in the United States that is understudied. The lack of research within the field of probation is concerning for public policy.

Another researcher reported similar findings as well. Johnson (2015) stated that a gap in the literature on probation officers' perceptions of management currently exists. Thus, the specific problem to be addressed in this study is that there currently exists a limited amount of research studies that examine the transformational leadership styles of probation supervisors, based upon their probation officers' perceptions and their relationship to probation officers' overall job satisfaction within the workplace.

Purpose of the Study

The purpose of this quantitative correlational study was to examine whether a relationship exists between the perceived transformational leadership styles of probation supervisors and probation officers' overall job satisfaction. This study is partially based upon Johnson's (2015) recommendation that future research explores managerial styles within probation and parole, considering that different perceptions may exist based upon gender differences.

This study included data from both male and female probation officers currently employed in the field of probation; however, the objective was not to compare males and females but to include a representative sample of probation officers. The design of this quantitative study sought to provide insight by measuring probation officers' perceptions

of their direct probation supervisor's transformational leadership styles and their overall job satisfaction.

In regards to leadership styles, researchers have supported that the utilization of transformational leadership styles can assist in positive outcomes within organizational settings (Bass & Avolio, 1994, 2004). My intent in this study was to explore the perceptions of probation officers employed in the State of Illinois who were also identified as active members of the Professional Association regarding their direct supervisor's transformational leadership styles as well their overall job satisfaction.

Research Questions and Hypotheses

The overarching research question was the correlation between self-reported job satisfaction (JS) and perceived transformational leadership style of the direct probation supervisor among probation officers who are members of the Professional Association? I addressed the following specific research questions:

RQ1. What, if any, correlation is there between self-reported and the extent to which the direct probation supervisor is perceived to have an idealized influence attributed (IIA) transformational leadership style among probation officers who are members of the Professional Association?

RQ2. What, if any correlation is there between self-reported JS and the extent to which their direct probation supervisor is perceived to have an idealized influence behavioral (IIB) transformational leadership style among probation officers who are members of the Professional Association?

RQ3. What, if any, correlation is there between self-reported JS and the extent to which their direct probation supervisor is perceived to have an inspirational motivation (IM) transformational leadership style among probation officers who are members of the Professional Association?

RQ4. What, if any correlation is there between self-reported JS and the extent to which their direct probation supervisor is perceived to have an intellectual stimulation (IS) transformational leadership style among probation officers who are members of the Professional Association?

RQ5. What, if any correlation is there between self-reported JS and the extent to which their direct probation supervisor is perceived to have an individualized consideration (IC) transformational leadership style among probation officers who are members of the Professional Association?

RQ6: What combinations of perceived transformational leadership styles collectively best predicts job satisfaction among probation officers who are members of the Professional Association?

Hypotheses

H_{01} : There is no correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IIA transformational leadership style among probation officers who are members of the Professional Association.

$H_a 1$: There is a correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IIA transformational leadership style among probation officers who are members of the Professional Association.

H_{02} : There is no correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IIB transformational leadership style among probation officers who are members of the Professional Association.

$H_a 2$: There is a correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IIB transformational leadership style among probation officers who are members of the Professional Association.

H_{03} : There is no correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IM transformational leadership style among probation officers who are members of the Professional Association.

$H_a 3$: There is a correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IM transformational leadership style among probation officers who are members of the Professional Association.

H₀4: There is no correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IS transformational leadership style among probation officers who are members of the Professional Association.

H_a 4: There is a correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IS transformational leadership style among probation officers who are members of the Professional Association.

H₀5: There is no correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IC transformational leadership style among probation officers who are members of the Professional Association.

H_a 5: There is a correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IC transformational leadership style among probation officers who are members of the Professional Association.

H₀6: Combinations of two or more perceived transformational leadership styles do not better predict JS than any single perceived transformational leadership alone among probation officers who are members of the Professional Association.

H_a 6: Combinations of two or more perceived transformational leadership styles better predict JS than any single perceived transformational leadership alone among probation officers who are members of the Professional Association.

Theoretical Foundation

The theoretical framework that grounded my study was based on two significant theories that tie together accordingly. One of the most prominent job satisfaction and

motivation theories is Maslow's (1954) hierarchy of needs theory. Maslow's theory explored the following five key components: (a) physiological (air, water, hunger, shelter, rest); (b) safety (protection from physical/emotional harm); (c) love/belonging (friendships, relationships, acceptance, and belonging); (d) esteem (for one's self and as well as recognition from others); (e) and self-actualization (realizing and achieving potential, self-fulfillment). According to Maslow's theory, once a person has satisfied one, they can then move on to satisfy the next need (i.e., physiological to safety, safety to love). Maslow's hierarchy of needs provides an important correlation and applicability to how employees work to obtain job satisfaction through these components.

I utilized the Job in General Questionnaire (JIG) for this study. The JIG has been deemed a reliable instrument and noted to be frequently used to measure job satisfaction and employee attitudes by working professionals and researchers alike. (Bowling Green State University, 1997) which will serve as a compliment to Maslow's theory. Maslow's hierarchy of needs theory was designed to understand how people achieve self-actualization by first meeting other lower-level needs.

In relation to my study, it is important to understand how leaders play a role in their employees reaching self-actualization on the job, which may help determine their overall job satisfaction. Travieso (2013) noted that promotions and advanced training are key components to job satisfaction related to Maslow's hierarchy of needs theory. Ironically, researchers have indicated that lack of these same components within probation departments have contributed to some probation officers' job dissatisfaction

(Allen & Sawhney, 2010; Blanchard, 2014; O'Donnell & Stephens, 2001; Simmons et al., 1997).

I also used Bass and Avolio's (1994, 2004) full-range leadership model to address this component. Bass and Avolio's leadership model has been examined and studied by numerous researchers. Their full range leadership model comprises transformational, transactional, and laissez-faire leadership and has resulted in the continuous study of follower perceptions of leadership. Chung-Khi and Chia (2009) reported that transformational leadership theory has emerged as one of the most widely used approaches to understanding leader effectiveness within the past couple of decades (Piccolo & Colquitt, 2006). The selected theoretical frameworks were discussed in further detail in Chapter 2.

Nature of the Study

The nature of this quantitative correlational study was to examine whether a relationship exists between transformational leadership styles (independent variable) and overall job satisfaction (dependent variable). This study consisted of surveying male and female probation officers employed only in Illinois who were also identified as active members of the Professional Association. The Multi-factor Leadership Questionnaire (MLQ) was utilized to assess probation officers' perceptions of their supervisors' transformational leadership styles and the Job In General Questionnaire (JIG) instrument to assess their overall job satisfaction.

A quantitative research method is utilized to examine relationships between

variables, test hypotheses (support or refute), and analyze theories and measure variables involved (Creswell, 2013). Qualitative research differs as it is used for explorative purposes. It seeks to derive meaning and understanding to human and social problems (Creswell, 2013).

A correlational design was selected for this study. According to Simon (2010), a correlational design is utilized to determine if a relationship exists between two variables (identified as quantifiable) and to what extent. An experimental design is dissimilar in nature as its goal is to test the effect of an intervention or treatment outcome by controlling all other aspects that could potentially influence that particular outcome (Creswell, 2009).

Thus, the choice of a quantitative, correlational design was deemed most appropriate for examining the relationship between transformational leadership styles (independent variable), which will be measured by the MLQ (Mind Garden survey tool) along with the overall job satisfaction (the dependent variable) of probation officers, measured employing the JIG survey instrument (Bowling Green State University, 1997). Instruments for this research study will be the MLQ and the JIG. The MLQ and JIG will evaluate the correlation between their direct probation supervisor's leadership behavior styles and probation officers' job satisfaction. Each instrument serves a specific purpose.

Definitions

Job in General Scale (JIG): An instrument established to measure an employee's satisfaction with their jobs (Bowling State University, 1997).

Job satisfaction: is the measure of an overall feeling about the job or its relation to a person's beliefs and attitudes in which he or she believes a supervisor provides encouragement and support to him or her regarding numerous aspects of the job (Mamiseishvili & Rosser, 2011).

Leadership style: The way followers perceive the task or relationship behaviors of leaders (Hershey & Blanchard, 1977).

Multifactor Leadership Questionnaire (MLQ): A validated instrument established by Bass and Avolio (1995) created to measure transformational, transactional, and laissez-faire leadership styles.

Organizational culture: "The underlying beliefs, assumptions, values and ways of interacting that contribute to the unique social and psychological environment of an organization" (Tharp, n.d, p.1).

Perceived: The manner in which an individual provides information utilizing a questionnaire or survey instrument based upon his or her understanding or experience (Huang, 2004).

Probation officer: A person responsible for monitoring the compliance of offenders placed on a probated sentence, as ordered by the court. Within this role, probation officers also provide guidance, support, resources, and rehabilitative services to offenders. (Lewis, 1960).

Probation supervisor: A person responsible for overseeing and providing support to probation officers/staff in completing their assigned job duties and tasks and ensuring policies and procedures are followed accordingly (Carrera, 1968).

Transformational leadership: An influential process whereby leaders can positively change associates' perspectives (Bass & Avolio, 2004).

Assumptions

This quantitative, correlational research was designed to examine the relationship between perceived transformational leadership styles and probation officers' job satisfaction. One assumption is that the sample size is a truly representative sample of the larger Professional Association population. A second assumption is that the survey tools, the JIG questionnaire and the MLQ 5X Short form will be understood by probation officers who choose to participate in the study and provide accurate and honest responses. A third assumption is that Maslow's hierarchy of needs theory and Bass and Avolio's full range leadership model offer a reasonable rationalization for the research topic and instrument tools utilized for data collection purposes. These basic assumptions are necessary in the context of the study in order to proceed with the study with the confidence that the best approaches were selected and factual information and integrity will be provided by all participants, to contribute to a limited body of quantitative research in respect to the sample population.

Scope and Delimitations

The scope of the research entailed the use of online data collection for the quantitative, correlational study. Participants were provided with a self-administered survey to complete via the internet. Those participants who chose to voluntarily participate agreed to respond to both the MLQ Survey and the JIG survey to measure transformational leadership and job satisfaction in probation. The selected samples were largely based upon convenience and the researcher's financial and time constraints. The study was only provided to probation officers employed in Illinois. Additionally, those probation officers were also required to be active members of the Professional Association. Both these factors represented delimitations of the study.

Limitations

Limitations within research studies were anticipated. This quantitative research needs to identify some limitations to maintain the study's integrity. Participant bias indicated one limitation: participants may not provide honest or accurate answers to all the survey questions. Another limitation was the type of design chosen because correlational designs do not provide causation, as correlational research was designed to examine the relationship between two variables (Simon, 2006; Singleton & Straits, 2010). Additionally, given that this survey employed a convenience sampling type, it posed some risk to external validity. Lastly, it is assumed that survey results were nonbiased and that the participants answered honestly.

This study's chosen population was composed of male and female research participants who agreed to participate, possessed an active Professional Association membership, and were employed as probation officers in Illinois. However, it is noted that a nonprobability sample could threaten external validity (Singleton & Straits, 2010). The decision to utilize this particular method provided for a suitable cross-section of male and female probation officers from small, medium, and large probation departments.

Significance of the Study

Significance to Theory

This study contributed to limited work on probation leadership styles and job satisfaction. It may warrant more research regarding the interpersonal relationships between probation leadership and its followers. Probation supervisors must be cognizant and knowledgeable about the issues impacting their officers and work culture to help increase the motivation and retention of probation officers and decrease job stressors that may contribute to a probation officer's level of job dissatisfaction and intentions to quit. The ability to uncover probation officer's perspectives as to how they perceive both their leadership's transformational styles, as well as their overall job satisfaction, is critical, as it is necessary that all probation officers feel supported in a positive, fair work environment in order to perform their job duties to the best of their ability.

Significance to Practice

This quantitative correlational study of job satisfaction and perceived leadership styles among male and female probation officers made significant contributions to the

literature on probation leadership and job satisfaction. This study supports professional practice. It allows leaders and followers to identify areas related to management approaches, practices, and leadership styles that may or may not need to be modified. Management will review EBP's and work to ensure that they accurately align with the organization's mission statement. More light will be shed on staff's needs and expectations based on gender, influencing how management chooses to respond to future issues, concerns, and policies. The ability to understand varying issues based upon probation officers' perceptions of their direct supervisors' leadership styles could benefit the organization. They may help provide and match services for the offenders by assisting management in developing a more systematic, supportive, and practical approach to probation service work.

Significance to Social Change

The findings of this study could potentially assist leaders of probation departments by identifying areas of concern related to leadership characteristics, work values, work culture, and gender issues. This study could impact positive social change in probation departments and probation supervisors by: (a) helping probation supervisors gain insight regarding leadership behaviors and styles to execute strategies for conflict resolution; (b) assisting probation supervisors with becoming more knowledgeable regarding needed areas of improvement related to leadership styles and behaviors; (c) improving probation officer job satisfaction through the development and enhancement of more leadership training and strategies to create a more positive, diversified, cohesive,

and fair work environment for male and female probation officers; (d) assisting probation supervisors with comprehension of possible gender issues concerning probation officers' job satisfaction in the workplace, such as role expectations, caseload assignments, and promotional fairness.

Summary

Probation officers are experiencing more complexities within their role assignments. Probation officers may experience difficulty coping with stressors related to assigned job duties, such as caseload management, the work environment, and advancing technology and practices. These factors could contribute to increased stress levels and lack of job satisfaction amongst probation officers, which may also impact the organizational culture, ultimately resulting in less organizational commitment and more turnover within the field of probation without implementing effective probation leadership skills.

Chapter 2 presents the literature review essay composed of many analyses and syntheses of current empirical research on job satisfaction and leadership styles relevant to the problem statement, research questions, and hypotheses. Chapter 3 includes a rationale as to the selected research design in relation to the problem statement. Chapter 3 also includes specific details as to research procedures, survey instruments, and data collection necessary to complete the statistical analysis for the current study.

Chapter 4 identifies the demographic characteristics of the respondents ($n=136$) who elected to complete the internet survey. Chapter 4 is composed primarily of

the research questions and hypotheses. Spearman's rho correlation statistic and stepwise multiple linear regression are included. The statistical tests performed either reject or fail to reject the null hypotheses. Chapter 5 provides an interpretation and summation of the research findings. This final chapter includes recommendations for action, implications for social change, and reasonable considerations for future research.

Chapter 2: Literature Review

Although leadership is essential in any occupation experiencing significant change, the general problem that I addressed in this study was that probation officers are experiencing more complexities in fulfilling their job assignments and varying stressors related to job satisfaction. Leadership and job satisfaction may influence several organizational areas, such as morale, employee well-being, turnover, engagement, and performance results. They may have intentions to quit their current positions as soon as feasible. Lewis et al. (2013) reported that discovered that nearly half of probation officers stated they would leave their job as soon as a better employment opportunity presented itself. Additionally, Tippins (2016) found that the parole and probation officers turnover rate was 51%, while 30% of the population was reported to likely leave the probation service work at some juncture. Management's leadership style can play a key role in producing positive or negative outcomes with the probation culture.

Unfortunately, there is a gap in the literature on probation officers and probation leadership and job satisfaction. Keke (2019) reported that although probation management has existed for well over 100 years, parole and probation officers still represent a subpopulation within corrections in the United States that is understudied. Amaya-Aguilar (2013) noted a profound absence in the literature that addresses probation leadership in terms of outcomes and managers' leadership styles in probation and the effects of organizational change. Thus, the specific problem to be addressed in this study is that there is currently a limited amount of research studies that consider the

transformational leadership styles of probation supervisors, from the probation officers' perceptions, and their relationship to probation officers' overall job satisfaction in the workplace.

The ability to provide quality assurance and overall effectiveness within probation departments will likely fall in the hands of probation leadership. This study is partially based upon Johnson's (2015) recommendation that future research explores managerial styles within probation and parole, considering that different perceptions may exist based upon gender differences. This study included data from both male and female probation officers currently employed in the field of probation; however, the objective was not to compare males and females but to include a representative sample of probation officers.

Therefore, the purpose of this particular quantitative correlational study was to examine whether a relationship exists between the perceived transformational leadership styles of probation supervisors and probation officers' overall job satisfaction. Due to the fact, there are limited research studies that consider leadership styles of probation supervisors and their relationship to probation officers' job satisfaction within the workplace; this study may assist probation leadership with knowledge and strategies to better equip them with the necessary resources and tools to become more efficient leaders and improve job satisfaction for probation officers.

Chapter 2 presents a wide range of analyses and syntheses of empirical research on job satisfaction and leadership styles. More specifically, the first section begins with comprehending the selected foundation and theories. The second section provides an

overview of probation and its evolution in today's society. In the third section, job satisfaction in probation related to several variables is explored concerning previous and current empirical research to this quantitative correlational study. The final sections review key relationships between job satisfaction and leadership styles and probation and leadership styles.

Literature Search Strategy

The literature review reviewed primary resources, including peer-reviewed journal articles, books, academic journals, dissertations, federal government publications, and professional websites. Articles were primarily accessed through Walden University research databases: ABI/Inform, Academic Source Complete, Business Source Complete, Criminal Justice Database, ProQuest, & ProQuest Digital Dissertation. Google and Yahoo search engines were utilized as sources of additional information.

A large body of the literature review is based upon research on job satisfaction, leadership, and staff turnover in probation. The overall review included a thorough review of various sources of scholarly journals ranging from topics in management, organizational studies, leadership, applied psychology, and probation. Extensive database searches were conducted using key search terms and phrases, including *job satisfaction*, *leadership*, *leadership styles*, *transformational leadership*, *transactional leadership*, *laissez-faire leadership*, *organizational culture*, *probation*, *probation officers*, *probation supervisors*, *gender*, *organizational commitment*, and *turnover*. To obtain as many relevant articles as possible, variations on terms (i.e., leaders, probation leaders,

leadership style, leadership styles) were used. Overall, strategies resulted in sufficient literature suitable for the topic at hand; however, to address the gap in current research, specifically on probation officers and probation supervisors, research more than ten years old was included within the study as well as studies related to similar occupations within the criminal justice and public/human service field (i.e., police officers, parole officers, correctional officers/administrators).

Theoretical Foundation

The theoretical foundation of this study included Maslow's(1954) hierarchy of needs theory and Bass and Avolio's(1994, 2004) full range leadership model.

The first theory, known as Maslow's hierarchy of needs theory, provides relevancy into understanding how five basic human needs (which must be obtained and fulfilled in a specific hierarchy) can influence an employee's overall job satisfaction level. The second theory, Bass and Avolio's full-range leadership model, will provide insight into the various leadership styles while providing supportive research evidence of the significance of adopting transformational leadership styles in the workplace.

Maslow's Hierarchy of Needs Theory

The initial theory selected is considered one of the most prominent job satisfaction and motivation theories. The first theoretical framework which helped guide this study was Maslow's (1954) hierarchy of needs theory developed by Abraham Maslow in 1943. According to Uysal et al. (2017), no other motivation theory is as effective as Maslow's hierarchy of needs theory. This is a rather profound statement as

leadership in the 21st century must be willing to invest in their employees and understand what motivating factors can help their employees become fulfilled and satisfied within the workplace.

Maslow's (1954) hierarchy of needs theory has an important place in history. According to Bridman et al. (2019), Abraham Maslow's early career began as a doctoral student under the advisement of Harry Harlow in the field of behavioral psychology. In 1941, Maslow expressed a need to find psychology that would voice human potential and totality (Bridman et al., 2019). Maslow's hierarchy of needs theory is based upon the concept that human needs occur in a hierarchy in which people work to satisfy their needs progressively (Bridman et al., 2019). This concept is significant concerning overall job satisfaction in the workplace today.

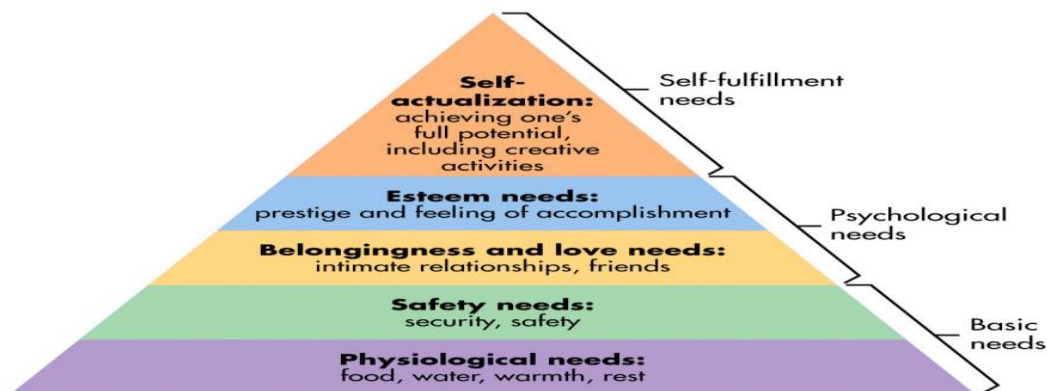
Maslow's hierarchy of needs theory is well respected in its relationship to management. Its theoretical framework is also one of the most frequently referenced theories concerning job satisfaction within many peer-reviewed journals and articles. According to Rasskazova et al. (2016), Maslow's hierarchy of needs theory is still quite influential today because it is a rather feasible concept that a person cannot generally appreciate receiving better things until they have their basic needs intact. While Maslow's hierarchy may be argumentative in some respects, it appears to have stayed power within organizations.

Maslow's hierarchy of needs theory provides a firm foundation in comprehending the motivation of employees. According to Bridman et al. (2019), Maslow's hierarchy of

needs theory is considered a central approach in the workplace to understand and motivate employees. Some have questioned why Abraham Maslow is regarded as one of the most iconic people in managing ideas (Cooke et al., 2005). However, it is noted that this is primarily due to the creation of the pyramid of human needs, as this triangle is a famous image within management studies (Bridgman et al., 2019). Maslow's pyramid is a key focal point that can be utilized as a reference for years to understand management's role in their employee's level of job satisfaction. Figure 1 shows the levels of Maslow's hierarchy of needs below and is defined as follows:

Figure 1

Maslows Hierarchy of Needs Theory



Note: From McLeod, S. A. (2020). *Maslow's hierarchy of needs*. Simply Psychology.

<https://www.simplypsychology.org/maslow.html>. Reprinted with permission of the author.

Maslow's (1954) hierarchy of needs theory ascertains that five specific needs must be satisfied. Once a person has satisfied one need, they can then satisfy the next need. This theory contains the five following human needs: (a) physiological, (b) safety, (c) belonging/love, (d) esteem (e) self-actualization. Travieso (2013) examined how Maslow's hierarchy of needs theory could be applied to organizations today. It is important to understand how Maslow's theory intersects with other human and motivational theories, studies, and organizations today.

Physiological Needs

Physiological needs represent the pyramid's foundation, as no higher need can be obtained without the essential needs being satisfied. Within Maslow's (1954) hierarchy of needs theory, physiological needs are located at the pyramid's bottom. This need must first be met before moving up to the next basic need. Psychological needs are the basic needs that human beings require for human survival, such as air, water, hunger, shelter, rest (Maslow, 1954). Travieso (2013) described these basic needs as a paycheck, office equipment, accessories to perform a job in correlation with the workplace. In regards to physiological needs, one motivational theorist perceived money as the prime motivation for employees.

The notion that workers are motivated by monetary incentives is the premise of Taylor's (1997) scientific management theory. Taylor's scientific theory proposed: (a) workers need to be closely monitored as they disliked work, (b) work should be divided

into tasks, (c) work pay should be equivalent to production, and (d) influence workers to improve productivity and perform work to their maximum potential.

Frederick Winslow Taylor (1997) sought to find the best way to complete any job. Taylor stated that management's primary goal is to achieve maximum prosperity for the employer, in conjunction with the employer's maximum prosperity. Taylor began his experimentation with the correlation between man and machine while employed at a steel company in Philadelphia, Pennsylvania. In sum, Taylor's innovative theory to improve individual productivity and increase management practices while maintaining physiological needs, particularly money, was the sole motivation for employees, comes with pertinent criticisms.

This particular theory bears remnants of an authoritative style of management, oppositional to transformational leadership styles, which may hinder an employee's ability to move upward bound past physiological needs and achieve self-actualization, as transformational leadership is noted to be the most recommended style of leadership (Bass & Avolio, 1994, 2004). Once leadership works to satisfy an employee's first basic need, the second need is safety needs.

Safety Needs

Safety needs represent another important basic need. Maslow (1954) identified safety needs as the second basic need that must be fulfilled within the hierarchy of needs. Safety needs are described as protection from physical and emotional harm (Maslow, 1954). Safety needs in the workplace occur when the work environment provides a safe

atmosphere both physically and emotionally (Travieso, 2013). While Taylor (1977) concluded that money resulted in motivation, Mayo (1933) reached different conclusions.

Elton Mayo (1933), a Harvard professor, disagreed with Taylor's (1977) scientific theory that money motivated workers. Instead, it argued that meeting the needs of workers is what motivates them. Mayo's first experiment occurred in Philadelphia. Mayo studied extreme employee turnover in work deemed to be rather rigorous and repetitive. The results were eye-opening as management provided workers with the opportunity to set their break periods. Mayo discovered turnover decreased at a high rate, while productivity and attitudes became positive.

Understanding safety needs may help to reduce turnover and increase job satisfaction. Travieso (2013) found in a case study conducted on employee engagement that the top five concerns based on their responses from an employee engagement survey were not what one particular firm had anticipated as employees were most concerned about abusive supervisors, technology problems, and poor working conditions (i.e., leaky roofs).

However, the organization failed to hear their employees' concerns and realized they had made a costly mistake after spending more than \$350,000 on surveys, iPads, and gift cards, which, in turn, provided no positive impact nor reduced employee turnover (Travieso, 2013). Thus, for example, a probation officer who works in a hazardous work environment or is feeling bullied or harassed by a supervisor will not miraculously obtain high morale because they receive a gift card or yearly bonus, as leadership failed to help

ensure their employee's safety needs had been met. Hence, once the two basic needs have been satisfied, an employee can meet their psychological needs.

Love/Belonging Needs

Meeting ones' psychological needs can be vital to a person's well-being, particularly in the workplace. Maslow's (1954) hierarchy of needs theory third component falls under psychological needs. It is noted to occur when a person obtains social acceptance with family, friendships, and intimate relationships. Travieso (2013) refers to this in terms of social interactions (not feeling isolated, feeling like a team member). Comradery and a sense of belonging in the workplace can help motivate employees and increase their job performance.

Inclusion in the workplace can influence an employee's attitude, motivation, and work performance. Elton Mayo's (1933) first experiment regarding employee turnover provided a segway into his most infamous study regarding employee motivation and employment. In an experiment conducted in Hawthorne, Illinois, Mayo studied extreme labor turnover infamously known as the *Hawthorne effect*. Mayo discovered that the workers delighted in receiving special attention by being selected for the study, thereby increasing their work performance. Mayo's final two studies occurred during World War II and focused on workers' absenteeism employed production plants. Mayo's findings help provide groundbreaking information. It indicates that it is important to allow workers to contribute to self-management practices and respect the value of human relations within the workplace.

Esteem Needs

Esteem needs also connect to feeling and being valued as a person and an employee. Maslow's (1954) hierarchy of needs theory refers to esteem needs categorically as possessing esteem for oneself and recognition or respect from others. Maslow categorizes esteem needs. Travieso (2013) noted that esteem needs occur when an employee receives recognition from supervisors and peers for a job well done. Leadership can play a pivotal role in how an employee sees themselves within the confines of their role assignment and work community.

Organizations need to consider the negative consequences if they fail to be cognizant of Maslow's (1954) hierarchy of needs theory's benefits. Jerome (2013) stated that attempts to steer away from the practical application of Maslow's hierarchy of needs theory would negatively impact the organizations in several respects, including management and employee performance. In a recent study of juvenile correctional officers' job satisfaction, retention and quality of supervision, Appling-Plummer (2019) utilized Maslow's hierarchy of needs as the foundation for her study, explaining the relationships between the variables and found that if employee turnover is reduced, job satisfaction increases. Additionally, her research concluded that quality of supervision positively enhances juvenile justice organizations.

Fair and equal recognition of employees individually and collectively may help increase an employee's esteem when leadership acknowledges their employees' efforts and successes. Van Buren (2007) noted that people today do not have to be manipulated

or forced if they are treated fairly and viewed as partners, as there must exist a connection between effort and rewards from the *employee's* perspective; employees will give less if they believe their employer is taken advantage of them which could result in job dissatisfaction if the employee's esteem needs are not being adequately fulfilled.

Self-Actualization Needs

Reaching the final need signifies an overall sense of well-being. According to Maslow's (1954) hierarchy of needs theory, self-actualization occurs when a person realizes and achieves self-fulfillment, thereby reaching their full potential. In comparison, self-actualization is reached when employees can be creative and receive fulfilling accolades such as promotions and advanced training opportunities (Travieso, 2013). When discussing self-actualization, it is important to compare Maslow's and Herzberg's theory and what drives individuals to reach self-fulfillment needs and job satisfaction.

Frederick Herzberg (1959) developed a similar theory to Maslow, known as the motivation-hygiene theory. Udechukwu (2009) points out that the higher level of needs in Maslow's hierarchy (sense of belonging, esteem, and self-actualization needs) are highly compatible with Herzberg's motivators, proving coherence in both theories even though Maslow's theory reviewed the sequence vertically, while Herzberg reviewed them horizontally. The difference between these particular theories is that Herzberg classified these needs into two categories instead of five, referring to them as simply *motivators* and *hygiene* factors. Herzberg's motivators encourage motivation and result in job satisfaction.

Growth motivators are intrinsic and help satisfy esteem and growth needs based on being content on the job in various ways, such as the job itself, achievement, personal growth, feedback, and advancement possibilities. When these factors exist, employees will put forth the extra effort. However, Herzberg contends that most individuals will not be dissatisfied if these factors are not present (Allen & Sawhney, 2010). According to Herzberg's motivation-hygiene theory (1959), hygiene factors such as working conditions, coworker relations, supervisor relations, supervision, salary, status, job security, and company policy are not evident, which will result in job dissatisfaction. Another significant conclusion from Udechukwu (2009) concluded that despite similarities between the two theories, Maslow's hierarchy was created to be a measure set apart from others.

Overall, the application of Maslow's (1954) hierarchy of needs is one theory that can be a useful tool for leadership and public administration when seeking strategies to improve employee job satisfaction, which depends on how leadership sets the tone in the office for employees to reach self-actualization. However, it is important to note that hierarchy of needs theory have come under criticism despite its popularity. despite its popularity

Criticisms of Maslow's Hierarchy of Need's Theory

While Maslow's (1954) hierarchy of needs theory is widely known and accepted, it also comes with its fair share of criticisms. Saeednia and Nor (2012) found that most instruments constructed to measure needs as specified in Maslow's study have not proven

successful as they either only considered one component, failed to measure all five components and tended to be limited to the age population.

Equally, Goebel and Brown (1981) also claimed that Maslow's theory (1954) is conceptually vague; language is rather loose, and given the theory's nature, goes against empirical testing. Acevedo (2018) also stated that Maslow's model lacks empirical support (e.g., flawed experimental designs, lack of control groups, and atypical and convenience sampling) as well, while noting several other researchers have noted Maslow's failure to include or consider cultural differences and labeled his hierarchy of needs as 'ethnocentric.'

Despite criticisms of one of the most notable motivational theories, researchers and studies have primarily concluded that Maslow's (1954) hierarchy of needs theory provides valuable insight into job satisfaction and has created a significant historical foundation and applicability for future studies to be conducted in comprehending factors which may influence overall job satisfaction (Argryis, 1957). Thus, upon review of relevant theories and despite some critiques and shortcomings of Maslow's theory, Maslow's hierarchy of needs theory appeared to be most suitable for purposes of this particular study as it relates to job satisfaction. Udechukwu (2009) supports this notion as the researcher noted in his study of correctional officers that Maslow's hierarchy of needs theory is illustrated by a pyramid making the theoretical framework rather beneficial as a means to measure satisfaction, particularly job satisfaction.

In relation to leadership styles, transformational leadership is influenced by Maslow's (1954) hierarchy of needs theory as an individual reaches higher levels in the pyramid. Lower level needs are more reminiscent of the transactional leadership style, such as receiving money from an employer, which falls under physiological and safety needs (Asares, 2010). Meeting these basic needs require subordinates to do what is required by them from administrators, whereby compliance results in a reward, and failure to comply can result in negative consequences (getting fired, demotion)(Asares, 2010).

Applying Maslow's (1954) hierarchy of needs theory can be a useful tool for leadership and public administration to improve employee job satisfaction. The utilization of Maslow's hierarchy of needs offers contemporary applicability to public organizations and can help fill in the gap within the field of probation based upon the research design; as the research questions posed within my study considered whether a particular leadership style (transformational) correlated with probation officers overall job satisfaction as measured by the JIG Instrument.

The JIG instrument is an instrument derived from the popular *Job Descriptive Index* (JDI) and has been utilized in some studies in correlation with Maslow's (1954) hierarchy of needs theory either independently or in conjunction with the JDI to measure job satisfaction predominately within the criminal justice system and human/public service fields (Baysinger, 2004; Gui et al., 2008; Kapur, 2018; Krefetz, 2009; Sullivan, 2012; Suzan; 2016; Udechukwu; 2009). Overall, the JIG questionnaire has been tested

throughout the years and aligns well with Maslow's hierarchy of needs theory, particularly for this study. The JIG has been measured for validity and a reliable means to determine overall internal job satisfaction. (Bowling State University, 1997).

Theoretical Foundation of Leadership Styles

The second theoretical framework which guided this study was Bass and Avolio's (1994, 2004) full range leadership model and will be utilized to understand perceptions of various leadership styles. The basis of Bass and Avolio's full range leadership model is composed of nine leadership components classified into three distinct leadership styles. Their full range leadership model comprises transformational, transactional, and laissez-faire leadership and has resulted in the continuous study of follower perceptions of leadership. Bass and Avolio's leadership model was selected as it has been examined and studied by numerous researchers, with transformational leadership being recognized as the primary recommended leadership style.

Transformational Leadership

Transformational leadership is defined as "a process where leaders and followers motivate each other and maintain high standards of morale "(Burns, 1978, p.20). Burns (1978) is noted for initiating how transformational leadership's evolution was conceptualized. The exhibition of strong, positive leadership traits is essential within organizations in order for them to maintain success. Therefore the relationship between leaders and followers becomes crucial within the organizational setting.

According to Burns (1978), leadership must be aligned with a shared sense of purpose with followers. Leaders who seek to be effective have to be judged based on their ability to implement social changes. Thus, Burns suggested that the leader and follower share the same concept, and the leadership process should involve an interchange of conflict and power (Stewart, 2006). Equally, Bass (1994, 2004) is known for first presenting a formal theory regarding transformational leadership and models and measurements as to the factors related to leadership behavior. These factors were later refined by Bass and Avolio, along with some of their colleagues. Their further investigation and assessment resulted in a specific model, the full range of leadership development models, in addition to an assessment and training program in transformational leadership.

There currently exist two key leadership styles, transactional and transformational, which can be attributed to Burns. Burns's (1978) earlier work led to the extension and development of these two key leadership styles. Various theoretical views have occurred through the years regarding the leadership theory (Avolio & Bass, 2003). The peak of interest in understanding these views resulted in research that observed differences between all three styles of leadership, transformational, transactional, and laissez-faire leadership (Bass, 2005).

Transformational leadership is the most recommended style of leadership. The transformational leadership theory is based on the premise that leaders are not okay with following the status quo but instead challenge existing principles and procedures to

enable others to reach high-performance levels (Bass & Avolio, 2005). Within transformation leadership, Bass & Avolio's included four primary elements known as inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration, all of which play a fundamental role in probation departments' success (Bass & Avolio, 1994, 2004). These four specific elements of transformational leadership will each be examined within the context of the research questions posed in this study as to their correlation between probation officers' self-reported overall job satisfaction related to their perception of their direct supervisors' transformational leadership style(s).

The first element within transformational leadership is known as inspirational motivation. *Inspirational motivation* occurs when leadership can direct followers to exemplify change related to the organization's vision (Bass & Avolio, 1994, 2004). John Augustus, known as the father of probation, is a great example of an inspirational motivator (Allen & Sawhney, 2010). Augustus is identified as the first "true probation officer" as he attended courts during the mid-1800 in Massachusetts and was the first to offer his home to chosen offenders to avoid being sentenced to jail (Allen & Sawhney, 2010). Additionally, he created documents to aid in the investigation, treatment, and rehabilitation of offenders, and his efforts resulted in other people volunteering to monitor offenders in the community. His vision to see beyond the normal punishment of jail is the epitome of probation work today (Allen & Sawhney, 2010).

Creativity inspires the second element of transformational leadership. *Intellectual stimulation* occurs when leaders enable followers to think outside the box. This occurs

when followers explore different ideas and various options and utilize creative thinking and solutions in their everyday roles (Bass, 1985). One example within the criminal justice system in which intellectual stimulation has occurred is within restorative justice efforts in the late 20th and early 21st century (Allen & Sawhney, 2010).

When followers begin to mirror their leader's style, they have exhibited the third element of transformational leadership known as *Idealized leadership*, which is identified in two forms. *Idealized attributes* refer to how followers emulate leaders who demonstrate a high moral compass regarding their professional conduct and ethical behavior (Bass & Avolio, 1994, 2004). The second form, *Idealized behaviors*, where leadership seeks to obtain buy-in from followers, and share risks when it comes to handling issues, conflicts, ethical standards, values (Bass & Avolio, 1994, 2004). Followers who replicate their leadership behavior trust, respect their leaders, and feel comfortable with open communication and questioning what leadership advocates (Sawhney & Allen, 2010).

The last element of transformational leadership results in followers developing a relationship with their leader beyond a typical leader's confines, follower relationship. *Individualized consideration* occurs when leaders are considered role models in some capacity (coach, mentor, teacher, counselor, facilitator, and confidant) and help them develop and reach their highest potential. Probation officers are noted for their ability to practice transformational leadership when working with clients assigned to their caseload. Once officers have the opportunity to comprehend and assess their client's

individualized needs, as well as their weaknesses, they can better assist them in making positive choices in their lives (Sawhney & Allen, 2010).

In summation, for purposes of this specific study, transformational leadership styles were measured and are noted to occur when leaders can motivate followers to look at their job from a different position, increase awareness of the goal and mission statement of the organization, assist them in working to reach their full potential, and help motivate followers and colleagues alike in considering the needs of others, as opposed to only caring about their interests and concerns (Bass & Avolio, 1994).

Research supports the utilization of transformational leadership in recent years. My study included an exploration of all four transformational leadership styles. All four dimensions were examined in a study by Chung-Kai & Chia (2009). Chung-Kai and Chia (2009) reported that transformational leadership theory has emerged as one of the most widely utilized approaches to understanding leader effectiveness within the past couple of decades.

The identified transformational leadership styles can have positive effects on different employees. In their study of 1,040 teachers in 52 elementary schools in Taiwan, survey data was collected. While inspirational motivation and individualized consideration were found to affect coworker relationships positively, all four dimensions of transformational leadership had positive effects on leader-member relationships (Chung-Kai & Chia, 2009). Their findings show that leadership should understand how different transformational leadership styles can impact their employees.

Several studies have examined the dimensions of transformational leadership styles and incorporated the use of the Multifactor Leadership Questionnaire (MLQ) as developed by Bass (1985). According to Lowe, Kroeck, and Sivasubramaniam (1996), the MLQ has been examined in more than 75 research studies, including journals, conference papers, and dissertations. For purposes of my particular study, the MLQ was utilized to measure transformational leadership styles.

The MLQ was designed to measure leadership effectiveness within various organizational based on the primary leadership styles: transformational, transactional, and laissez-faire (Avolio & Bass, 1990). While many studies examine leadership styles, there is no substantial amount that examines them from the perspective of probation. However, a recent study does help provide valuable insight into probation supervisors and leadership styles utilizing the MLQ as one of the measuring tools.

A quantitative study was utilized for this study. Regalado (2019) conducted a quantitative nonexperimental design on Supervising Deputy Probation Officers (SDPOs) by random sample to examine the relationship between them and several variables concerning burnout using leadership theories (transformational, transactional, and laissez-faire). The MLQ and Maslach's burnout theory was used as the measurements and found a predictive relationship between leadership style and burnout, as well as tenure, but none between the number of probation officers supervised by SDPOs and burnout.

An insurmountable amount of responsibility can often accompany the role of a probation officer. Regalado's (2019) findings noted that SDPO's must consider the heavy

demands of probation officer duties. SDPO's need to consider available leadership types draws attention to how they implement operations, department policies and law (Regalado, 2009). Overall, Bass and Avolio (1994, 2004) found that empirical research demonstrates that transformational leadership helps create a positive environment and improve behavior within different workplace settings. While transformational leadership is highly received and recommended leaving little to debate in terms of findings related to transformational leadership's benefits, it is equally important to discuss the other leadership styles within Bass and Avolio's full range leadership model.

Transactional Leadership

A second important style of leadership is known as transactional leadership. Transactional leadership essentially involves a relationship between a leader and a follower whereby a give and take is an exchange or bargaining between the leader and follower designed to achieve common individual and organizational goals (Bass, 1985). This leadership style is understood between the leader and follower. The exchange is designed to either reward or correct action. Transactional leadership tends to emphasize profitable contracts. Bass (1985) identifies the two main processes: a) contingent leadership reward occurs when employees receive rewards in exchange for productivity and meeting goals, and b) management-by-exception allows leaders to interact with an employee by providing them with negative feedback when they fail to meet standards.

Within the full range leadership model, the two processes within transactional leadership consist of the following central behaviors:

- Contingent reward: the leader clarifies with follower expectations and goals, which will result in recognition or reward. Leadership establishes (a) what the follower needs to accomplish, (b) whose responsible for the performance (c) outcome in terms of what the followers will receive once the goals have been successfully achieved.
- Management-by-exception: the two types of management are active and passive management. Active management, also known as MBE-A, occurs when the leader actively monitors the follower's errors and immediately initiates frustration and confusion. For example, suppose leadership chooses to provide negative feedback to probation officers only when they meet once a year for performance evaluations. In that case, this is considered passive feedback (Sawhney & Allen, 2010). It is important to note that while MBE-A might result in leadership satisfaction, it is deemed far less effective than transformational leadership.

Judge and Piccolo (2004) found in their meta-analysis testing the validity of transformation and transactional leadership conflicted to some degree, with most findings related to transformational leadership as the best leadership style. Their study concluded that contingent rewards among transactional leadership behaviors and transformational leadership were significantly correlated and predictive of leadership success.

The majority of literature regarding transactional leadership is considered somewhat neglectful when it comes to challenging employees and helping them reach their long-term potential. Instead, it is viewed as more of a simple business, whereby

leadership is focused on exchange practices and nothing more or less (Sawhney & Allen, 2010). Thus, the more leadership veers from a transformational leadership style, the less likely employees will experience job satisfaction.

Laissez-faire Leadership

The third style of leadership, which resembles MBE-P, is known as the laissez-faire style of leadership. The Laissez-faire leadership is considered reminiscent of MBE-P as laissez-faire is a non-authoritarian leadership style. The leadership is mostly uninvolved with followers and allows employees to make their own decisions, exhibiting a passive approach to its followers (Bass & Avolio, 2004). These leaders believe that employees require little guidance and do their best work when allowed to handle situations and responsibilities on their own accord.

Leadership who operate under this umbrella, unlike transformational and transactional leaders, do not tend to address pertinent issues such as poor work performance, decision making, and problem-solving techniques, and instead, opt to take a backseat within the organization by failing to handle conflict and reward employees for their performance. Despite these shortcomings, however, laissez-faire leadership is considered to have a few benefits.

Most studies found that the laissez-faire style of leadership to have very limited benefits, if any. However, Martin (2016) stated that this leadership style could be a useful tool for leaders in particular situations. Leaders may sometimes find it beneficial to scale back to avoid micromanagement and empower their employees to resolve or correct a

problem independently (Martin, 2016). However, the literature supports that transformational leadership can increase positivity. In contrast, laissez-faire leadership is likely to negate the work environment and its followers.

Overall, it will be essential that leaders take their particular organization into full consideration when seeking an appropriate leadership style. While the choice of leadership style may vary depending on the leader and the organizational setting, Bass's research recommends steering away from a laissez-faire style, as it is considered the most ineffective leadership (Bass & Avolio, 2004). Martin (2009) concurs with Bass's research as he refers to the laissez-faire style as "the worst type of leadership on the full range leadership spectrum" (p. 267).

The literature gap supports this study's necessity and the need for more comprehension into the correlation among perceptions of job satisfaction and perceived transformational leadership styles of the direct probation supervisor amongst probation officers. The next section of this study examined the history of probation, including the evolution of probation, changes in practices, policies, and procedures throughout the years and the role of gender related to probation service work and job satisfaction.

Historical Overview of Probation

Community Corrections

The term community corrections can suggest different things to different people. Some may consider probation and parole the only types of community corrections, while

others may connect the term more to the community itself and various related programs (Lutze, 2014). While both terms represent key tools within the function of community corrections, it is important to recognize that there may exist perceptions from people regarding community corrections, which will directly impact community-based programs' effectiveness (Lutze, 2014). Regardless of perspectives, Senior (2015) noted that the implementation of probation is one of the most genuine inventions of community supervision within the United States.

The definition and comprehension of probation are important in understanding its complexity, as probation has transformed itself through the centuries. Probation is a court order by which a criminal defendant is placed on a probated sentence under the supervision, guidance, and monitoring of an assigned probation officer, instead of a prison sentence, given the defendant complies and maintains certain expectations and conduct (Labrecque, 2017).

The defendant must also agree to the court's terms and conditions as set forth. According to Labrecque (2017), some standard conditions that might accompany a person placed on a probated sentence include following all laws of any State, reporting to their supervising probation officer as directed, not possessing any firearms, keeping probation informed of their current address, and the inability to leave the state without prior permission from their probation officer and the court.

Additional terms of their probated sentence are often structured based upon the defendant's individual rehabilitative needs. Labrecque (2017) stated that more specific

conditions might require a defendant to participate in substance abuse, mental health, domestic violence counseling, vocational training, cognitive-behavioral programs, or other specified treatment programs deemed appropriate. Other stipulations may include electronic monitoring, specific curfews, and being ordered to pay restitution and or probation service fees (Labrecque, 2017). Overall, the field of probation is constantly evolving, and as the world of probation service work changes, so does the role of its probation officer. Thus, probation in the United States is important to examine from both a historical and modern perspective.

Evolution of Probation in the United States

Probation in the United States holds a significant place in history regarding reformative efforts of criminals. The United States is the second most punitive industrialized nation globally regarding offenders' incarceration (The Sentencing Project, 1999). Probation began as an alternative to incarceration, with credit given to John Augustus, the 'Father of Modern Probation' (Sage, 2014). John Augustus's role in transforming criminals instead of simply punishing them represents a key element of how probation service work is done today.

Augustus's noble service to his community did not go unnoticed and set somewhat of a precedent within the field of probation. From 1841 until he died in 1859, Augustus has volunteered his time by providing guidance and supervision to many offenders, bailing out 1,152 male offenders and 794 female offenders (Barnes & Teeters, 1959; Latessa & Allen, 1999). Augustus stated that his rationale centered on the belief

that "the object of the law is to reform criminals and to prevent crime and not to punish maliciously or from a spirit of revenge" (Sage, 2014, p.8). Augustus' sentiments regarding punitive measures would begin to materialize as probation evolved through the years.

Since its historical roots, probation has undergone a huge overhaul throughout the years. Lowry (2000) also argued that within the last 30 years, the probation officer's role has shifted from a primarily social service approach to a two-prong profession. Probation officers are expected to utilize a social service approach and, on the other end of the prong, a law enforcement-oriented approach. Lowrey noted that the increased development of services required by probation resulted from complexities within today's society. However, a vast amount of research has focused more on police officers' significance and role throughout the years. The literature review suggests that probation has significantly shifted through the years in many aspects in the past two decades.

Even within the exploration of probation officers, it is a fair assumption that some research will likely contrast and compare police versus probation officers. Smith (2007) argued that law enforcement officers have one of the most stressful positions and that probation officers' roles differ due to the nature of the work, leadership styles, and the ability to work more independently in some respects. Due to the limited number of probation officers' studies, it may be difficult to refute his summation.

Regardless, similarities were found when considering the overall role of probation officers. Smith (2007) found that these identified differences for probation officers could

also result in increased stress levels due to heavy demands (Anderson & Celia, 2011), workload distribution (Griffin et al., 2010), and job autonomy (Schaible & Gecas, 2010), and can be important indicators in predicting work strain and commitment to the organization. Similarly, Cullen and Gendreau (2000) argued that the 1980s and 1990s represented a significant time within the field of probation.

There was a push towards punitive measures, which were primarily adopted at all government levels at several federal, state, and local jurisdictions. Equally, Labrecque (2017) adduced that probation was deemed the ‘get tough’ era during this period. Administrators within corrections and policy-makers found it extremely difficult to make progress and support rehabilitative approaches because the philosophy was being discredited.

The results of this approach led to a drastic increase in the number of offenders being sentenced to probation and a radical change as to the function of probation (Labrecque, 2017). The studies reviewed suggest that several changes in probation, ranging from laws, rules, and conduct that have transformed how probation officers execute their duties.

The first 150 years of probation were designed to implement a social worker role in connecting offenders with community resources. This function was overshadowed during this time, and a law enforcement approach began to reign (Labrecque, 2017). Law enforcement was considered a major departure from a rehabilitative approach to offenders. Strict enforcement from a law enforcement aspect dominated probation

departments which focused its attention on enforcing the conditions of their probation such as drug testing, working, paying restitution, and staying abreast of their whereabouts, to improve outcomes based on a theory that technical violations and use of a strict law enforcement approach would deter undesired behavior from offenders (Labrecque, 2017).

However, the law enforcement approach was also challenged and modified. Likewise, Guevera and Solomon (2009) reported that efforts to improve probation's overall effectiveness in the last couple of decades resulted in new approaches to supervision, resulting in a move towards EBPs. Improvements to probation utilizing EBP have resulted in modifying assessment tools and programs throughout the years in an ongoing effort to ensure the utilization of best practices. The move towards EBP, according to Labrecque (2017), involved the utilization of research literature on a routine basis to assist in determining what policies and procedures would best serve the stakeholders instead of current evidence.

Research has found that new models have been designed to improve practices within probation, such as the Proactive Community Supervision model (Taxman, 2008) and the Strategic Training Initiative in Community Supervision (STICS) model (Bonta et al., 2011; Labrecque, 2017). These proactive strategies serve as an intervention method to improve the relationship between the probation officer and the probationer. Based on the literature reviewed, it can be deduced that the major reforms in probation have resulted in

more attention being given to the probation officers' client's well-being and how probation service work is expected to be implemented by probation officers.

Probation officers are systematically known for wearing many hats. Hsieh (2015) notes that probation officers have become accustomed to adjusting their persona periodically to find the “best” practices in community corrections among these goals: (a) social worker (addressing client needs and assisting with rehabilitation) (Andrews et al., 1990), (b) peace officer (enforcing laws and rules and working with court orders) (Benaco, 1990), and (c) “synthetic” officer (the combination of both). In addition to changes within their role identity as probation officer, they must also stay abreast of new policies and practices.

The development of new and modified assessment tools also requires the probation officer to be continually adaptable to change. However, it does have some notable benefits to both the probation officer and their clients. According to Labrecque (2017), such tools were created to assist the probation officer in identifying and targeting criminogenic needs(*need principle*) or higher risk offenders(*risk principle*) with cognitive behavioral-based intervention, in a way that is helpful to the probationer's learning style, as well as their abilities, strengths, and motivation(*responsivity principle*). Overall, the evidence reviewed suggests that assistance to the probation officer in fulfilling their duties has proven to be rather challenging and complex throughout the years, as new methods, policies, and practices are introduced.

Current Findings and Studies

Despite limited studies on probation, few, if any, have found that the identified variables do not play a role in job satisfaction or dissatisfaction. Common themes prevalent within the research studies reviewed indicate a link between pay, promotional opportunities, personal accomplishments and the ability to derive meaning from their job, suggesting that intrinsic and external motivators are important to a probation officer. At the same time, management's role and response to their employee's concerns' (or lack thereof) generously contribute to an employee's overall job satisfaction.

Job Satisfaction and Probation

Even though there is limited current research on probation officers, job satisfaction in probation is important. Keke (2020) noted that probation/parole remains an understudied sub-population within the United States. To help address this issue, similar studies within government and public service were considered and reviewed in addition to research on probation officers. In a recent study, Ellis (2020) studied the influence of individual and collective values of probation officers and also found that probation officers are leaving probation departments at high rates based upon factors such as agency, location, and responsibilities, which inevitably has a profound impact on both the clients and the community.

While these factors should be noted when seeking to understand what contributes to probation officers' job satisfaction, other variables should be considered. The following

section includes current information and studies on the research topic under the headings of job satisfaction and pay/compensation, job satisfaction and opportunities for promotion, job satisfaction and stress, job satisfaction, and non-retention, job satisfaction, and organizational commitment, and lastly, job satisfaction and supervisors.

Job Satisfaction and Pay/Compensation

Compensation is a crucial component in understanding job satisfaction. Recent studies have found that pay/compensation is highly valuable to employees and strongly correlates with job satisfaction. Neog and Barua (2014) identified factors that influence job satisfaction in general (regardless of occupation and organization type), considering job satisfaction theories, influencing factors, and measurement of job satisfaction. Neog and Barua (2014) found that compensation ranks number one compared to other job satisfaction determinants. This is likely not an astonishing fact as human beings want to be able to provide for themselves and their families and live comfortably while at the same time minimizing stress in their daily lives.

Empirical research has found that there does exist a correlation between job pay and job satisfaction. In a quantitative study conducted by Ryu (2016) which examined the relationship between public employees working conditions (i.e., long work hours, low salaries) concerning job satisfaction, Ryu (2016) found that there was no significant relationship between working long hours but did find a significant relationship between employees' pay and job satisfaction. Blanchard (2014) conducted a quantitative study on parole and probation officers job satisfaction which incorporated the utilization of the JIG

(a measure of overall job satisfaction), JDI (facet measurement of job satisfaction) and the Organizational Commitment Questionnaire and found that the vast majority of parole/probation officers were extremely dissatisfied with their pay and promotion opportunities.

Furthermore, regarding probation officers and pay, pay raises may be determined by subjective performance-based evaluations from management in some departments. Overall, the utilization of performance evaluation and ratings in recent years has resulted in dissatisfaction from both managers and employees alike regardless of practice and research (Adler et al., 2016). According to Adler et al. (2016), 90% of managers, employees, and human resource executives believe that performance management processes, as well as results of performance evaluations, are either ineffective or inaccurate and provide little value, sometimes resulting in demotivating their highest performing employees.

In summary, the research conducted and reviewed presents good evidence and a strong argument as to the correlation and significance of pay to an employee. The evidence suggests that while good pay and vacation time can help job satisfaction, employees also appreciate receiving promotions as another form of compensation.

Job Satisfaction and Opportunities for Promotion

Promotions are noted to represent an employee's shifting, which results in the employee moving upward to a job of higher compensation and importance (Malike et al., 2012). Opportunities within an organization can help individuals feel satisfied when

he/she is given a chance to effectively utilize their education and training (Kumar, 2012). Employees' ability to utilize their skills to their greatest capacity can be important instead of the various roles the probation officer plays. Simultaneously, while there are few specific studies related to probation officers' compensation conducted within the last ten years (pay and promotions); one particular study found key evidence related to this correlation which found that lack of promotional opportunities can represent a source of job dissatisfaction for some probation officers. (Blanchard, 2014).

The promotion process is important for meeting the needs of both the probation officers and the clients they serve. Promotions are viewed as a rather significant issue as selecting the right people in the right position/place is not only a boost for leadership, but serves as a policy action for personnel to motivate subordinates to develop and achieve for themselves (Razak et al., 2018). Balsam et al. (2012) noted that the primary sources of job-related stressors reported also included a lack of promotional opportunities. Few available promotional opportunities and/or the inability to be deemed eligible for promotions can become disheartening for probation officers.

Hence, the studies reviewed suggest that probation officers emphasize promotions in terms of their overall job satisfaction. However, sometimes probation officers may find that even despite the opportunity to advance one day possibly, the stress can become too much, leaving them inevitably dissatisfied.

Job Satisfaction and Stress

The demands on probation officers and the criminal justice system's conflicting roles can prove rather challenging and impact their mental health. According to Bourgon (2013), community corrections have drawn largely on "what works," and its principles of Risk, Need, and Responsivity have in resulted in more demands on probation officers regarding everything from conducting assessments, writing presentence reports, to evaluating risks and helping to identify the needs of their clients.

Empirical research is vital for the validity and advancement of public administration procedures. Bridgman et al. (2019) found a correlation between lack of motivation and high-stress levels. Together, these studies indicate that stress levels can lead to a lack of motivation among probation officers resulting in compromised quality assurance in the criminal justice system and public administration. Equally important, Ekman (2015) noted the concern for the overall physical and mental health of probation officers, as stress levels are linked to high blood pressure, heart disease, accelerated aging, and mental health issues often contributed by officers feeling overburdened and not taking adequate care of one's self in the process due to lack of motivation and time (i.e., nicotine habits, unhealthy diets, lack of exercise).

A limited amount of research currently examines work-related stress experienced by parole and probation officers. Greenwood (2016) concurred with that notion of stress experienced by juvenile officers that most studies related to job stress in the criminal

justice system did not include probation officers; instead, they focused on police officers and institutional correctional officers.

In a case study exploration of juvenile justice officers, stress and interventions, Ekman also (2015) found as well that there is limited existing research on human service professionals within the criminal justice system; however, the researcher did reveal that chronic workplace stress and burnout rates surpassed stress levels endured by those in other human service areas. High-stress levels appear to be very relevant and concerning for officers employed in the criminal justice field.

While the researchers' sources of stress varied to some degree, all provided valuable insight into the nature of stress related to probation officers. Allen and Sawhney (2010) noted sources of stress included inadequate supervision, low salaries, the danger of physical assault or threats from offenders, excessive leniency on the part of the courts/judges, conflicting interoffice policies and procedures, and lack of community resources, such as treatment programs for helping offenders. Another researcher discovered similar findings in relation to working in the criminal justice field (Greenwood, 2016).

The burden to shift through varying degrees of stress may simply be too much for some probation officers to bear. Greenwood (2016) found that heavy caseloads, excessive paperwork, the work environment, and lack of management support contributed to workplace stress within criminal justice organizations. The studies reviewed demonstrate that increased work demands can result in job stress for probation officers; however, it is

important to note minimal recent research regarding probation officers and stress. Perhaps, the most profound sentiments regarding stress and probation officers are noted by Lewis et al. (2013), stated in their research that evidence-based practices has resulted from numerous years of scientific research, however, the core of its implementation solely lies on the individual probation officer. Hence, this by the researchers notes it is imperative that in order to continue a national trend of success within probation departments, administrators must be cognizant that making the health and the general well-being of its officers highly crucial is also essential to effective practices (Lewis et al., 2013).

In summary, the synthesized research related to stress provides pertinent information that contests that many officers experience a considerable amount of job-related stress, resulting in probation officers seeking out other job opportunities and quitting.

Job Satisfaction and Non-Retention

One problem that tends to be ignored or overlooked is the lack of retention of probation officers. Retention occurs when an employee chooses to stay at an organization, whereby the opposite of retaining employees is referred to as turnover, which occurs when employees choose to leave an organization for various reasons (BasuMallick, 2020). Griffin et al. (2013) found in a study of correctional officers and turnover intent, those officers who exemplified less organizational commitment

possessed a stronger desire and intent to leave, with turnover intent lowest amongst officers who had been working in the field for less than one year.

Lewis et al. (2013) conducted a study to assess burnout and traumatic stress by interviewing adult probation officers from five departments in three different states. Caseload challenges, officer longevity, and officer victimization were highly identified as to reasons for burnout and traumatic stress by the officers. This study still proves relevant to probation today as Blankenship and Slate (2016) noted that stress among criminal justice professionals is a profound source of turnover intention.

Tippins (2016) found in a more recent quantitative study that involved 94 parole and probation officers employee burnout resulted in 30% planning to leave or were undecided regarding their plans while a surprising number of these officers(69%) were still planning to retire as anticipated despite risks of burnout or crossover stress due to increasing responsibilities and workloads. Employees' workloads and constraints within the organizational structure can impede their ability to meet work demands increasing dissatisfaction and may lead to employee non-retention (Yang et al., 2012). Burgeon (2013) also noted that probation officers are heavily burdened with numerous responsibilities within the community, the criminal justice system, their organization, and their clients. How probation supervisors respond to the imbalances could likely impact a probation officer's job satisfaction level.

Thus, these responsibilities' weight leaves one to question whether a probation officer will remain on their job or choose to quit. According to Astakhova (2016),

employee's lack of ability to fit within their organizational roles resulted in non-retention. The decision to leave a job can also be based on many individual factors. Work-life conflict, education, personality, job advancement, and job task performance can also influence employee non-retention (Yang et al., 2012).

It is important to acknowledge this factor is two-fold about education. Relf (2016) argued that education could be utilized to obtain the necessary skills to get promoted in an organization, impacting non-retention. Coetzee and Stoltz's (2015) sentiments differed as they contend that the more educated employees are, the more likely they will seek to advance, even if it results in leaving the organization to achieve that aim.

Factors that result in an employee's decision to remain committed to an organization are equally important when considering job satisfaction studies in probation. According to Ellis (2020), non-retention has negatively impacted organizations in the community regarding image and the ability to serve stakeholders. Ellis further reported that while employees have begun conducting research and developing programs, non-retention remains a pertinent issue within many employment fields, especially probation departments.

Job Satisfaction and Organizational Commitment

A person can develop a commitment to their organization for different reasons. Krupa (2020) conducted a regression analysis to determine a direct relationship between job satisfaction and organizational/personal factors. The study conducted amongst

juvenile probation staff suggested that efforts to improve job satisfaction within the field must focus attention on organizational characteristics.

As new generations enter and make-up the workforce, it is also important for leadership to consider what characteristics will result in organizational commitment. Heizman (2019) conducted a quantitative study on individuals employing a convenience sample of 215 people, born between 1984 and 1998, and the results found that opportunities for employee development as well the ability to self-manage the direction of the careers represented the best indicators for organizational commitment amongst the millennial generation.

Similar findings were found in another study of organizational commitment. Donia and Sirsly (2016) concur with these findings as they found that organizational factors regarding management who collaborated with employees to accomplish organizational goals proficiently positively impacted employee retention. Therefore, the employee's individual goals align with the organization's goals and objectives may prove particularly beneficial. At the same time, the burden to practice these types of inclusion measures will likely weigh heavily on management.

Job Satisfaction and People on the Job

In addition to shared goals and visions, camaraderie in the workplace is important to employees. Robinson et al. (2014) conducted a survey of probation staff in an exploratory study of quality in probation practice. They found that quality was considered a shared view among the staff regarding goals and outcomes, skills, and good working

relationships. When it comes to job satisfaction, leaders must take note of their department and work to lead by example to retain probation officers.

Working with employees who are considered difficult can create a pessimistic view of the job and decreases job satisfaction. According to Cloutier et al. (2015), an organization should work to establish an efficient communication process to help reduce job turnover. Leadership must proficiently and effectively comprehend and operate based on these five levels of communication: intrapersonal, interpersonal, group, organizational, and intercultural, in order to establish and maintain a healthy work environment for its employees (Cloutier et al, 2015).

Establishing and maintaining a diverse workgroup can also help with organizational commitment. Leadership must be cognizant as to the vitality of diversity in the workplace when working to establish cohesiveness amongst employees. Cloutier et al. (2015) noted that an important strategy in retaining employees is diversity. Rasool et al. (2018) stated that there are several benefits of diversity in organizations, including improvement in job satisfaction, performance, conflict resolution, decision making, and perceived organizational justice. These identified benefits further assist with comradery amongst probation officers in the workplace.

Thus, how leadership works to create a team environment and atmosphere can impact how groups interact and respond to one another. Lambert et al. (2016) found that job satisfaction and people on the job, administrative, coworker, and supervisory support all had positive effects. Despite limited studies in this particular area, overall, it can be

concluded that the relationship with people on the job represents an essential variable for consideration. In essence, the literature reviewed illustrates the value of comradery in the workplace related to job satisfaction. However, the relationship between an employee and their direct supervisor is perhaps, one of the essential relationships for consideration.

Job Satisfaction and Management/Supervisors

Management plays a key role in their subordinate's level of job satisfaction. In a study conducted by Finney et al. (2013), organizational stressors were examined, and it was concluded that many of the same stressors experienced by correctional officers were similar to stressors probation and parole officers experience, and noted their stress additionally was shown to be significantly impacted by supervisory support.

Additionally, it is important to note that men dominate many managerial positions within the criminal justice realm in terms of managerial support.

When reviewing leadership and probation officers' job satisfaction, awareness of men dominating management positions is important. Tippins (2016) noted that Nobles & Schiff (2012), found that while females employed in the field of probation represent the majority of probation officers, men working within correctional systems still dominate control of the daily environment.

Overall, how management chooses to implement strategies to develop a positive relationship between themselves and their employees is critical. According to Dombek (2014), problematic areas of concern can be best be identified when managers and probation officers work together. Keke (2020) stated in her qualitative study of effective

strategies for criminal justice managers in retaining probation officers that managers' lack of effective planning and strategies to decrease turnover rates represents one significant factor as to the high turnover currently being experienced within probation departments. Overall, current studies and literature suggest some correlation between job satisfaction and the aforementioned variables. These variables tie in varying degrees to leadership. The next section will further explore research concerning management and the significance of job satisfaction and leadership styles within organizations, including probation.

Job Satisfaction and Leadership Styles

Job satisfaction has been studied dating as far back as the 1900s and has become widely studied throughout the years. According to Taylor and Westover (2011), since Haprock's influential study conducted in 1935 on job satisfaction, there has been increased interest amongst disciplines ranging from psychology (Argyle, 1989) to public administration (Wright & Kim 2004). The profound peak in interest within various fields has contributed to a desire to analyze and correlate factors that result in unhappy employees. Previous research has shown that unsatisfied workers tend to be frequently absent and/or late to work and have become motivated to leave the organization.

Unlike Wright and Kim (2004), Allen and Sawhney (2010) stated that performance could be impacted by several other factors like personality, resource availability, ability, and working conditions. Therefore, managers are cautioned not to assume that high performance is due to high motivation, any more than low-performance

results from low motivation, as it may prohibit the manager from truly identifying the actual cause. This may result in a failed attempt to appropriately or correctly address the root of the problem to improve performance, reinforcing motivation (Allen & Sawhney, 2010).

Job satisfaction within the public sector remains an important yet intricate area of study in job satisfaction. In a study conducted on leadership behavior and voluntary turnover in a public sector organization, the Job Descriptive Index (JDI) was utilized in the research. Stalliard (1997) found that the average tenure with Broward County government for active employees was 9.5 years. The average time for active employees under the same supervisor was only four years. This study's findings concerning government employees raise a red flag while leaving the door open for future related studies regarding overall job satisfaction within public organizations.

The inclusion of other variables when conducting a study on job satisfaction appears necessary to broaden job satisfaction/dissatisfaction indicators. In a rare, earlier study which considered criminal justice staff using more than one variable, Inman (2001) explored not only overall job satisfaction but interpersonal relationship styles with one job employing the Job Descriptive Index (JDI), including the Job in General, which found that an employee's ability to have the opportunity to express and receive control are crucial components of coworker's satisfaction. Satisfaction with coworkers is a vital element of overall job satisfaction.

In a more recent correlational study of job satisfaction and probation officers, Krupa (2020) found that juvenile probation staff reported moderate levels of job satisfaction. Furthermore, results of the study suggested efforts be placed on pertinent work-place factors and efforts to increase staff retention by working to improve organizational characteristics.

In another study of job satisfaction, the retention of the millennial generation was examined. Leadership styles were considered to determine drivers that result in job satisfaction. Lee and Sik Cho (2016) conducted in-person surveys. The evidence concluded from the three leadership styles evaluated (Authoritarian, Transformational and Laissez-Faire) that transformational leadership was found to have the most statistical significance in influencing job satisfaction and employee retention rates for the new generation's staff. Also noteworthy, retention rates in organizations can be impacted by leadership.

It is also important to note that utilizing a combination of leadership styles can produce different results about job satisfaction within organizations. Babalola (2016) distributed a questionnaire to staff by human resources, which included the MLQ-Form 5X to measure the three leadership styles (transformational leadership, transactional, and laissez-faire components of leadership) in order to examine the effect of leadership style, job satisfaction and employee-supervisor relationship on job performance and organizational commitment. Analyses from the study found that different leadership styles affect different outcomes. Babalola (2016) found that the laissez-faire style

impacted organizational outcomes, while transformational leadership influenced job performance.

For purposes of this study, a quantitative study was conducted. Upon reviewing research, qualitative and quantitative research has been utilized to examine transformational leadership and job satisfaction in various fashions and occupations; however, research was reviewed primarily within the criminal justice system and public service arena. Research methodology derived from numerous studies (including research more than ten years old due to minimal research on probation) related to the variables leadership/leadership styles (Aguilar, 2013; Babalola, 2016; Bass & Avolio, 1994, 2004, Chung Khai & Hung, 2009; Dzedora, 2010; Judge & Piccolo, 2004; Regalado, 2019; Wooditch et al., 2016; Won-Jae et al., 2009) as well as job satisfaction, (Ellis, 2020, Johnson, 2016, Krupa, 2018, Lee & Sik Cho, 2016; Simmons et al., 1997; Smith, 2007, Vernick, 2003) which resulted in the majority finding a direct correlation in regards to the effect and the relationship between leadership styles and job satisfaction, demonstrating their significance in the workplace.

Probation and Leadership Styles

Leadership has been significant since early civilization. While leadership behaviors vary in terms of patterns throughout times and amongst different cultures, leadership is considered important in all societies (Abudullah, Tineh, Khasweneh & Omary, 2009). Abdullah, Tineh, Khasweneh, & Omary further found the concepts of leadership, leader, and follower were written over 5,000 years in Egyptian hieroglyphics

and that during the time of 400 and 300 BC, Greek philosophers Plato and Aristotle wrote about leadership requirements, characteristics as well as the education of leaders.

One renowned leader who emerged during modern western times was Max Weber, a political economist who was noted to have begun the scientific study of leadership in the 19th century to make sense of a fast-paced, changing world. Weber is recognized as one of the most influential theorists and contributors to sociology (Wooditch et al., 2016).

Weber's bureaucratic model (1947) comprises five key components whereby management and their workers interact: (a) Social relations (i.e., favoritism, nepotism); (b) employee selection and promotion process; (c) hierarchy of authority in positions; (d) systematic rules and procedures; and (e) division of work labor (Sawhney & Allen, 2009). While the term bureaucracy is often attached to negativity in terms of the workplace, Weber (1947) defends his bureaucratic model's importance.

Weber (1947) argued, however, that industrialized factories labeled as "bureaucracies" were necessary to achieve desired goals within the organization through conditions, structure, and constraints whereby the power lies within the organization itself. However, leadership must still ascertain ways to respect followership within its authority by maintaining ethical boundaries and behavior. According to Wren (2004), mistrust will surface nationwide if leadership practices are illegal and unethical, regardless of their deeds. Thus, this assessment also applies to leadership within public administration.

Probation and bureaucracy are commonplace within the criminal justice system. Wooditch et al. (2016) considered Max Weber's Bureaucracy model (1947) related to probation services and other street-level bureaucracies. Street-level bureaucracies are defined as organizations, and examples of street-level workers are teachers, probation officers, and social workers, as these types of jobs fit the criteria as each a) encompass a vast amount of power within the organization, b) the relationship with clients is non-voluntary, and c) the position requires a give and take of resources and referrals (Wooditch et al., 2016).

Max Weber's Bureaucracy Model (1947) may fit certain aspects of probation regarding leadership styles. According to Wooditch et al. (2016), probation departments always look for methods to rein in their officers' discretion. Discretion is considered a crucial component of democracies regarding establishing rules to oversee their workers efficiently. It is recommended that developments as to how street-level workers utilize discretion be considered as management must encourage behavior that results in fair outcomes while also remaining free from tyrannical control (Wooditch, Duhaime, & Meyer, 2016). The literature reviewed provides insight that the style of leadership management exhibits can play a huge role in employee satisfaction or dissatisfaction.

Probation supervisors and those in positions of authority within the field have been noted to take some measures to improve their leadership. Raelin (2011) stated that leadership is a practice by which the followers become dedicated and provide ideas to achieve their mission through their leader's practices. Probation and pretrial chiefs have

been noted for working hard to create mission/vision statements for their respective offices and have taken measures to gain diverse input from The Federal Judicial Center for alternate options and assist in their decision-making process (Ward & McGraw, 2015).

Efforts have been made in probation to tread the ground related to upcoming leaders in the field. Ward and McGraw (2015) reported that a major accomplishment regarding leadership was the Criminal Law's Committee implementation of the Leadership Development Program in 1992. This program was designed to address aging leadership members' concerns and the need to develop emerging leaders. These earlier efforts represent a necessity for leadership to utilize an appropriate leadership style to move forward progressively.

Vernick (2003) conducted a correlational study that examined organizational commitment and job satisfaction amongst staff employed at Corrections Program and Drug Court Residential Program. The questionnaire was composed of the Job Descriptive Index (JDI), the Job-in-General Scale & the Organizational Commitment Questionnaire (OCQ). Vernick (2003) stated a major finding was that employees' overall job satisfaction, measured employing the Job-in-General scale-was below average for probation officers and assessors compared to other workers in general. Vernick's findings are pertinent for probation, but the study could have benefitted from considering how leadership/leadership styles might lower job satisfaction levels from probation officers/assessors.

In relation to probation leadership styles, a well-known study explores the nature of probation leadership and their leadership style of choice. Won-Jae et al. (2010) conducted an empirical study amongst a sample size of probation directors and found that a transformational leadership style was most utilized amongst probation directors. This study is particularly noteworthy as it is one of the few known studies that has specifically examined the leadership styles of probation directors in the United States. The laissez-faire style was anticipated to be the most prevalent leadership style in probation (Won-Jae et al., 2010).

The researchers explained an explanation as to why the laissez-faire style of leadership was not found. Won-Jae et al. (2010) contributed their findings partially based upon two assumptions: (a) Selection bias-members were chosen from the National Association of Probation Executives (NAPE) and thus may be more committed than non-members, and (b) Self-Assessment-leadership style and success were determined by the sampled directors. Won-Jae et al. (2010) further recommended that a future study consider assessing leadership style and leadership success from the subordinate's perspective based on the premise that leadership is a social, behavioral phenomenon. This study initiates the process to help fill in the gap by allotting probation officers the opportunity to provide their perception of their direct supervisor's exhibition of transformational leadership styles and their overall job satisfaction.

The ability to lead probation officers is more important than managing them. Won-Jae et al. (2010) found that probation administrators and managers today must work

to lead their departments instead of just managing them genuinely to implement effective policies and practices. Probation leadership must find a way to inspire a vision and transform their probation departments (Won-Jae et al., 2010). The studies reviewed provide a fair assessment by suggesting that probation will not likely succeed in garnishing support and positively affecting public safety without using transformational leadership.

While pay is significantly correlated to job satisfaction in some studies, probation departments may need to consider other approaches to help probation officers achieve job satisfaction. Judge and Piccolo (2004) stated that probation administrators were recommended to utilize more intrinsic awards (i.e., professional enhancement and leadership opportunities) as opposed to extrinsic rewards (pay and promotion) due to limited opportunities within public service work to motivate probation staff and steer them in the direction of rehabilitative services and promotion of public safety. There is also another notable difference found in their study that should be acknowledged.

Several studies support that transformational leadership is the favored leadership style by many researchers. However, the researchers' inclusion of transactional leadership was found to be of assistance to probation leaders likely. It may be viewed as a strength to think outside of the box about methods to increase the job satisfaction of probation officers, Judge & Piccolo's (2004) findings differ from other researchers and literature as they are adamant that although transformational leadership is more significant than transactional leadership in management, probation administrators should not ignore

transactional leadership in fulfilling their vision which may represent strength in some respects when maintaining an open-mind as to how transactional leadership can complement transformational leadership in specific circumstances.

As policy changes continue to impact probation service work throughout the years, relevant research further explores probation leadership and leadership styles. Johnson's (2015) quantitative study of randomly selected parole and probation officers using a closed-ended questionnaire concluded that management style, rather than demographic characteristics, affected job satisfaction regarding organizational factors. This particular finding raises to the surface that a supervisor's choice of leadership style impacts their employee's job satisfaction within the organization. Currently, there is minimal research regarding probation supervisors and their choice of leadership style. Yet, this topic is pivotal for researchers to explore.

Thus, the question remains as to which leadership style currently exists most amongst probation supervisors and whether the recommended style of transformational leadership is being utilized within probation and the criminal justice system. Each layer is jointly correlated and connected. Regalado's (2019) study of *Supervising Deputy Probation Officers* also concurs with this notion that leadership examines what type of leadership fits best into their organizational culture to create a positive work environment and experience for all those employed.

In regards to leadership styles and probation, leadership has proven pertinent to the well-being of its employees. Amaya-Aguilar (2013) conducted a correlational,

quantitative study to determine the degree to which perceptions of evidence-based practices of executive probation leaders influence probation exits. Amaya Aguilar (2013) found within the context of her study that lack of managerial support and managers' availability creates additional stress upon probation officers and further acknowledged a gap in the literature regarding leadership styles in probation.

As previously noted, minimal research regarding probation leadership justifies as to the importance of this study. Amaya-Aguilar (2013) also noted there is little research that exists between understanding the full impact of probation leadership styles and job satisfaction, citing more research needs to be conducted to include the impact of probation leadership concerning their leadership style(s) and its impact on organizational change and public administration. This identified gap in the literature also supports the necessity of this study and the need for more comprehension into the correlation among perceptions of job satisfaction and perceived transformational leadership styles of the direct probation supervisor amongst both male and female probation officers.

Despite some studies conducted more than ten years ago, their relevancy is equally significant to current research. There is limited research on probation officers and leadership styles concerning probation service work. Overall, the findings conclude that leadership plays a major role as probation supervisors must efficiently adjust to environmental changes and provide subordinates with needed support and direction.

Thus, probation supervisors must also continually learn to adapt to changing times and practices throughout the years. And while it is important to note that many

philosophical pioneers and historical developments have helped to contribute and mold how probation service work is done today, the current study may be able to provide probation administration with increased knowledge regarding how to increase job satisfaction and transformational leadership skills to create synergy within their department.

Summary and Conclusions

The evolution of probation demonstrates that the probation officer's role has shifted and become more complex due to frequent and rapid changes within the department, coupled with increased services. These factors impact the probation officers and probation supervisors regarding how to exercise the best leadership style in adapting to these changes. The literature review includes synthesis and analysis of empirical research on leadership styles and job satisfaction to comprehend the challenges probation officers and leadership currently endure.

Chapter 2 provided a literature review and investigation of the relationship between perceived transformational leadership styles of probation supervisors and probation officers' overall job satisfaction. Chapter 2 provided an overview of the study's theoretical foundations, beginning with a review of Maslow's hierarchy of needs theory related to job satisfaction, discussing other human and motivational theories and studies related to Maslow's hierarchy of needs. Bass and Avolio's full range leadership model (1994, 2004) examined leadership theories. This chapter also provided a historical overview of probation leadership and the evolution of probation service work.

Additionally, a review of the current literature confirms that there is a direct correlation between job satisfaction and various facets such as pay/compensation, promotion, stress, non-retention, organizational commitment, and people on the job and their supervisors; with a fair amount of research reflecting a direct correlation between job satisfaction and pay/promotion (Kapur 2018; Neog & Baura, 2014; Ryu, 2016). In regards to empirical research concerning job satisfaction and probation officers, some empirical research supported that there is a direct correlation between job satisfaction and probation officer's stress and non-retention (Allen & Sawney, 2010; Burgeon, 2013; Eckman, 2015; Garby, 2013; Greenwood, 2016; Simmons et al., 2007).

One area of consistency in terms of research and literature reviews occurred when reviewing transformational leadership styles. There is a correlation between job satisfaction and leadership style choice (Babalola, 2016; Chug-Kai & Chia, 2009; Lee & Sik; 2016). As probation officers continue to be challenged within the realm of their various roles, probation supervisors will need to consider exhibiting and exercising full-range leadership skills to face the political, economical, and operational issues that accompany working in the field of probation and exhibit the style of leadership that will best compliment their probation officers as well as their stakeholders.

Transformational leadership is considered the most effective and greatest level of leadership style (Boehm & Yoels, 2009). This literature review found empirical evidence that supports that a positive relationship exists between the utilization of transformational leadership and management (Avolio & Bass, 2003; Bass & Avolio, 1994, 2004; Sawhney

& Allen, 2010). While transactional leadership was found to be beneficial in specific circumstances and environments, most of the research demonstrates that transformational leadership is positively correlated in establishing good working relationships, organizational commitment, and job satisfaction (Avolio & Bass, 2002).

While a fair amount of studies are conducted on numerous fields and occupations and leadership, minimal research examines the relationship between leadership styles and probation supervisors (Amaya-Aguilar, 2013; Keke, 2019; Johnson, 2015). A review of the literature found that only very few researchers focused on probation officers' leadership styles (Regalado, 2019; Won-Jae et al., 2010) and what leadership style is primarily and currently being utilized by probation supervisors effect of such leadership styles.

This study addressed gaps in the literature by examining the relationship between probation supervisors' perceived transformational leadership styles and probation officers' overall job satisfaction. Chapter 3 includes specific details that were utilized to collect data and the selected methodology to gather the necessary data to test the hypothesis and analyze the data for the current study.

Chapter 3: Research Method

The purpose of this quantitative correlational study was to examine whether a relationship exists between the perceived transformational leadership styles of probation supervisors and probation officers' overall job satisfaction. This study is partially based upon Johnson's (2015) recommendation that future research explores managerial styles within probation and parole, considering that different perceptions may exist based upon gender differences. This study, therefore, included data from both male and female probation officers currently employed in the field of probation; however, the objective was not to compare males and females but to include a representative sample of probation officers.

The evolution of probation brings many challenges along the way for those employed in the field. Keke (2019) reported that although probation management has existed for well over 100 years, parole and probation officers still represent a sub-population within corrections in the United States that is understudied. Greenwood (2016) concurred with that notion as he discovered in his study of probation officers and job stress that most studies related to job stress in the criminal justice system did not include probation officers, instead focused on police officers and institutional correctional officers.

Additionally, Amaya-Aguilar (2013) noted an insufficient amount of literature that addresses many probation areas, including probation leadership, leadership styles of managers in probation, and the impact of organizational change. This literature body

provides an opportunity to contribute to a limited amount of research within probation regarding leadership and followers. It will also aid existing literature with expanding knowledge of leadership theories and styles in the workplace. Chapter 3 addressed the methodology which plays a vital role in achieving these goals.

Chapter 3 presents information regarding both the selected methodology and the data collection process. The following components will be addressed a) research questions and hypotheses; (b) research method and design; (c) appropriateness of design; (d) population and sample plan; (e) instrumentation; (f) data collection, analysis, and triangulation; and (g) ethical consideration of participants. Furthermore, Chapter 3 provides validation and rationale regarding procedures to determine whether it is appropriate to confirm or reject the null hypotheses.

Research Design and Rationale

This study adopted a quantitative correlational design to examine relationships between variables, test hypotheses (support or refute), and analyze theories and measure variables involved (Creswell, 2009). Qualitative research differs as it is used for explorative purposes. It seeks to derive meaning and understanding to human and social problems (Creswell, 2009). A primary way to distinguish between these two particular research methods is based upon the fact that qualitative research is designed to measure non-numerical. Quantitative research contrasts, as measures are specifically numerical (Adams & Lawrence, 2015). However, it is important to note that some qualitative methods were considered for this study. Phenomenology involves studying an experience

through comprehension of an actual lived experience's essence, considered a phenomenon (Creswell, 2009). A grounded theory involves developing a theory based on data obtained from fieldwork (Creswell, 2009). A case study investigates an existing phenomenon through an in-depth analysis (Yin, 2009). Upon further consideration and reviewing these qualitative approaches, a quantitative approach is the most appropriate method for my study.

In regards to research design, a correlational design was selected. This particular research study is designed to determine whether or not a significant correlation exists between the five transformational leadership styles (dependent variable), which includes idealized influence attributed, idealized influence behavioral, inspirational motivation, intellectual stimulation, and individualized consideration, as well as overall job satisfaction, the independent variable. Therefore, it is most appropriate to utilize a correlational research design to answer the posed research questions to examine whether a relationship exists between these variables. According to Simon (2010), a correlational design is utilized to determine if a relationship exists between two variables (identified as quantifiable) and to what extent. An experimental design is dissimilar as its goal is to test the effect of an intervention or treatment outcome by controlling all other aspects that could potentially influence that particular outcome (Creswell, 2009).

Methodology

Population

The target population comprised probation officers employed in probation offices within Illinois who were also active members of the Professional Association. Based on the data provided, approximately 1,303 probation officers are active members of the Professional Association in Illinois. This population aligns with my purpose and research questions.

Sampling and Sampling Procedures

This study consisted of approximately 1,303 members of the Professional Association currently employed in the field of probation. To be chosen to participate, the probation officer had to meet the following criteria a) employed in the State of Illinois b) active member of the Professional Association. It is important to note that convenience plays a considerable role in selected samples due to limited time, resources, and financial constraints.

For purposes of this quantitative study, a convenience sampling method was used to send surveys via email to approximately 1,303 probation officers that met the study's criteria. The convenience sample is a type of non-probability or non-random sampling method designed to gain easy access to participants based upon their (a) availability, (b) accessibility, and (c) geographic location (Farrokhi & Mahmoudi-Hamidabad, 2012). Furthermore, convenience played a considerable role in selected samples instead of limited time, resources, and financial constraints.

The use of an online survey assisted in accommodating the busy schedules of probation officers. However, it is also possible that some officers may have been inclined to disregard or ignore the email due to their busy schedules. To assist with my chosen sampling method's foreseeable weakness, an email reminder was originally planned to be sent out five days following the initial invite to all potential participants who had not completed the survey. However, because the Professional Association had distributed numerous emails that day to members, it was determined that it would be best to send out more than one reminder. The first reminder was sent out one day after the initial survey was sent and then again on the seventh day. Additionally, all survey participants were allotted ten days to complete the survey. After an extensive review of potential sources of participants, it was determined that members of the Professional Association were the best study participants.

At the time of this analysis, the Professional Association organization had a total membership of 1,303. Approximately 75% ($n = 977$) were estimated to likely be employed as actual probation officers by the Professional Association. All 1,303 members of the Professional Association were invited to participate. However, only those who reported being a probation officer without a supervisory role were included in the study. A sample size of 100 produces 80% power to detect an effect size of 0.28, a medium effect size of $n = 100$. A total sample size of $n = 136$ was achieved.

The power calculations were performed using the G*Power software. As discussed in the data analysis section, hypotheses 1 through 5 were tested using

Spearman's correlation statistic. There are no formulas for calculating the effect size for Spearman's correlation statistic. It is common to use effect sizes for Pearson's correlation as estimates for Spearman's correlation effect sizes. According to Cohen (1988), small, medium and large effect sizes for hypothesis tests about the Pearson correlation coefficient (r) are $r = 0.1$, $r = 0.3$ and $r = 0.5$, respectively. A sample size of 136 produces 80% power to detect an effect size of 0.24, a medium effect size. For example, if the true population correlation between self-reported job satisfaction (JS), and the extent to which the direct probation supervisor is perceived to have an Idealized Influence Attributed (IIA) transformational leadership style among male and female probation officers who are members of the Professional Association is 0.24 or greater (in absolute value), this study had an 80% chance of detecting (i.e., achieving statistical significance) this correlation at the 0.05 level of statistical significance. Thus, a sample size of 136 was adequate to detect a medium effect size for this study.

For example, suppose the true population correlation between self-reported job satisfaction (JS) and the extent to which the supervising probation officer is perceived to have an Idealized Influence Attributed (IIA) transformational leadership style among male and female probation officers who are members of the Professional Association is 0.28 or greater (in absolute value). In that case, this study will have an 80% chance of detecting (i.e., achieving statistical significance) this correlation at the 0.05 level of statistical significance. Thus, a sample size of 100 is adequate to detect medium effect sizes for this study.

Procedures for Recruitment, Participation, and Data Collection

This study sought to examine the correlation between self-reported job satisfaction and the perceived transformational leadership style of the supervising probation officer among probation officers who are members of the Professional Association located in the State of Illinois. The correlational study was conducted per Walden University's Institutional Review Board (IRB) standards that were established procedures to ensure the protection of all participants. The Professional Association then emailed an internet survey to probation officers employed in the State of Illinois who were also identified active members of this particular Professional Association. All those identified as active members of the Professional Association who were identified themselves as probation officers had an equal opportunity to participate in the selected sample.

This particular survey included collecting demographic information and responses from questionnaires for quantitative analysis. The utilization of a self-administered internet survey will provide the capability to collect data information, including the demographic, MLQ questionnaire, and JIG questionnaire (see Appendix E). Permission has been granted to use the JIG (see Appendix C) and the MLQ (see Appendix D).

Demographic Information

Descriptive statistics included identifying the mean, standard deviation, variance and range on a continuous measurement scale. It described the demographic characteristics of the research study sample. Data collection included the following

demographic factors: number of years as a probation officer, gender, race, age, and education level, additional requested information asks participants to provide the race and gender of their direct supervisors.

Informed Consent

The first steps in the actual process required the survey participants to thoroughly read the survey invitation letter(see Appendix A), then review and electronically sign an informed consent before completing the survey. Specific instructions to complete the informed consent form and all surveys, the MLQ, JIG, and demographic were all made available via the internet and provided through Survey Monkey.

Data Collection

This study examined whether and to what extent a relationship exists among the independent variables (leadership styles) and the dependent variable (job satisfaction). Leadership styles will be measured by the MLQ (Mind Garden survey tool) along with the overall job satisfaction of probation officers, measured using the JIG survey instrument (Bowling Green State University, 1997). The collection process encompassed responses from a self-administered online survey generated for quantitative analysis purposes. Given the study's correlational design, an online survey was deemed the most feasible and convenient method available to reach participants (Frankfort-Nachmias et al., 2015). Participants were provided with specific instructions before beginning the online survey and were informed once they had completed the survey(s). For those who voluntarily agreed to participate in the study, it was anticipated that it would take

approximately 20 minutes to complete the electronic surveys. No additional follow-up procedures were deemed necessary.

Instrumentation and Operationalization of Constructs

The choice of a quantitative, correlational design was deemed most appropriate for examining the relationship between transformational leadership styles (independent variable), which was measured by the MLQ (Mind Garden survey tool) along with the overall job satisfaction (the dependent variable) of probation officers, measured through the JIG survey instrument (Bowling Green State University, 1997).

The MLQ is a reliable and validated instrument considered a renowned instrument in the research field when exploring leadership styles and behaviors. The MLQ was developed by Bass and Avolio (1995) and designed to identify behavior/traits of transformational leaders in order to help leaders in various organizations become more efficient in leadership and modify necessary aspects of the leadership to meet the needs of their respective organizations better. The JIG has been deemed as a reliable instrument and noted to be frequently used as a means to measure job satisfaction and employee attitudes by working professionals and researchers alike. (Bowling Green State University, 1997). Regarding the validity of the JIG questionnaire, this instrument has been tested throughout the years. It is assumed to be valid and reliable by its developers in evaluating the 18 items used to determine overall internal job satisfaction. (Bowling State University, 1997).

For purposes of this specific study, the independent variables, transformational leadership styles, were measured and described as an influential process whereby leaders possess the ability to change associates' perspectives positively (Bass & Avolio, 2004). The MLQ measured the five components of transformation leadership styles established by Bass & Avolio (1994, 2004): idealized influence attribute, idealized influence behavioral, inspirational motivation, intellectual stimulation, and individualized consideration. The dependent variable job satisfaction is defined as the measure of an overall feeling about the job or its relation to a person's beliefs and attitudes in which they believe a supervisor provides encouragement and support to him or her regarding numerous aspects of the job (Mamiseishvili & Rosser, 2011).

Validity and Reliability of the Multifactor Leadership Questionnaire

Validity and reliability are important aspects that must be addressed in relation to a research study. According to Roberts et al. (2006), validity and reliability are considered key methods of relaying and proving the precision of research procedures and to what degree the research findings are trustworthy. From a terminology perspective, in regards to quantitative research, Creswell (2009) stated that validity is accomplished if the researcher can draw meaningful and beneficial associations from the instrument's scores. Reliability differs as it implies overall consistency that a score should be relatively the same if it is tested and re-tested over and over again, that the test administration proved consistent, and there is internal consistency, meaning the item scores remain consistent over some time as well (Creswell, 2009).

Bass and Avolio (2004) noted that the MLQ has provided firm evidence in terms of validity and has been utilized in numerous doctoral dissertations and other types of research programs to measure transformational leadership. Originally, Bass (1985) developed an instrument that would be able to look at the significance between not only transformational leadership styles but transactional leadership styles as well in order to explore the relationship between work satisfaction and effectiveness (Lowe et al., 1996).

According to Baheri, Sohrabi, and Moradi (2015), the MLQ is one of the most commonly utilized tools for measuring leadership styles in organizations. The current version of the MLQ, known as Form 5x-short, has been utilized in approximately 200 research programs, master's theses, and doctoral dissertations (Avolio, 2003).

The MLQ is well renowned and has been used to evaluate leaders worldwide. According to Bagheri, Sohrabi, & Moradi (2015), in 2013, Ibrahim & Al-Taneiji studied the reliability of the MLQ in Dubai and found the scale's internal consistency to be 0.95 through the use of Cronbach's alpha formula. Additionally, Bass and Avolio (1995) reported that the original sample set was designed to evaluate leaders by utilizing a set of nine samples (n=2,154) which resulted in reliabilities for each leadership factoring scale ranging from .74 to .94. As noted earlier, the MLQ 5X is the most recent version of the MLQ, and it is equally important to note that the MLQ has been revised multiple times since the time it was first implemented, producing scale reliabilities as high as 82, surpassing normal standards for internal consistency.

Validity and Reliability of the Job in General

The JIG instrument was selected for the current study to measure probation officers' overall job satisfaction. According to Tasios and Giannouli (2017), the Job Descriptive Index (JDI) is considered the most popular, widely used questionnaire regarding job satisfaction. The JDI was originally developed in 1969 by Smith, Kendall, and Hulin (McIntyre & McIntyre, 2010). The Job in General (JIG), originally developed primarily by Dr. Patricia Cain Smith of Bowling University (1987), is a component of the JDI/JIG.

The JIG instrument serves as a measurement tool of overall job satisfaction, consisting of 18 items. The JIG was derived from the descriptive job index and was primarily designed with the JDI. The JIG was established to complement the JDI related to long-term emotions and was designed to measure overall job satisfaction. Tasios and Giannouli (2017) noted that the JIG consists of assessment questions (words) that possess higher reliability as predictors of behavior.

Several researchers have utilized JDI/JIG solely or together in their studies regarding the measurement of overall job satisfaction. In one particular study conducted by McIntyre and McIntyre (2010), various health professionals, including physicians, administrators, nurses, and diagnostic technicians, were measured from the JDI and JIG scales' adaption. The results demonstrated high internal consistency on the JDI subscales and JIG scale, ranging from .75 to .90. Creswell (2009) noted that internal consistency is one of the five methods that can be used to measure reliability and test-retest, alternate

forms, alternate forms and test-retest, and inter-rater methods. According to Bowling Green State University (1997), the JDI scale has been around for over fifty years and is continuously being revised and advanced by the Job Descriptive Index Research Group.

Definiton and Measurement of Variables

The dependent variable, job satisfaction, is defined as the measure of an overall feeling about the job or its relation to a person's beliefs and attitudes in which they believe a supervisor provides encouragement and support to him or her regarding numerous aspects of the job (Mamiseishvili & Rosser, 2011). The independent variables, transformational leadership styles, are described as an influential process whereby leaders possess the ability to change associates' perspectives positively (Bass & Avolio, 2004). Job satisfaction was measured by the JIG. The MLQ measured the five components of transformation leadership styles: idealized influence attribute, idealized influence behavioral, inspirational motivation, intellectual stimulation, and individualized consideration. Specifics regarding measurement of the variables were as follows:

Idealized Influenced Attributed Score

The IIA score was measured on a continuous scale with a range of 0-4. The score was computed as the average of questions 10, 18, 21 and 25 from the MLQ questionnaire. Response choices on the questionnaire were coded as: 0 = 'Not at all'; 1 = 'Once in a while'; 2 = 'Sometimes'; 3 = 'Fairly often', and; 4 = 'Frequently, if not always'. Thus, smaller scores indicate a perception that the supervising probation officer possesses less of the idealized influence attributed leadership attribute, while larger scores indicate a

perception that the supervising probation officer possesses more of the idealized influence attributed leadership attribute.

Idealized Influence Behavioral Score

The IIB was measured on a continuous scale with a range of 0-4. The score was computed as the average of questions 6, 14, 23 and 34 from the MLQ questionnaire. Response choices on the questionnaire were coded as: 0 = 'Not at all'; 1 = 'Once in a while'; 2 = 'Sometimes'; 3 = 'Fairly often', and; 4 = 'Frequently, if not always'. Thus, smaller scores indicate a perception that the supervising probation officer possesses less of the idealized influence behavioral leadership attribute, while larger scores indicate a perception that the supervising probation officer possesses more of the idealized influence behavioral leadership attribute.

Inspirational Motivation Score

The IM score was measured on a continuous scale with a range of 0-4. The score was computed as the average of questions 9, 13, 26 and 36 from the MLQ questionnaire. Response choices on the questionnaire were coded as: 0 = 'Not at all'; 1 = 'Once in a while'; 2 = 'Sometimes'; 3 = 'Fairly often', and; 4 = 'Frequently, if not always'. Thus, smaller scores indicate a perception that the supervising probation officer possesses less of the inspirational motivation leadership attribute, while larger scores indicate a perception that the supervising probation officer possesses more of the inspirational motivation leadership attribute.

Intellectual Stimulation Score

The IS score was measured on a continuous scale with a range of 0-4. The score was computed as the average of questions 2, 8, 30 and 32 from the MLQ questionnaire. Response choices on the questionnaire were coded as: 0 = 'Not at all'; 1 = 'Once in a while'; 2 = 'Sometimes'; 3 = 'Fairly often', and; 4 = 'Frequently, if not always'. Thus, smaller scores indicate a perception that the supervising probation officer possesses less of the intellectual stimulation leadership attribute while larger scores indicate a perception that the supervising probation officer possesses more of the intellectual stimulation leadership attribute.

Individualized Consideration Score

The IC score was measured on a continuous scale with a range of 0-4. The score was computed as the average of questions 15, 19, 29 and 31 from the MLQ questionnaire. Response choices on the questionnaire were coded as: 0 = 'Not at all'; 1 = 'Once in a while'; 2 = 'Sometimes'; 3 = 'Fairly often', and; 4 = 'Frequently, if not always'. Thus, smaller scores indicate a perception that the supervising probation officer possesses less of the individualized consideration leadership attribute while larger scores indicate a perception that the supervising probation officer possesses more of the individualized consideration leadership attribute.

Job Satisfaction Score

This score was measured on a continuous measurement scale with a range of 0 to 54. This measure is derived by summing the responses to questions 1-18 from JIG questionnaire. Negatively worded questions were reverse coded prior to computing the score. Smaller scores indicate less job satisfaction while larger scores indicate more job satisfaction.

Data Analysis Plan

All statistical analyses were performed using SPSS v.24 for Windows. All of the analyses were two-sided with a 5% alpha level. The study sample's demographic characteristics were summarized using the mean, standard deviation and range for continuous scaled variables and frequency and percent for categorical scaled variables. Cronbach's alpha was used to measure the internal consistency reliability of the

leadership style and job satisfaction scale scores. Hypotheses 1 through 5 were tested using Spearman's correlation statistic because Pearson's correlation statistic assumptions were not satisfied. In particular, the distribution of the dependent variable, job satisfaction, was strongly left-skewed, violating the normality assumption for Pearson's correlation statistic. Hypothesis 6 was tested using stepwise multiple linear regression analysis. Only one variable was entered into the model so it was unnecessary to test the multiple linear regression assumptions.

Research Questions

The overarching research question was: What, if any, correlation is there between self-reported job satisfaction (JS) and perceived transformational leadership style of the direct probation supervisor among probation officers who are members of the Professional Association? I will address the following specific research questions:

RQ1. What, if any, correlation is there between self-reported and the extent to which the direct probation supervisor is perceived to have an idealized influence attributed (IIA) transformational leadership style among probation officers who are members of the Professional Association?

RQ2. What, if any correlation is there between self-reported JS, and the extent to which their direct probation supervisor is perceived to have an idealized influence behavioral (IIB) transformational leadership style among probation officers who are members of the Professional Association?

RQ3. What, if any correlation is there between self-reported JS, and the extent to which their direct probation supervisor is perceived to have an inspirational motivation (IM) transformational leadership style among probation officers who are members of the Professional Association?

RQ4. What, if any correlation is there between self-reported JS, and the extent to which their direct probation supervisor is perceived to have an intellectual stimulation (IS) transformational leadership style among probation officers who are members of the Professional Association?

RQ5. What, if any correlation is there between self-reported JS, and the extent to which their direct probation supervisor is perceived to have an individualized consideration (IC) transformational leadership style among probation officers who are members of the Professional Association?

RQ6: What combination of perceived transformational leadership styles collectively best predict job satisfaction among probation officers who are members of the Professional Association?

Hypotheses

H_01 : There is no correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IIA transformational leadership style among probation officers who are members of the Professional Association.

$H_a 1$: There is a correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IIA transformational leadership style among probation officers who are members of the Professional Association.

H_02 : There is no correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IIB transformational leadership style among probation officers who are members of the Professional Association.

$H_a 2$: There is a correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IIB transformational leadership style among probation officers who are members of the Professional Association.

H_03 : There is no correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IM transformational leadership style among probation officers who are members of the Professional Association.

$H_a 3$: There is a correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IM transformational leadership style among probation officers who are members of the Professional Association.

H_04 : There is no correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IS transformational leadership style among probation officers who are members of the Professional Association.

$H_a 4$: There is a correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IS transformational leadership style among probation officers who are members of the Professional Association.

H₀5: There is no correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IC transformational leadership style among probation officers who are members of the Professional Association.

H_a 5: There is a correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an IC transformational leadership style among probation officers who are members of the Professional Association.

H₀6: Combinations of two or more perceived transformational leadership styles do not better predict JS than any single perceived transformational leadership alone among probation officers who are members of the Professional Association.

H_a 6: Combinations of two or more perceived transformational leadership styles better predict JS than any single perceived transformational leadership alone among probation officers who are members of the Professional Association.

Threats to Validity

External Validity

Potential threats to validity are important for consideration when conducting a research study. External validity threats are noted to occur when an experimenter infers false conclusions from the sample data information and applies it to other people, environments, and past or future situations (Creswell, 2005). Random sampling strengthens the external validity as long as the survey population mirrors the target population (Devroe, 2016). The choice to conduct convenience sampling for purposes of

this quantitative study provides an opportunity for supervisors in the field of probation to reflect upon and pinpoint specific reasons as to perceived transformational leadership styles about themselves and probation officers' overall job satisfaction. Conducting a convenience sampling of probation officers using an online survey will likely increase demographics. According to Devroe (2016), one of the most significant methods to improve external validity entails including a diverse study population. Devroe (2016) noted that McDermott (2011) stated that including subjects from different ages, races, sexes, socioeconomic or education statuses results in the likelihood of an increase in the representative sample.

Internal Validity

The use of validated instruments helped to minimize threats associated with internal validity. According to Lowe et al. (1996), the Multifactor Leadership Questionnaire (MLQ) was conceptualized and empirically validated as compliments to the transformational and transactional leadership dimensions, designed with subscales to distinguish leader behavior further. In regards to the validity of the JIG questionnaire, as previously noted, this instrument has been tested numerous times throughout the years and is assumed to be both valid and reliable by its developers in evaluating the 18 items used to determine overall internal job satisfaction. (Bowling State University, 1997).

Construct Validity

Construct validity occurs when researchers utilize sufficient definitions and measurement of variables (Creswell, 2009). The terminology and measurements related

to this particular study are adequate. Both selected instruments are validated to ensure that the scores denote what the instruments intend for them to measure.

Ethical Procedures

To ensure the protection of all research participants, this correlational study was conducted per Walden's University Institutional Review Board (IRB). Therefore, the distribution of the invitation letter/internet survey was not done until the Institution Review Board (approval #07-27-21-0074690). Singleton and Straits (2010) noted four problems researchers need to be cognizant of when researching human subjects: potential harm, deception, informed consent, and privacy issues.

Participants of the study were provided with the researcher's contact information, along with information regarding the approximate time frame to complete the study, how the information will be utilized and secured, as well as any foreseeable risks to participants. To minimize risks to participants, those who chose to participate understood that they will remain anonymous at all times to help maintain the confidentiality of the participants. Only demographic information was requested to ensure anonymity as well. Participants were required to sign the informed consent form to access the study (see Appendix A). As deemed appropriate, the study's results were shared with participants through the Professional Association via email.

O' Sullivan et al. (2008) noted that data must be saved and accessible for research and replication audits and various analysis purposes (additional and refinement) and incorporating data into modern research. Therefore, all participants' collected responses

are electronically stored for five years in a password-protected database and will be destroyed using a data-wiping program after that time period. Conflict of interest was not noted as a primary issue of concern regarding this study. The study is 100% anonymous and confidential, along with all participants being made aware of their rights to withdraw from the study at any time.

Overall, risks to the participants were deemed minimal as this study was offered solely on an anonymous, voluntary basis. All participants were made aware of their right to withdraw from the study at any time. For a participant to procedurally withdraw from the study, he/she was informed that they must contact the researcher directly in order to be removed as a participant of the study. It is important to note that the researcher did not receive any withdrawal requests from participants.

Summary

Chapter 3 included the rationale to utilize a quantitative correlational design and a description of the methodology process necessary to answer the posed research questions and hypotheses regarding the relationship between the perceived transformational leadership styles of probation supervisors and probation officer's job satisfaction. This chapter commenced with a synopsis of the problem statement, and includes the research questions, hypotheses, research method and design, appropriateness of design, selected population and sampling plan, data collection process, analysis, ethical procedures, and consideration of participants. One hundred thirty-six probation officers employed in the State of Illinois who were also members of the Professional Association participated in

the online survey. Data collected utilized descriptive statistics, multiple linear regression analysis, and Pearson's correlation coefficients. Chapter 4 provides a thorough report of the data analyses, including a summation of the data's statistical analysis as to whether a significant correlation exists between the transformational leadership styles of probation supervisors and the probation officer's job satisfaction.

Chapter 4: Results

The purpose of this quantitative correlational study was to examine whether a relationship exists between the perceived transformational leadership styles of probation supervisors and probation officers' overall job satisfaction. The general problem addressed in this study was that probation officers are experiencing more complexities in fulfilling their job assignments and varying stressors related to job satisfaction. More specifically, regarding the research problem, a limited amount of literature exists that examines the transformational leadership styles of probation supervisors based upon their probation officers' perceptions and their relationship to probation officers' overall job satisfaction within the workplace setting.

The research questions were the correlation between self-reported job satisfaction (JS) and perceived transformational leadership style of the direct probation supervisor among probation officers who are members of the Professional Association. I addressed the following specific research questions:

RQ1. What, if any, correlation is there between self-reported and the extent to which the direct probation supervisor is perceived to have an idealized influence attributed (IIA) transformational leadership style among probation officers who are members of the Professional Association?

RQ2. What, if any correlation is there between self-reported JS and the extent to which their direct probation supervisor is perceived to have an idealized influence

behavioral (IIB) transformational leadership style among probation officers who are members of the Professional Association?

RQ3. What, if any correlation is there between self-reported JS and the extent to which their direct probation supervisor is perceived to have an inspirational motivation (IM) transformational leadership style among probation officers who are members of the Professional Association?

RQ4. What, if any correlation is there between self-reported JS and the extent to which their direct probation supervisor is perceived to have an intellectual stimulation (IS) transformational leadership style among probation officers who are members of the Professional Association?

RQ5. What, if any correlation is there between self-reported JS and the extent to which their direct probation supervisor is perceived to have an individualized consideration (IC) transformational leadership style among probation officers who are members of the Professional Association?

RQ6: What combinations of perceived transformational leadership styles collectively best predicts job satisfaction among probation officers who are members of the Professional Association?

The null hypothesis was used to determine whether there was no correlation between the perceived five components of the transformational leadership style of (IIA, IIB, IM, IS, and IC) and self-reported level of job satisfaction amongst probation officers who were members of the Professional Association.

The alternative hypothesis was used to determine a correlation between the five perceived components of the perceived transformational leadership style (IIA, IIB, IM, IS, and IC) and self-reported job satisfaction of probation officers who were members of the Professional Association. Chapter 4 provides a descriptive account of how the study was conducted, including demographic findings, data collection procedures performed, the data analysis techniques utilized, and a summary of Chapter 4.

Data Collection

Recruitment and Sample Population

The study recruitment letter was distributed to a total of 1,303 members of the Professional Association through email invitation, which included an embedded hyperlink to access the internet survey, which included the informed consent statement, and the demographic questionnaire (see Appendix B). Permission was granted to use the JIG (see Appendix C) and the MLQ (see Appendix D).

The recruitment letter specified that probation officers in a supervisory position were ineligible for the study and those employed in any other capacity other than as a probation line officer. A total of 173 eligible members of the Professional Association responded to the invitation letter. All 173 respondents agreed to informed consent. A total of 11 (6.4%) respondents failed to complete the JIG, and they were omitted from the analysis. Among the remaining 162 respondents, 26 (16.0%) failed to complete the MLQ and they were omitted from the analysis. Thus, the final sample size for this study was 136.

An email reminder was originally planned to be sent out five days following the initial invite to all potential participants who had not completed the survey to assist in the recruitment process. However, given that the Professional Association had distributed numerous emails to members on that day, it was determined that it would be best to send two reminders. The first reminder was sent out one day after the initial survey was sent, and then again on the seventh day.

Furthermore, to assist in yielding a good response rate, it was further determined with the help of the Professional Association that Tuesday was the best day of the week to send out the initial survey based upon probation officers' routine schedule. This assessment appeared to be rather accurate. The number of responses as generated by Survey Monkey indicated that 55% of the total responses occurred on a Tuesday. Additionally, all survey participants were allotted ten days to complete the online survey.

Regarding the sample population, there is no data or evidence to support that the Professional Association I selected would be any different from any other Professional Associations within the United States, therefore deeming it representative to the population of interest.

Descriptive Statistics for Demographic Variables

Among the 136 study participants, 41 (30.1%) were male, and 95 (69.9%) were female. The age distribution was 25 (18.4%) 18-29, 37 (27.2%) 30-39, 38 (27.9%) 40-49, 34 (25.0%) 50-59, and 2 (1.5%) 60 or older. The racial distribution was 120 (88.2%) White, 4 (2.9%) Black, 8 (5.9%) Hispanic/Latino, and 4 (2.9%) Other. The distribution of education was 109 (80.1%) Bachelor's and 27 (19.9%) Master's. The distribution of years of experience as a probation officer was 45 (33.1%) 0-5 years, 17 (12.5%) 6-10 years, 30 (22.1%) 11-19 years, and 44 (32.4%) 20 years or more. The gender of the supervisor was 68 (50%) male and 68 (50%) female. The race of the supervisor was 124 (91.2%) White, 4 (2.9%) Black, 6 (4.4%) Hispanic/Latino, and 2 (1.5%) Asian/Pacific Islander. See Appendix F for detailed frequency tables for all survey questions.

Cronbach's Alpha for the Independent and Dependent Variables

A common rule-of-thumb is a Cronbach's alpha of 0.70 or greater indicates acceptable reliability for a scale score. Table 1 shows the Cronbach's alpha statistic for the six scale scores used in this study. The Cronbach's alpha statistics ranged from 0.81 to 0.91 indicating excellent reliability for all six scale scores.

Table 1*Cronbach's Alpha Six Subscales*

Variable	Cronbach's alpha (n = 136)	Number of items
Idealized Influence (Attributed)	0.84	4
Idealized Influence (Behavior)	0.81	4
Inspirational Motivation	0.91	4
Intellectual Stimulation	0.87	4
Individualized Consideration	0.85	4
Job In General	0.91	18

Descriptive Statistics for the Independent and Dependent Variables

Table 2 shows descriptive statistics for the six scale scores. The five transformational leadership scores can range from 0 to 4 where larger scores indicate that the supervisor has more of a transformational leadership style. Research indicates a higher level of transformational leadership style leads to better organizational outcomes like employee job satisfaction and lower turnover rate. Among the 136 study participants, the average transformational leadership style scores ranged from 2.21 to 2.43.

Considering the midpoints of the scales were 2.00, on average the supervisors were perceived to have a slightly above average level of transformational leadership style.

The Job in General score can range from 0 to 54 where larger scores indicate better job satisfaction. Among the 136 study participants, the average score was 37.99.

Considering the midpoint of the range was 27, the average was relatively high, indicating on average the probation officers had a moderately high level of job satisfaction.

Table 2

Descriptive Statistics Six Subscales

	N		Mean	Std. Deviation	Minimum	Maximum
	Valid	Missing				
Idealized Influence (Attributed)	136	0	2.382	1.0805	0.0	4.0
Idealized Influence (Behavioral)	136	0	2.213	1.0276	0.0	4.0
Inspirational Motivation	136	0	2.425	1.1078	0.0	4.0
Intellectual Stimulation	136	0	2.265	1.0614	0.0	4.0
Individualized Consideration	136	0	2.303	1.0760	0.0	4.0
Job in General	136	0	37.993	12.6705	0.0	54.0

Study Results

Research Question 1

The overarching research question was the correlation between self-reported job satisfaction (JS) and perceived transformational leadership style of the direct probation supervisor among probation officers who are members of the Professional Association? The first research question was as follows: What, if any, a correlation between self-reported JS and the extent to which the direct probation supervisor is perceived to have an idealized influence attributed (IIA) transformational leadership style among probation officers who are members of the Professional Association? To answer this questions, the following hypotheses were formulated:

H₀1: There is no correlation between self-reported JS, and the extent to which the direct probation supervisor is perceived to have an IIA transformational leadership style among probation officers who are members of the Professional Association?

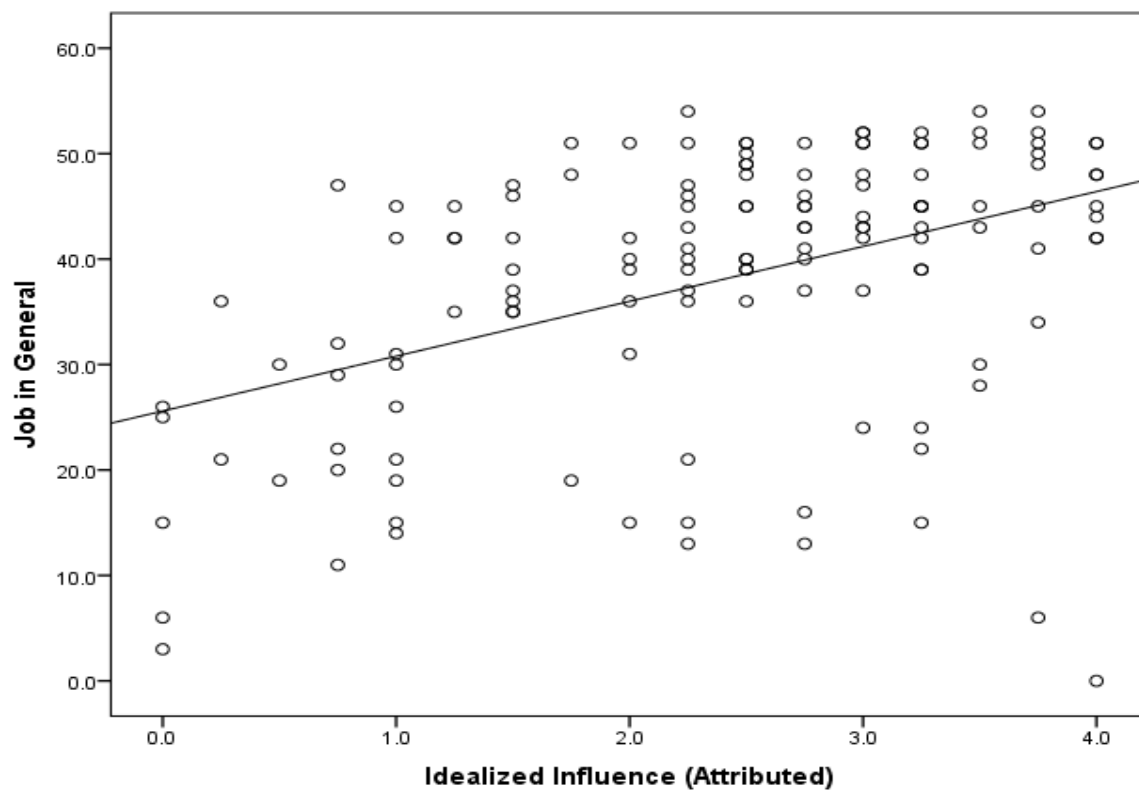
H_a 1: There is a correlation between self-reported JS, and the extent to which the direct probation supervisor is perceived to have an IIA transformational leadership style among probation officers who are members of the Professional Association?

The planned analysis for answering research question 1 was Pearson's correlation analysis. The assumptions for Pearson's correlation were evaluated prior to conducting the analysis. The first assumption was that there is a linear relationship between the independent variable, idealized influence attributed (IIA) transformational leadership style, and the dependent variable, job satisfaction (JS). This assumption was evaluated

by inspection of a scatter plot of JS vs IIA. Figure 2 shows a roughly linear relationship between the two variables, so the linearity assumption was satisfied. Scatter plot to evaluate the linearity assumption for answering research question 1.

Figure 2

Scatter Plot



The second assumption was that there are no significant outliers. This assumption was evaluated by the same scatter plot as discussed above (Figure 2). There is some indication of outliers so this assumption was considered not satisfied.

The third assumption was that both variables have a normal distribution. This assumption was evaluated by inspection of histograms of the independent and dependent variables. Figure 3 indicates the distribution of IIA was roughly normal. However, figure 4 shows strong evidence the normality assumption was violated for JS.

Figure 3

Histogram of IIA

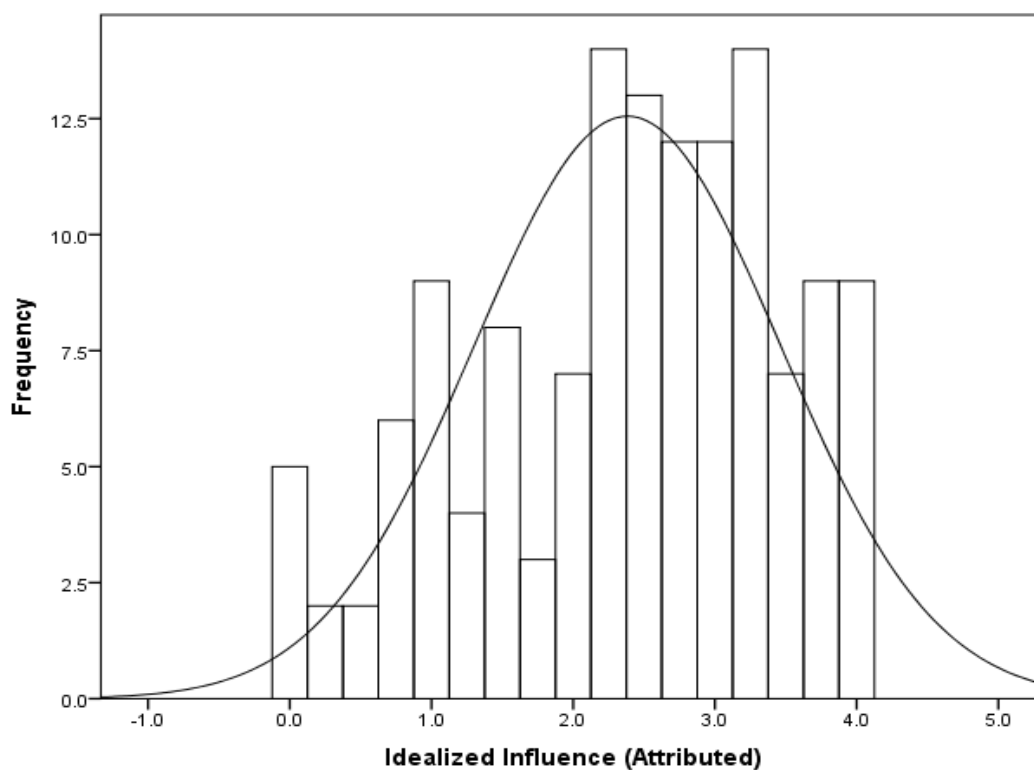
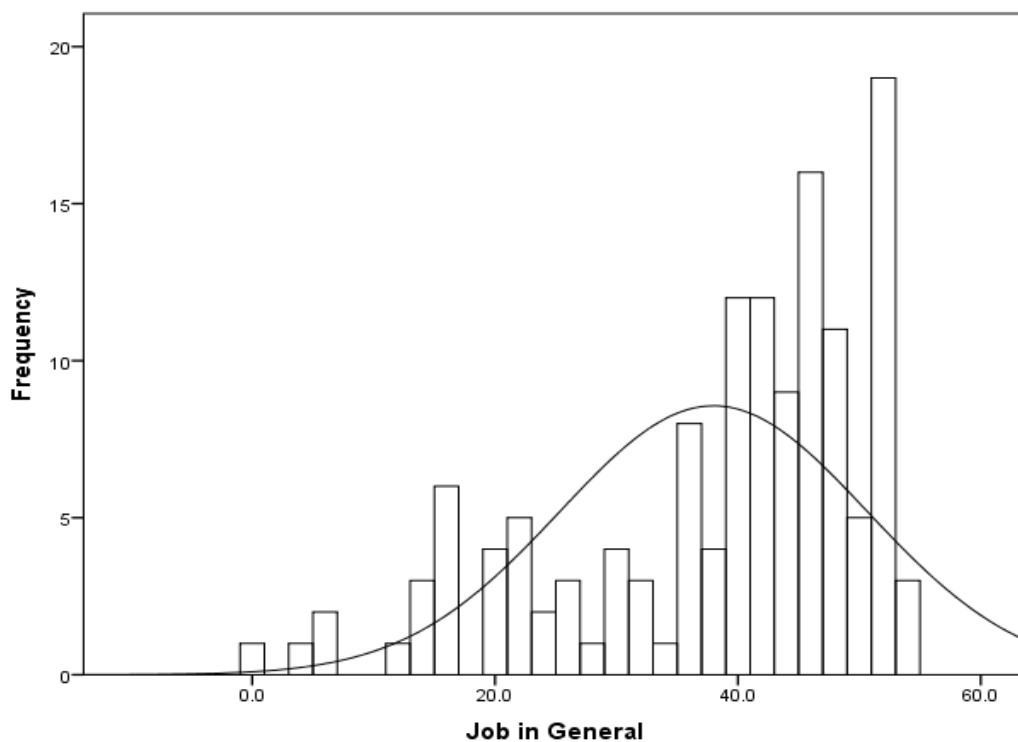


Figure 4*Histogram of Job Satisfaction*

Considering the strongly non-normal distribution for job satisfaction, Spearman's rho correlation statistic was used instead of Pearson's correlation statistic. In addition, since job satisfaction is involved in research questions 1 – 5, there was no need to evaluate the assumptions for research questions 2 – 5. Spearman's rho statistic was used for hypotheses 1 – 5.

There is no formula to calculate the effect size for the Spearman's correlation statistic. It is common practice to use the effect sizes for Pearson's correlation statistic as

a rough estimate of the effect size for Spearman's rho statistic. According to Cohen (Statistical Power Analysis for the Behavioral Science, 1988, Jacob Cohen), small, medium, and large effect sizes for hypothesis tests about the Pearson correlation coefficient are: $r = 0.1$, $r = 0.3$ and $r = 0.5$, respectively. The results of the Spearman's rho correlation statistic showed there was a statistically significant, strong positive correlation between IIA and JS, $r(136) = 0.45$, $p < 0.001$.

Research Question 2

The second research question was as follows: What, if any correlation is there between self-reported JS, and the extent to which their direct probation supervisor is perceived to have an idealized influence behavioral (IIB) transformational leadership style among probation officers who are members of the Professional Association?

H_{02} : There is no correlation between self-reported JS, and the extent to which the direct probation supervisor is perceived to have an IIB transformational leadership style among probation officers who are members of Professional Association.

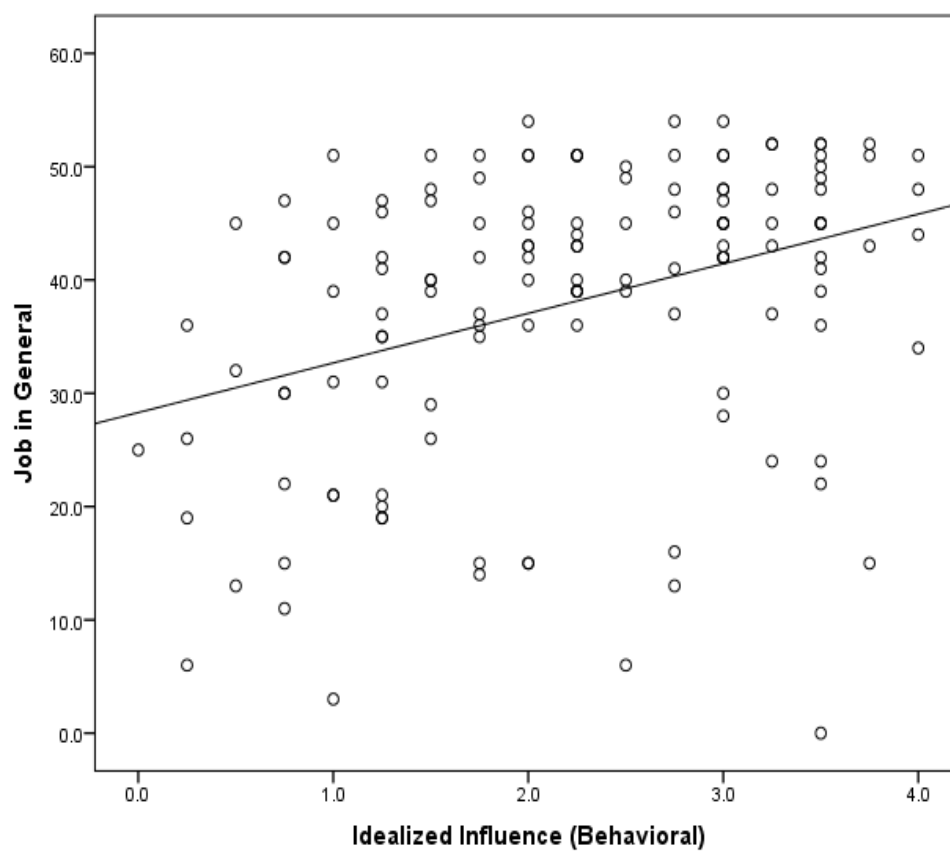
$H_a 2$: There is a correlation between self-reported JS, and the extent to which the direct probation supervisor is perceived to have an IIB transformational leadership style among probation officers who are members of the Professional Association.

As discussed above, the distribution of JS scores was strongly non-normal, violating one of the Pearson's correlation statistic assumptions. Therefore, Spearman's rho correlation statistic was used instead. Figure 4 provides visual evidence of a positive correlation between JS and IIB. Spearman's rho statistic showed a statistically

significant, moderately strong positive correlation between JS and IIB, $r(136) = 0.38$, $p < 0.001$.

Figure 5

Scatter Plot between JS and IIB



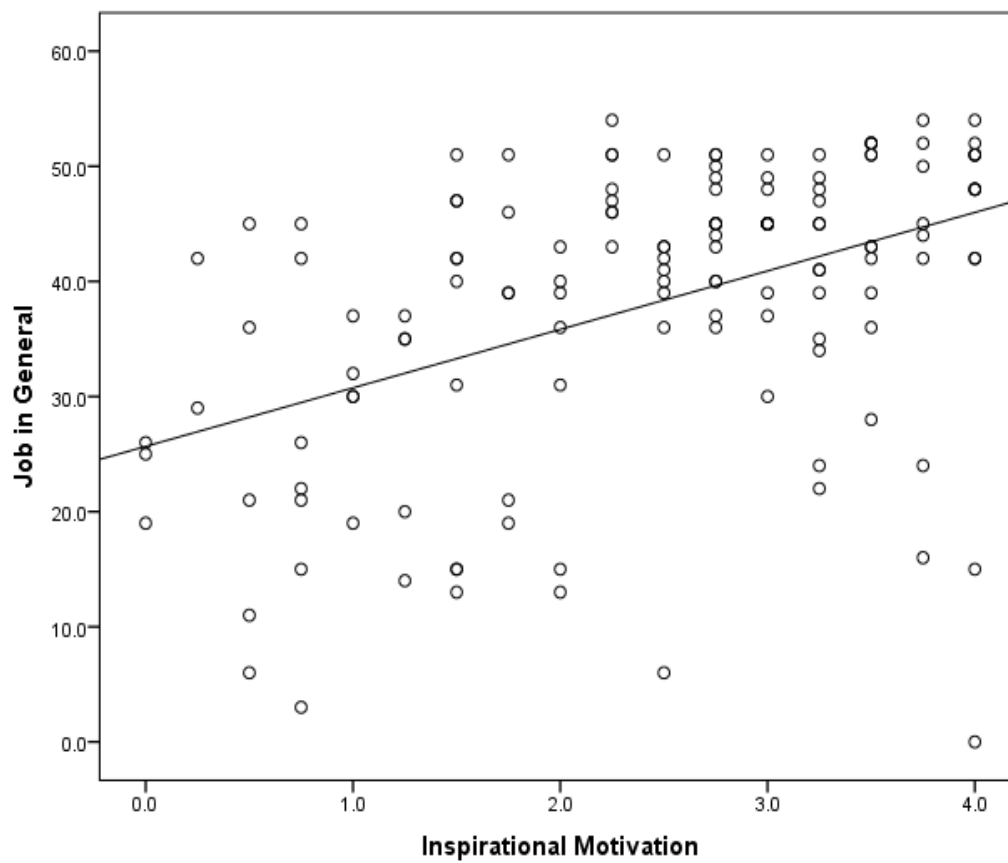
Research Question 3

The third research question was as follows: What, if any correlation was there between self-reported JS, and the extent to which their direct probation supervisor is perceived to have an inspirational motivation (IM) transformational leadership style among probation officers who are members of the Professional Association?

H₀3: There is no correlation between self-reported JS, and the extent to which the direct probation supervisor is perceived to have an IM transformational leadership style among probation officers who are members of the Professional Association.

H_a 3: There is a correlation between self-reported JS, and the extent to which the direct probation supervisor is perceived to have an IM transformational leadership style among probation officers who are members of the Professional Association.

Figure 6 provides visual evidence of a positive correlation between JS and IM. Spearman's rho statistic showed there was a statistically significant, strong positive correlation between JS and IM, $r(136) = 0.46, p < 0.001$.

Figure 6*Scatter Plot between JS and IM*

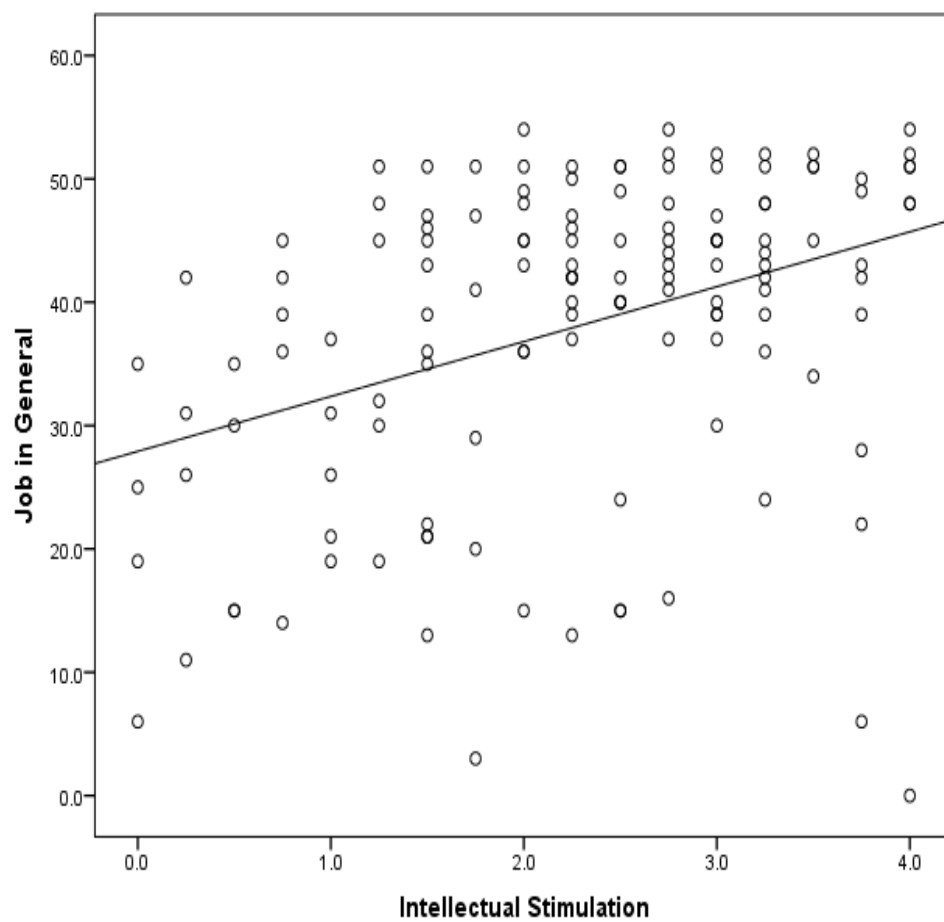
Research Question 4

The fourth research question was as follows: What, if any, is there between self-reported JS and the extent to which their direct probation supervisor is perceived to have an intellectual stimulation (IS) transformational leadership style among probation officers who are members of the Professional Association?

H₀4: There is no correlation between self-reported JS, and the extent to which the direct probation supervisor is perceived to have an IS transformational leadership style among probation officers who are members of the Professional Association.

H_a 4: There is a correlation between self-reported JS, and the extent to which the direct probation supervisor is perceived to have an IS transformational leadership style among probation officers who are members of the Professional Association.

Figure 7 provides visual evidence of a positive correlation between JS and IS. Spearman's rho statistic showed there was a statistically significant, moderately strong positive correlation between JS and IS, $r(136) = 0.39, p < 0.001$.

Figure 7*Scatter Plot between JS and IS*

Research Question 5

The fifth research question was as follows: What, if any correlation is there between self-reported JS, and the extent to which their direct probation supervisor is perceived to have an individualized consideration (IC) transformational leadership style among probation officers who are members of the Professional Association?

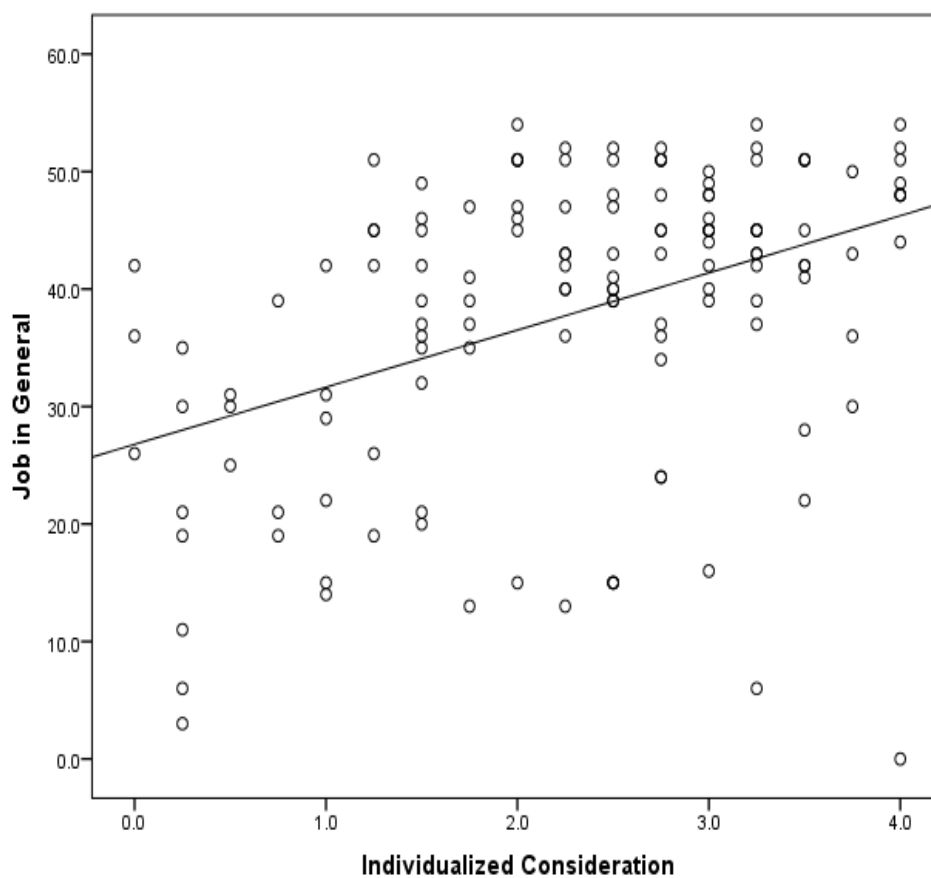
H₀₅: There is no correlation between self-reported JS, and the extent to which the direct probation supervisor is perceived to have an IC transformational leadership style among probation officers who are members of Professional Association.

H_a 5: There is a correlation between self-reported JS, and the extent to which the direct probation supervisor is perceived to have an IC transformational leadership style among probation officers who are members of Professional Association.

Figure 8 provides visual evidence of a positive correlation between JS and IC. Spearman's rho statistic showed there was a statistically significant, strong positive correlation between JS and IC, $r(136) = 0.42, p < 0.001$.

Figure 8

Scatter Plot between JS and IC

**Research Question 6**

The six research question was as follows: What combinations of perceived transformational leadership styles collectively best predicts job satisfaction among probation officers who are members of the Professional Association?

H_{06} : Combinations of two or more perceived transformational leadership styles do not better predict JS than any single perceived transformational leadership alone among probation officers who are members of the Professional Association.

$H_a 6$: Combinations of two or more perceived transformational leadership styles better predict JS than any single perceived transformational leadership alone among probation officers who are members of the Professional Association.

Stepwise multiple linear regression analysis was used to test hypothesis 6. Table 3 shows inspirational motivation (IM) was entered into the model first and no additional variables were added to the model. Since there was only one independent variable in the model, it was unnecessary to test the assumptions for multiple linear regression analysis.

Table 3

Stepwise Multiple Linear Regression

	Unstandardized Coefficients		t	p-value
	B	Std. Error		
(Constant)	25.674	2.358	10.887	<0.001
Inspirational Motivation	5.081	0.885	5.739	<0.001

a. Dependent Variable: Job in General

Summary

A total of 1,303 members of the Professional Association were invited to participate in the study, however, only probation officers who were employed in a non-supervisory position were deemed eligible to complete the survey. According to the Professional Association, approximately 75% of all the current active members were likely employed as active probation officers in the State of Illinois (977 probation officers). One hundred seventy-three (18%) of those invited to participate agreed to inform consent and attempted to complete the survey, resulting in a final sample size of 136 (14% response rate). Survey Monkey was the source of data collected from the 136 participants via the internet survey imported into the SPSS software program for analysis.

Descriptive statistics were performed to identify demographic characteristics of the sample. Amongst the participants, most of the participants were female (69.9%), while the average age of those participating was between the ages of 30-39 years old (27.9%). Most of the participants reported their race as white (88.2%). The vast majority of the participants also reported holding a bachelor's degree education (80.1%) Bachelors. The distribution of years of experience as a probation officer was between (0-5 years (33.1%). Regarding the gender of the participant's direct supervisor, the participants reported an equal amount of male and female supervisors 68 (50%) male and 68 (50%) female. Additionally, regarding the race of the participants' direct supervisor, the majority of the supervisors were reported as white (91.2%).

Spearman's rho correlation statistic and stepwise multiple linear regression analysis were performed in order to test the hypotheses. Results of the tested hypothesis showed that JS was statistically significantly, positively correlated with all five measures of transformational leadership style among probation officers. Since there was only one independent variable in the model, it was unnecessary to test the assumptions for multiple linear regression analysis. Therefore, the null hypothesis was not rejected. It was concluded that combinations of two or more perceived transformational leadership styles do not better predict JS than any perceived transformational leadership. Chapter 5 summarizes the data, discusses the results and a conclusion. Chapter 5 also includes interpretation of the research findings, recommendations for probation supervisors, implications for social change, suggestions for further research, and limitations found in this particular research study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this quantitative correlational study was to examine whether a relationship exists between the perceived transformational leadership styles of probation supervisors and probation officer's overall job satisfaction. The five leadership styles (a) Idealized Influence Attributed Score (IIA), (b) Idealized Influence Behavioral Score (IIB), (c) Individualized Consideration Score (IC), were the independent variables. Key findings showed there was a statistically significant, moderate or strong positive correlation between each perceived transformational leadership style of the supervisor and self-reported job satisfaction amongst probation officers. The strongest predictor of job satisfaction was the perceived level of the supervisor's IM "inspirational motivation."

Interpretation of Findings

Participants of the study were probation officers ($n = 136$) who were active members of a Professional Association located in Illinois. With years of experience as a probation officer, the majority of the sample had five years of less experience as a probation officer, followed closely by probation officers on the opposite side of the spectrum, as 32.4 % reported having 20 years or more experience. I found these findings rather intriguing. It is possible that younger and/or less experienced officers may initially be satisfied with their job as a probation officer but may choose to leave the field to broaden their professional portfolio after gaining sufficient experience (0-5 years), or as a

result of other varying factors as discussed in Chapter 2. Contributing factors to job dissatisfaction and high turnover as a probation officer may be directly tied to poor pay/compensation, safety concerns, and lack of advancement opportunities. These factors were identified as significant to an employee's ability to reach self-actualization within Maslow's hierarchy of needs theory (1954), a key framework of this study. Heizman (2019) noted that as new generations enter and make-up the workforce, it is also important for leadership to consider what characteristics will result in organizational commitment. On the contrary, older and/or much more experienced probation officers (20 years or more) may have chosen to stay for different reasons such as job security/pension, complacency, and/or sense of belonging. The total number of years for all probation officers are as follows: (33.1%) 0-5 years, 17 (12.5%) 6-10 years, 30 (22.1%) 11-19 years, and 44 (32.4%) 20 years or more. Only two (1.5%) of the study participants reported their age as 60 years old or older. Thirty-seven (27.2%) reported their age as 30-39 years and 38 (27.9%) reported being 40-49 years old.

In regards to gender, the sample was composed of predominately white females with (69.9%) females and 41% white males. This study reflected that females were more likely to complete the survey than males. One of the reasons may be that females may be less inhibited. Another reason may be that females may be more gainfully employed in the field. It is important to note that this particular finding was not considered surprising to this researcher based upon literature discussed in Chapter 2 about the balancing and shifting of probation roles due to the development and implementation of evidence based

practices (Ruhland 2020; Labrecque, 2017; and Hseih, 2015). While gender appears to be a little more equitable than other demographics in the study, the fact that female probation officers might dominate male probation officers in the field of probation leads me to question the impact as to the constant shift in roles/responsibilities placed upon probation officers between that of social worker and law enforcement, with social worker appearing more prevalent lately due to evidence based practices. This could contribute to a lack of male applications, and/or lack of desire by males to work in the field, a paradigm worthy of future exploration. Additionally, the ethnicity of the participants was predominately White. One hundred and twenty (88.2%) reported their race as White, four were African American (2.9%), eight (5.9%) were Hispanic or Latino, and 4 (2.9%) identified as other, (race unknown). The lack of diversity present in probation leadership based upon the ethnicity results of this study is worthy of further discussion and exploration in relation to equity and inclusion concerns within the field of probation.

In regards to education levels, the majority of the participants held a bachelor's degree 109 (80.1%) while 27(19.9%) also held a master's degree. No participant reported having less than at least a bachelor's degree or higher than a master's degree. The educational results are not surprising due to the requirement that probation departments have earned a minimum of a bachelor's degree, unless such an employee has been 'grandfathered' into their respective department. Literature contained in Chapter 2 supports why these particular results were not unexpected. Coetzee and Stoltz's (2015) contended that the more educated employees are, the more likely they will seek to

advance, even if it leaves the organization to achieve that goal. Employees who have obtained a Master's Degree (19.9%) or have obtained a PhD (0%) have likely left their department or may have plans to eventually leave based upon limited promotional opportunities available within their department and/or the field. This also relates to Maslow's hierarchy of needs theory (1954) in terms of motivation level and self-fulfillment. It also encompasses leadership traits as probation officers who possess more education may feel equipped to be in a similar leadership role as their probation supervisors, or in a leadership role outside of their department/field. These characteristics are often associated more specifically with IIA, "Idealized Influence Attributed" and IC, "Individualized Consideration," two styles of transformational leadership found within Bass & Avolio's leadership Model(1994,2004). This second key framework grounded this study.

Descriptive statistics for the independent (leadership styles) and dependent (JS) variables were performed. All five transformational leadership styles were rated above the midpoint of 2.00 on average. Amongst the five leadership styles, inspirational motivation was rated highest on average. The JS scores of probation officers averaged 37.00. The Job in General scores can range from 0 (smallest) to 54 (largest score) where larger scores indicate better job satisfaction. The average score was 37.99. Given the midpoint range was 27, the average was fairly high. The job satisfaction average score was a bit surprising based upon some of the research which noted high turnover currently existing in the field (Blankenship & Slate, 2016; Ellis; 2020; Griffin et al., 2013; Lewis et

al., 2013; Tippins; 2016). Despite those findings, this result is favorable to leadership practices in probation and should serve as an asset to probation supervisors who choose to adopt and/or implement transformational leadership styles in working to reduce high turnover rates and increase organizational commitment.

Spearman's rho correlation statistic (hypothesis 1-5) and stepwise multiple linear regression analysis (hypothesis 6) were performed in order to test the hypotheses. It is important to note that Pearson's correlation coefficient was originally the planned analysis to test hypotheses 1 through 5, however assumptions for Pearson's correlation were evaluated prior to conducting the analysis. Considering the strongly nonnormal distribution for job satisfaction, Spearman's rho correlation statistic was used instead of Pearson's correlation statistic. Additionally, all statistical analyses were performed using SPSS for Windows with a two-sided 5% alpha level. A *p* value of less than .05 was established to support rejecting the null hypotheses.

Research Question

The overarching research question is, what, if any correlation is there between self-reported Job Satisfaction and perceived transformational leadership style of the direct probation supervisor among probation officers who are members of a Professional Association? The analyses were repeated for each of the five transformational leadership style scores: (a) IIA, (b) IIB, (c) IM, (d) IS, and (e) IC. The interpretation for each of the five transformational leadership style scores were as follows:

Idealized Influence Attributed

The results of the data analysis indicated that a statistically significant, positive correlation existed between the JS score and the idealized influence attributed score $r(136) = 0.45, p < 0.001$. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. Thus, it was concluded that probation officers who perceive that their supervisor has more of an idealized influence attributed transformational leadership style, tend to have a higher level of JS.

Idealized Influence Behavioral

The results indicated that a statistically significant, positive correlation existed between the JS score and the idealized influence behavior score, $r(136) = 0.38, p < 0.001$. Thus, it was concluded that probation officers who perceive that their supervisor has a higher level of idealized behavior leadership style tend to have a higher level of JS.

Inspirational Motivation

The results of data analysis indicated that a statistically significant, positive strong positive correlation between JS and the inspirational motivation score, $r(136) = 0.46, p < 0.001$. Thus, it was concluded that probation officers who perceive that their supervisor has a high level of inspirational motivation leadership style tend to have a higher level of JS. Inspirational motivation produced the strongest correlation with job satisfaction more than any other transformational leadership style. This particular finding is imperative to

take note of as it demonstrates the significance of motivational strategies as ascertained by Maslow's (1954) hierarchy of needs theory, a key motivational theory and framework for this study, as working to inspire one's subordinates can prove to be a huge asset to probation departments.

Intellectual Stimulation

The results of the data analysis indicated that there was a statistically significant, moderately strong positive correlation between JS and IS, $r(136) = 0.39, p < 0.001$. Thus, it was concluded that probation officers who perceive that their supervisor has a high level of intellectual stimulation leadership style tend to have a higher level of JS.

Individualized Consideration

The results of the data analysis indicated that there was a statistically significant, strong positive correlation between JS and IC, $r(136) = 0.42, p < 0.001$. Thus, probation officers who perceive their supervisor to have more of an individualized consideration transformational leadership style, tend to have a higher level of JS.

Research Question 6

Research Question 6 was as follows: What combinations of perceived transformational leadership styles collectively best predicts job satisfaction among probation officers who are members of the Professional Association? Stepwise multiple linear regression analysis was used to test hypothesis 6. Inspirational motivation (IM) was entered into the model first and no additional variables were added. Since there was only one independent variable in the model, it was unnecessary to test the assumptions for multiple linear regression analysis. Thus, the null hypothesis was not rejected and it was concluded that combinations of two or more perceived transformational leadership styles do not better predict JS than any single perceived transformational leadership alone.

The essence of what is important for probation supervisors to be cognizant of is that increased transformational leadership skills will likely increase job satisfaction. Thus, about research questions 1-5 it can therefore be concluded that the lower the score the less likely it is that probation officers perceived their direct supervisor possesses the specified transformational leadership characteristics. In contrast, higher scores suggest that probation officers perceived that their direct supervisor possessed more specified transformational leadership characteristics.

There are limited studies related to probation supervisors' leadership styles and probation officers job satisfaction. I would make no notable differences outside of the

recommendations for future research provided in this study. Overall, the interpretation as to the results in research questions 1-5 supports research found in the peer-reviewed literature as described in Chapter 2, as there was a statistically significant, positive correlation between each perceived transformational leadership style of the supervisor and self-reported job satisfaction of probation officers. Several researchers provided evidence that a significant relationship exists between JS and transformational leadership styles/effectiveness (Aguilar, 2013; Babalola, 2016; Bass & Avolio; 1994, 2004, Chung Khai & Hung; 2009, Dzedora; 2010, Judge & Piccolo, 2004; Regalado, 2019; Wooditch et al., 2016; Won-Jae et al., 2009) as well as job satisfaction, (Ellis, 2020; Johnson, 2016; Krupa, 2018; Lee & Sik Cho, 2016; Simmons et al., 1997; Smith, 2007; Vernick, 2003). Thus, findings from the study were not surprising from that perspective. However research question 6 was unanticipated as I predicted the perceived exhibition of multiple transformational leadership characteristics might assist in helping fulfill different probation officers needs, thereby increasing their overall job satisfaction, resulting in a positive, strong correlation, which was not evident.

The theoretical frameworks provided a key foundation in understanding facets that contribute to job satisfaction. Maslow's hierarchy of needs theory (1954), the most noted motivational theory, can be interpreted within the context of this study and intersected well with Bass and Avolio's full range leadership model as both are pertinent theories in regards to employees achieving job satisfaction. According to Maslow's hierarchy of needs theory (1954), part of its premise suggests that as supervisors work to

exhibit characteristics to meet their employee needs, their employees are more likely to reach, the highest level need, self-actualization, which is necessary to achieve job satisfaction.

This study indicated that the inspirational motivation leadership style (research question 3) had the strongest correlation with probation officer's job satisfaction, based upon their perceptions of their direct supervisors' transformational leadership styles. These findings are essential for probation supervisors to note as they must be willing to behave in ways that will help strengthen relationships with their probation officers. As the relationship strengthens, a more genuine, solid and sincere connection can be established as the results related to these leadership styles suggest probation officers must respect their leaders to work towards fulfilling the department's mission. Inspirational motivation occurs when leadership can direct followers to exemplify change related to the organization's vision (Bass & Avolio, 1994, 2004). A supervisor's ability to effectively motivate their employees by helping them understand their purpose and pushing themselves to be the best they can be is a step in the right direction. Within the full range leadership model, the ability to see one's leadership exhibit positive characteristics through their actions and behaviors towards their job can prove beneficial and result in improved performance and job satisfaction amongst probation officers. By understanding these key ingredients, probation supervisors will work to not simply "talk the talk," but "walk the walk," as it imperative for probation officers to witness these

types of characteristics on a consistent, regular basis to help ensure probation officers maintain job satisfaction, and are not readily inclined to leave.

The ability to retain probation officers has become cumbersome and key findings as to the benefits of utilizing transformational leadership within probation departments may assist in reducing job stress and retaining employees on the job. In regards to peer reviewed literature concerning job satisfaction and probation officers, empirical research exists which supports that there is a direct correlation between job satisfaction and probation officer's stress and non-retention (Allen & Sawney, 2010; Burgeon, 2013; Eckman, 2015; Garby, 2013; Greenwood, 2016; Simmons et al., 2007). Study results provided sufficient evidence to support that when a supervisor's transformational leadership style increases, probation officers job satisfaction increases, as there was a statistically, significant positive correlation found between all transformational leadership styles and job satisfaction. Therefore, it is anticipated that probation supervisors who work to exemplify high levels of transformational leadership skills are more effective at modeling how their followers retain probation officers better and increase their level of job satisfaction in the process. Essentially, the utilization of transformational leadership styles within the field of probation is a good commodity.

Limitations of the Study

For this study to significantly contribute to probation leadership and probation officers job satisfaction, it is important to recognize its limitations. While the study provided useful information, some limitations could be addressed by modifying the

research design. First, the decision to utilize a correlational design posed a limitation to the study. Even though a relationship was found between the independent and dependent variables, causation was not determined. A second limitation was selecting a convenience study sampling method, which was chosen primarily because of cost and convenience. A third limitation to this method was that participants were selected from one professional association. A fourth limitation is that the study design examined perceptions of probation employed in Illinois only. The results of this study may not be the same when performed in another state or region.

Additionally, participation was by internet and strictly voluntary, however, it is possible that someone other than the participant may have completed the questionnaire or that the information was not read thoroughly and a supervisor could have possibly completed the survey in error. Lastly, it is assumed that survey results will be answered truthfully. This assumption is based upon participants' trust in the introduction, invitation, as well as the informed consent form, which emphasizes and ensures confidentiality and anonymity for all participants who chose to participate in the survey.

However, it is possible that participants' responses may have been biased based on concerns that their confidentiality could be breached/violated accidentally, or perhaps they felt compelled to answer questions favorably out of a sense of loyalty to the Professional Association, supervisor and/or administration. This may have been demonstrative based on the number of eligible members who responded to the invitation letter (173) versus the actual final sample size (136). A total of 11 (6.4%) respondents

failed to complete the Job In General (JIG) survey and they were omitted from the analysis. Among the remaining 162 respondents, 26 (16.0%) failed to complete the Multifactorial Leadership Questionnaire (MLQ), resulting in those respondents being omitted from the analysis.

Recommendations for Future Research

This current study extends the body of knowledge on JS and leadership styles, however, there are several recommendations directly related to limitations identified in this survey that researchers may wish to consider for future research. First and foremost, expansion of the target population ($n=136$) beyond the selected criteria for the study could increase the response rate and produce data that would improve upon generalizations and interpretations to a larger population of probation officers. Expanding the population could involve including probation officers in the State of Illinois who are not members of the Professional Association and/or conducting a comparative analysis between the two populations. As previously noted in the limitations, the selected Professional Association only represents a portion of all probation officers employed in Illinois.

Unfortunately, not all probation officers benefit from having their department pay for their membership to a professional association. Some probation departments/areas require their officers to pay for their membership due to budgetary constraints. The inability of these officers to gain membership may play a role in their level of job satisfaction, as they cannot partake in the same benefits as those are members. These lack

of benefits include but may not be limited to quality training, enhanced knowledge, recognitions and awards, and professional networking. This recommendation of expanding the population is also supported based upon demographic statistics.

In the current study, demographic characteristics were described utilizing descriptive statistics. For example, the participants' ethnicity was predominately white (88.2%), composed of white females with (69.9%) females and 41% white males. Additionally, in reference to the race of the participants' direct supervisor, the majority of the supervisors were reported as white (91.2%). Based on this information, it is further recommended that a researcher consider locating other associations in which more black probation officers/supervisors and other minorities are affiliated with to determine if findings are similar across demographic variables.

Additionally, it is recommended that a mixed study using both qualitative and quantitative research methods, along with the MLQ and JIG questionnaires, may help identify which particular leadership styles are most effective in probation officers commitment to their organization and their job satisfaction. Exploring qualitative data allows for open-ended questions to further inquire about the effect of their supervisors' transformational styles upon their overall job satisfaction. It may help to create a more cohesive, positive work environment.

Recommendations for Probation Supervisors

As discussed in previous chapters, probation officers are experiencing more complexities in fulfilling job assignments and varying stressors related to job satisfaction.

Numerous organizational areas may be influenced by leadership and job satisfaction. Several facets discussed in literature reviewed in Chapter 2 provided insight as to variables for consideration and its impact on work environments within probation such as job satisfaction and pay/compensation, job satisfaction and promotion, job satisfaction and stress, job satisfaction and non-retention, job satisfaction and organizational commitment, job satisfaction and people on the job, and job satisfaction and supervisors. These associated factors can play a role in the level of job satisfaction achieved by probation officers, which was also illustrated through the literature as a direct link to their supervisors' roles and leadership style.

Maintaining employees is contingent on leadership's ability to satisfy employees on their jobs. Research has shown a considerable amount of probation officers are currently seeking to leave probation. Tippins (2016) study found that parole and probation officers turnover rate was 51%, while 30% of the population was reported to likely leave the probation service work at some juncture, etc. Lambert et al. (2016) found that job satisfaction and people on the job, administrative, coworker, and supervisory support all had positive effects. Common themes prevalent within the research studies reviewed indicate a link between pay/promotional opportunities, personal achievements and the ability to derive meaning from their job, suggesting that both intrinsic and external motivators are important to a probation officer. Thus, the addition of the JDI (Job Descriptive Index) survey could provide probation supervisors with needed insight as to what specific facets employees value most to assist with better retention of

probation officers. The section used for purposes of this study was the JIG, which comprises 18 questions derived from the JDI. The JIG survey is compatible with the JDI survey and was developed and utilized to measure overall job satisfaction. According to Bowling Green State University (1996), the JDI was developed to determine employees' satisfaction based upon five specific facets: satisfaction with coworkers, the work itself, pay, opportunities for promotion, and supervision. Therefore, future research is suggested to include examining the JDI (Job Descriptive Index Survey) independently and/or in conjunction with the JIG (Job in General Survey) section, consisting of 72 items comprising the five subscales.

Additionally, another recommendation for exploration is the role of other leadership styles in maximizing or minimizing probation officers' job satisfaction. This particular study specifically studied the transformational leadership styles of probation supervisors from the perception of their probation officers. While most studies support the adoption of transformational leadership styles in the criminal justice system, some studies suggest that transactional leadership styles are more beneficial, and in some particular rare circumstances, the laissez-leadership style of leadership (Aguilar, 2013; Babalola, 2016; Bass & Avolio, 1994, 2004; Chung Khai & Hung, 2009; Duhaime, & Meyer, 2016; Dzedora, 2010; Judge & Piccolo, 2004; Regalado, 2019; Wooditch et al., 2016; Won-Jae et al., 2009).

Since this study only considered transformational leadership styles and combinations of transformational leadership styles, it may be beneficial for supervisors to

understand what other leadership styles established within Bass and Avolio's (1994, 2004) full range leadership model correlate with job satisfaction as well. Furthermore, it may also assist probation supervisors with a better comprehension of appropriate times to exhibit a particular leadership style(s) to improve the work environment and job satisfaction for probation officers. Lastly, an investigation may wish to examine how JS and transformative learning influence leadership development programs.

Implications for Positive Social Change

Results of the current study indicate that probation supervisors are perceived to exhibit transformational leadership, that probation officers expressed a moderately high level of satisfaction with their jobs, and that a statically significant positive relationship exists between transformation leadership styles and job satisfaction. Probation supervisors and management practitioners could find the study results valuable in understanding factors that affect probation officers' organizational commitment and job satisfaction.

The study's findings may assist in implementing and developing new strategies and transformational leadership skills that could provide quality assurance to probation clients the professional practice, and may help reduce turnover rates. As reported previously, probation administrators have been noted for working hard to create mission/vision statements for their respective offices and have taken measures to gain diverse input from The Federal Judicial Center for alternate options and assist in their decision-making process (Ward & McGraw, 2015). Review of this study can aid in new

universal approaches implemented as a model for all levels of government when working to establish clear missions and goals, which are identified attributes associated with inspiration motivational, a type of transformational leadership discussed in this study as established in Bass and Avolio's full range leadership model (1994, 2004).

The study demonstrated the need for probation administration to consider policies and procedures that may need to be modified to provide and promote a safe, fair and cohesive environment for all probation officers. These efforts are necessary in order to ensure they are in turn, highly competent to adjust to the rapid changes in addition to the constant shifting of caseloads and job responsibilities which can often accompany the role of a probation officer (Ruhland, 2020). In 1992, a Leadership Development Program was established by the Criminal Law's Committee implementation (Ward and McGraw, 2015). These efforts represent a necessity for leadership to utilize transformational leadership styles in order to become more progressive within today's society. The significance and social change implication is that probation supervisors and administrators can utilize the results of this study to revamp, enhance, and/or expand upon existing leadership programs.

Additionally, given that probation departments are constantly experiencing significant changes as described in this study, the need for enhanced training becomes pivotal. Therefore, training on transformational leadership skills is suggested based upon findings of this study, emphasizing the inspirational motivation style of leadership, which had the strongest correlation to high levels of job satisfaction amongst probation officers

surveyed. Mentorship programs and leadership training geared towards probation supervisors and management practitioners who seek to enhance their transformational leadership skills will improve their respective organizations and society.

Conclusions

The general problem addressed within this study was that transformational leadership styles needed to be utilized by probation supervisors in order to adequately assist with the many complexities and varying stressors probation officers experience in working to fulfill their job assignments and achieve job satisfaction. While the literature reviewed addressed the research problem by indicating a positive relationship between JS and leadership effectiveness, organizational commitment, and employee outcomes, there have been few investigations conducted amongst probation supervisors. Rapid and frequent changes within the probation climate threaten the organization, its community, and society. The quantitative correlational study aimed to assess the relationship between leadership styles and JS. The research questions were designed to answer whether, and to what extent, correlations exist among transformational leadership styles and JS, based upon probation officers' perceptions of their direct supervisors' transformational leadership styles as well as their overall job satisfaction. JS had a statistically significant positive relationship with all five measures of transformational leadership style. Amongst the five leadership styles, inspirational motivation was rated highest on average.

However, there was no evidence that combinations of two or more perceived transformational leadership styles collectively best predicts JS among probation officers.

On average, transformational leadership style scores ranged from 2.21 to 2.43. Considering the midpoints of the scales were 2.00, on average, the supervisors were perceived to have a slightly above average level of transformational leadership style. Additionally, the Job in General score can range from 0 to 54 where larger scores indicate better job satisfaction. The average score was 37.99. Considering that the midpoint of the range was 27, the average was relatively high, indicating that the probation officers had a moderately high level of job satisfaction.

In essence, this study successfully met the research purpose. It provided applicable information and feasible recommendations for probation supervisors and management practitioners. This study is one of few in the existence of its kind as supported by current research (Amaya-Aguilar, 2013; Johnson, 2015; Keke, 2019; Won-Jae et al., 2010) and provides a foundation whereby other researchers can build upon, as it provides leverage for future research within probation as provided in the context of the study and as provided in my recommendations for further research.

Probation supervisors can utilize the results of this study to impact positive social change in their probation departments and amongst key stakeholders. By consistently working to help ensure probation officers achieve job satisfaction, probation officers can be successful social change agents who work to equip their clients with the necessary tools to become more productive members of our society, which inevitably benefits our society as a whole.

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Appendix A: Invitation letter to Participants

Dear Invitee,

I am currently a student at Walden University pursuing a doctorate degree in Public Administration with an emphasis in law and public policy. In determining the focus for my dissertation, I encountered that there currently exists limited research which focuses specifically on probation officers.

I am therefore conducting a research entitled: **A Correlational Study of Perceived Transformational Leadership Styles and Job Satisfaction among Probation Officers.**

Your participation would be greatly appreciated, as it is my sincere hope that this study will help provide an important contribution to the criminal justice field.

This invitation to complete the survey on a voluntary basis is strictly designed for probation officers currently employed in Illinois, who are also active members of the Professional Association.

Probation officers who are employed in a director or supervisory position are respectfully asked to refrain from participating in the survey due to the nature of the study.

Please be aware that this research presents minimal foreseeable risks to you as all information provided will remain anonymous and confidential. If you wish to proceed with the survey you will need to follow the link provided to you in this email. This survey will close on **8-19-2021**.

If you have any questions or concerns about the study, please feel free to contact Joann R. McGee at (email address). Walden University's approval number for this study is **07-27-21-0074690**.

The link to the online informed consent and survey is:

<https://www.surveymonkey.com/r/Y3K985J>

Thank you in advance for your time and assistance.

Sincerely,

Joann R. McGee

Researcher and doctoral candidate

Walden University, School of Public Policy and Administration

Appendix B: Demographic Information

Please complete the following:

Gender:

Male _____

Female _____

Age:

18-29 _____

30-40 _____

41-49 _____

53-60 _____

60 or older _____

Race:

White _____

Black _____

Hispanic/Latino _____

Asian/Pacific Islander _____

American Indian _____

Other _____

Education level:

Some college, no degree _____

Associate's _____

Bachelor's _____

Master's _____

Doctorate _____

Number of years as a probation officer:

0-5 years _____

6-10 years _____

11-19 years _____

20 years or more _____

Race of Supervisor

White _____

Black _____

Hispanic/Latino _____

Asian/Pacific Islander _____

American Indian _____

Other _____

Gender of Supervisor

Male _____

Female__

Appendix C: Permission to Utilize JIG

From: Joann McGee

Sent: Saturday, June 2, 2018 8:34 PM

To: Michael John Zickar

Subject: Permission to Utilize Job In General (JIG) Survey for Dissertation Research Purposes

To Whom It May Concern:

The purpose of this e-mail is to request your permission to use the Job in General survey (JSS) to collect data for purposes of my dissertation research study. I am currently a doctoral student at Walden University in the Public Administration Program specializing in law and public policy. My research study will focus on job satisfaction and perceived leadership styles among male and female probation officers. The target population will be composed of male and female probation officers who also serve as members of the Illinois Probation and Court Services Association. With your approval, the JIG will be provided to probation officers to complete via electronically. I would be more than happy to share the results of my study with you.

Should you require any additional information, please feel free to contact me at the email address provided.

Thank you for your time and consideration.

Joann R. McGee

From: Michael John Zickar

Sent: Monday, June 4, 2018 2:17 PM

To: Joann McGee

Subject: RE: Permission to Utilize Job In General (JIG) Survey for Dissertation
Research Purposes

I am happy to provide our support for your dissertation. Best of luck and you have our formal approval.

-Mike Zickar

Mike Zickar

Professor and Chair

Department of Psychology

Bowling Green State University

Appendix D: Permission to Utilize MLQ 5X

For use by Joann McGee only. Received from Mind Garden, Inc. on April 28, 2021



To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Multifactor Leadership Questionnaire

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

Citation of the instrument must include the applicable copyright statement listed

below. Sample Items:

As a leader

I talk optimistically about the future.

I spend time teaching and coaching.

I avoid making decisions.

The person I am rating....

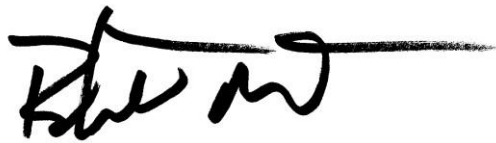
Talks optimistically about the future.

Spends time teaching and coaching.

Avoids making decisions

Copyright © 1995 by Bernard Bass & Bruce J. Avolio. All rights reserved in all media. Published by Mind Garden, Inc.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert Most', with a long horizontal line extending to the right.

Robert Most

Mind Garden, Inc.

www.mindgarden.com

Appendix E: JIG Questionnaire

Think of your job in general. All in all, what is it like most of the time? For each of the following words or phrases, circle:

“Yes” if it describes your job

“No” if it does not describe it

“?” if you cannot decide

Yes or No

1. My job is pleasant

Yes No ?

2. My job is bad

Yes No ?

3. My job is ideal

Yes No ?

4. My job is a waste of time

Yes No ?

5. My job is good

Yes No ?

6. My job is an undesirable job

Yes No ?

7. My job is worthwhile

Yes No ?

8. My job is worse than most

Yes No ?

9. My job is acceptable

Yes No ?

10. My job is superior

Yes No ?

11. My job is better than most

Yes No ?

12. My job is disagreeable

Yes No ?

13. My job makes me content

Yes No ?

14. My job is inadequate

Yes No ?

15. My job is excellent

Yes No ?

16. My job is rotten

Yes No ?

17. My job is enjoyable

Yes No ?

18. My job is poor

Yes No ?

© Bowling Green State University 1982, 1985, 1997

Appendix F: Frequency Tables for all Survey Questions

Gender

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Male	41	30.1	30.1	30.1
	Female	95	69.9	69.9	100.0
	Total	136	100.0	100.0	

Age

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	18-29	25	18.4	18.4	18.4
	30-39	37	27.2	27.2	45.6
	40-49	38	27.9	27.9	73.5
	50-59	34	25.0	25.0	98.5
	60 or older	2	1.5	1.5	100.0
	Total	136	100.0	100.0	

Race

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	White	120	88.2	88.2	88.2
	Black	4	2.9	2.9	91.2
	Hispanic/Latino	8	5.9	5.9	97.1
	Other	4	2.9	2.9	100.0
	Total	136	100.0	100.0	

Education Level

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Bachelor's	109	80.1	80.1	80.1
	Master's	27	19.9	19.9	100.0
	Total	136	100.0	100.0	

Number of years as a probation officer

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	0-5 years	45	33.1	33.1	33.1
	6-10 years	17	12.5	12.5	45.6
	11-19 years	30	22.1	22.1	67.6
	20 years or more	44	32.4	32.4	100.0
	Total	136	100.0	100.0	

Gender of Supervisor

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Male	68	50.0	50.0	50.0
	Female	68	50.0	50.0	100.0
	Total	136	100.0	100.0	

Race of Supervisor

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	White	124	91.2	91.2	91.2
	Black	4	2.9	2.9	94.1
	Hispanic/Latino	6	4.4	4.4	98.5
	Asian/Pacific Islander	2	1.5	1.5	100.0
	Total	136	100.0	100.0	

My job is pleasant

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Yes	95	69.9	69.9	69.9
	No	26	19.1	19.1	89.0
	?	15	11.0	11.0	100.0
	Total	136	100.0	100.0	

My job is bad

		Cumulative			
		Frequency	Percent	Valid Percent	Percent

Valid	Yes	6	4.4	4.4	4.4
	No	115	84.6	84.6	89.0
	?	15	11.0	11.0	100.0
	Total	136	100.0	100.0	

My job is ideal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	36.8	36.8	36.8
	No	63	46.3	46.3	83.1
	?	23	16.9	16.9	100.0
	Total	136	100.0	100.0	

My job is a waste of time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	7.4	7.4	7.4
	No	116	85.3	85.3	92.6
	?	10	7.4	7.4	100.0

		Total	136	100.0	100.0
<hr/>					
<i>My job is good</i>					
<hr/>					
					Cumulative
		Frequency	Percent	Valid Percent	Percent
<hr/>					
Valid	Yes	109	80.1	80.1	80.1
	No	13	9.6	9.6	89.7
	?	14	10.3	10.3	100.0
	Total	136	100.0	100.0	
<hr/>					

<i>My job is undesirable</i>					
<hr/>					
					Cumulative
		Frequency	Percent	Valid Percent	Percent
<hr/>					
Valid	Yes	25	18.4	18.4	18.4
	No	100	73.5	73.5	91.9
	?	11	8.1	8.1	100.0
	Total	136	100.0	100.0	
<hr/>					

My job is worthwhile

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Yes	101	74.3	74.3	74.3
	No	18	13.2	13.2	87.5
	?	17	12.5	12.5	100.0
	Total	136	100.0	100.0	

My job is worse than most

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Yes	9	6.6	6.6	6.6
	No	118	86.8	86.8	93.4
	?	9	6.6	6.6	100.0
	Total	136	100.0	100.0	

My job is acceptable

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Yes	120	88.2	88.2	88.2

No	6	4.4	4.4	92.6
?	10	7.4	7.4	100.0
Total	136	100.0	100.0	

My job is superior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	11.8	11.8	11.8
	No	106	77.9	77.9	89.7
	?	14	10.3	10.3	100.0
	Total	136	100.0	100.0	

My job is better than most

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	58	42.6	42.6	42.6
	No	58	42.6	42.6	85.3
	?	20	14.7	14.7	100.0
	Total	136	100.0	100.0	

My job is disagreeable

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Yes	20	14.7	14.7	14.7
	No	92	67.6	67.6	82.4
	?	24	17.6	17.6	100.0
	Total	136	100.0	100.0	

My job makes me content

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Yes	79	58.1	58.1	58.1
	No	42	30.9	30.9	89.0
	?	15	11.0	11.0	100.0
	Total	136	100.0	100.0	

My job is inadequate

		Cumulative			
		Frequency	Percent	Valid Percent	Percent

Valid	Yes	18	13.2	13.2	13.2
	No	104	76.5	76.5	89.7
	?	14	10.3	10.3	100.0
	Total	136	100.0	100.0	

My job is excellent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	28.7	28.7	28.7
	No	80	58.8	58.8	87.5
	?	17	12.5	12.5	100.0
	Total	136	100.0	100.0	

My job is rotten

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	5.1	5.1	5.1
	No	125	91.9	91.9	97.1
	?	4	2.9	2.9	100.0

Total	136	100.0	100.0
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My job is enjoyable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	84	61.8	61.8	61.8
	No	28	20.6	20.6	82.4
	?	24	17.6	17.6	100.0
	Total	136	100.0	100.0	

My job is poor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	8.8	8.8	8.8
	No	112	82.4	82.4	91.2
	?	12	8.8	8.8	100.0
	Total	136	100.0	100.0	

Provides me with assistance in exchange for my efforts.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	7	5.1	5.1	5.1
	Once in a while	17	12.5	12.5	17.6
	Sometimes	26	19.1	19.1	36.8
	Fairly often	40	29.4	29.4	66.2
	Frequently, if not always	46	33.8	33.8	100.0
	Total	136	100.0	100.0	

Re-examines critical assumptions to question whether they are appropriate.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	10	7.4	7.4	7.4
	Once in a while	23	16.9	16.9	24.3
	Sometimes	37	27.2	27.2	51.5
	Fairly often	40	29.4	29.4	80.9

	Frequently, if not always	26	19.1	19.1	100.0
	Total	136	100.0	100.0	

Fails to interfere until problems become serious.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	46	33.8	33.8	33.8
	Once in a while	26	19.1	19.1	52.9
	Sometimes	25	18.4	18.4	71.3
	Fairly often	23	16.9	16.9	88.2
	Frequently, if not always	16	11.8	11.8	100.0
	Total	136	100.0	100.0	

Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.

		Frequency	Percent	Valid Percent	Cumulative Percent
--	--	-----------	---------	---------------	-----------------------

Valid	Not at all	20	14.7	14.7	14.7
	Once in a while	29	21.3	21.3	36.0
	Sometimes	37	27.2	27.2	63.2
	Fairly often	30	22.1	22.1	85.3
	Frequently, if not always	20	14.7	14.7	100.0
	Total	136	100.0	100.0	

Avoids getting involved when important issues arise.

					Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	62	45.6	45.6	45.6
	Once in a while	26	19.1	19.1	64.7
	Sometimes	24	17.6	17.6	82.4
	Fairly often	17	12.5	12.5	94.9
	Frequently, if not always	7	5.1	5.1	100.0
	Total	136	100.0	100.0	

Talks about their most important values and beliefs.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	26	19.1	19.1	19.1
	Once in a while	29	21.3	21.3	40.4
	Sometimes	31	22.8	22.8	63.2
	Fairly often	38	27.9	27.9	91.2
	Frequently, if not always	12	8.8	8.8	100.0
	Total	136	100.0	100.0	

Is absent when needed.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	57	41.9	41.9	41.9
	Once in a while	36	26.5	26.5	68.4
	Sometimes	24	17.6	17.6	86.0
	Fairly often	9	6.6	6.6	92.6

	Frequently, if not always	10	7.4	7.4	100.0
	Total	136	100.0	100.0	

Seeks differing perspectives when solving problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	16	11.8	11.8	11.8
	Once in a while	21	15.4	15.4	27.2
	Sometimes	34	25.0	25.0	52.2
	Fairly often	38	27.9	27.9	80.1
	Frequently, if not always	27	19.9	19.9	100.0
	Total	136	100.0	100.0	

Talks optimistically about the future.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	13	9.6	9.6	9.6

				192	
—	Once in a while	17	12.5	12.5	22.1
	Sometimes	29	21.3	21.3	43.4
	Fairly often	41	30.1	30.1	73.5
	Frequently, if not always	36	26.5	26.5	100.0
	Total	136	100.0	100.0	

Instills pride in me for being associated with him/her.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	28	20.6	20.6	20.6
	Once in a while	12	8.8	8.8	29.4
	Sometimes	31	22.8	22.8	52.2
	Fairly often	34	25.0	25.0	77.2
	Frequently, if not always	31	22.8	22.8	100.0
	Total	136	100.0	100.0	

Discusses in specific terms who is responsible for achieving performance targets.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	17	12.5	12.5	12.5
	Once in a while	25	18.4	18.4	30.9
	Sometimes	25	18.4	18.4	49.3
	Fairly often	45	33.1	33.1	82.4

	Frequently, if not always	24	17.6	17.6	100.0
	Total	136	100.0	100.0	

Waits for things to go wrong before taking action.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	60	44.1	44.1	44.1
	Once in a while	23	16.9	16.9	61.0
	Sometimes	24	17.6	17.6	78.7
	Fairly often	13	9.6	9.6	88.2
	Frequently, if not always	16	11.8	11.8	100.0
	Total	136	100.0	100.0	

Talks enthusiastically about what needs to be accomplished.

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Not at all	12	8.8	8.8	8.8
	Once in a while	23	16.9	16.9	25.7
	Sometimes	37	27.2	27.2	52.9
	Fairly often	34	25.0	25.0	77.9
	Frequently, if not always	30	22.1	22.1	100.0
	Total	136	100.0	100.0	

Specifies the importance of having a strong sense of purpose.

				Cumulative	
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	26	19.1	19.1	19.1
	Once in a while	21	15.4	15.4	34.6
	Sometimes	24	17.6	17.6	52.2
	Fairly often	33	24.3	24.3	76.5
	Frequently, if not always	32	23.5	23.5	100.0
	Total	136	100.0	100.0	

Spends time teaching and coaching.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	24	17.6	17.6	17.6
	Once in a while	27	19.9	19.9	37.5
	Sometimes	37	27.2	27.2	64.7
	Fairly often	23	16.9	16.9	81.6
	Frequently, if not always	25	18.4	18.4	100.0
	Total	136	100.0	100.0	

Makes clear what one can expect to receive when performance goals are achieved.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	23	16.9	16.9	16.9
	Once in a while	22	16.2	16.2	33.1
	Sometimes	28	20.6	20.6	53.7
	Fairly often	38	27.9	27.9	81.6

	Frequently, if not always	25	18.4	18.4	100.0
	Total	136	100.0	100.0	

Shows that he/she is a firm believer in "If it ain't broke, don't fix it."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	42	30.9	30.9	30.9
	Once in a while	32	23.5	23.5	54.4
	Sometimes	24	17.6	17.6	72.1
	Fairly often	24	17.6	17.6	89.7
	Frequently, if not always	14	10.3	10.3	100.0
	Total	136	100.0	100.0	

Goes beyond self-interest for the good of the group.

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Not at all	20	14.7	14.7	14.7
	Once in a while	17	12.5	12.5	27.2
	Sometimes	22	16.2	16.2	43.4
	Fairly often	48	35.3	35.3	78.7
	Frequently, if not always	29	21.3	21.3	100.0
	Total	136	100.0	100.0	

Treats me as an individual rather than just as a member of a group.

					Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	11	8.1	8.1	8.1
	Once in a while	13	9.6	9.6	17.6
	Sometimes	18	13.2	13.2	30.9
	Fairly often	36	26.5	26.5	57.4
	Frequently, if not always	58	42.6	42.6	100.0
	Total	136	100.0	100.0	

Demonstrates that problems must become chronic before taking action.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	59	43.4	43.4	43.4
	Once in a while	28	20.6	20.6	64.0
	Sometimes	25	18.4	18.4	82.4
	Fairly often	15	11.0	11.0	93.4
	Frequently, if not always	9	6.6	6.6	100.0
	Total	136	100.0	100.0	

Acts in ways that builds my respect.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	19	14.0	14.0	14.0
	Once in a while	12	8.8	8.8	22.8
	Sometimes	28	20.6	20.6	43.4
	Fairly often	41	30.1	30.1	73.5

	Frequently, if not always	36	26.5	26.5	100.0
	Total	136	100.0	100.0	

Concentrates his/her full attention on dealing with mistakes, complaints, and failures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	31	22.8	22.8	22.8
	Once in a while	35	25.7	25.7	48.5
	Sometimes	35	25.7	25.7	74.3
	Fairly often	25	18.4	18.4	92.6
	Frequently, if not always	10	7.4	7.4	100.0
	Total	136	100.0	100.0	

Considers the moral and ethical consequences of decisions.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	10	7.4	7.4	7.4
	Once in a while	13	9.6	9.6	16.9
	Sometimes	40	29.4	29.4	46.3
	Fairly often	37	27.2	27.2	73.5
	Frequently, if not always	36	26.5	26.5	100.0
	Total	136	100.0	100.0	

Keeps track of all mistakes.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	30	22.1	22.1	22.1
	Once in a while	39	28.7	28.7	50.7
	Sometimes	22	16.2	16.2	66.9
	Fairly often	34	25.0	25.0	91.9
	Frequently, if not always	11	8.1	8.1	100.0

Total	136	100.0	100.0
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Displays a sense of power and confidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	9	6.6	6.6	6.6
	Once in a while	16	11.8	11.8	18.4
	Sometimes	38	27.9	27.9	46.3
	Fairly often	44	32.4	32.4	78.7
	Frequently, if not always	29	21.3	21.3	100.0
	Total	136	100.0	100.0	

Articulates a compelling vision of the future.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	20	14.7	14.7	14.7
	Once in a while	24	17.6	17.6	32.4
	Sometimes	32	23.5	23.5	55.9

Fairly often	41	30.1	30.1	86.0
Frequently, if not always	19	14.0	14.0	100.0
Total	136	100.0	100.0	

Directs my attention toward failures to meet standards.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	25	18.4	18.4	18.4
	Once in a while	35	25.7	25.7	44.1
	Sometimes	34	25.0	25.0	69.1
	Fairly often	25	18.4	18.4	87.5
	Frequently, if not always	17	12.5	12.5	100.0
	Total	136	100.0	100.0	

Avoids making decisions.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	59	43.4	43.4	43.4
	Once in a while	23	16.9	16.9	60.3
	Sometimes	27	19.9	19.9	80.1
	Fairly often	18	13.2	13.2	93.4
	Frequently, if not always	9	6.6	6.6	100.0
	Total	136	100.0	100.0	

Considers me as having different needs, abilities, and aspirations from others.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	22	16.2	16.2	16.2
	Once in a while	24	17.6	17.6	33.8
	Sometimes	36	26.5	26.5	60.3
	Fairly often	40	29.4	29.4	89.7
	Frequently, if not always	14	10.3	10.3	100.0
	Total	136	100.0	100.0	

Gets me to look at problems from many different angles.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	21	15.4	15.4	15.4
	Once in a while	19	14.0	14.0	29.4
	Sometimes	29	21.3	21.3	50.7
	Fairly often	44	32.4	32.4	83.1
	Frequently, if not always	23	16.9	16.9	100.0
	Total	136	100.0	100.0	

Helps me to develop my strengths.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	15	11.0	11.0	11.0
	Once in a while	20	14.7	14.7	25.7
	Sometimes	33	24.3	24.3	50.0
	Fairly often	36	26.5	26.5	76.5

	Frequently, if not always	32	23.5	23.5	100.0
	Total	136	100.0	100.0	

Suggests new ways of looking at how to complete assignments.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	16	11.8	11.8	11.8
	Once in a while	25	18.4	18.4	30.1
	Sometimes	34	25.0	25.0	55.1
	Fairly often	38	27.9	27.9	83.1
	Frequently, if not always	23	16.9	16.9	100.0
	Total	136	100.0	100.0	

Delays responding to urgent questions.

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Not at all	75	55.1	55.1	55.1
	Once in a while	13	9.6	9.6	64.7
	Sometimes	23	16.9	16.9	81.6
	Fairly often	16	11.8	11.8	93.4
	Frequently, if not always	9	6.6	6.6	100.0
	Total	136	100.0	100.0	

Emphasizes the importance of having a collective sense of mission.

					Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	15	11.0	11.0	11.0
	Once in a while	21	15.4	15.4	26.5
	Sometimes	38	27.9	27.9	54.4
	Fairly often	38	27.9	27.9	82.4
	Frequently, if not always	24	17.6	17.6	100.0
	Total	136	100.0	100.0	

Expresses satisfaction when I meet expectations.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	11	8.1	8.1	8.1
	Once in a while	12	8.8	8.8	16.9
	Sometimes	16	11.8	11.8	28.7
	Fairly often	48	35.3	35.3	64.0
	Frequently, if not always	49	36.0	36.0	100.0
	Total	136	100.0	100.0	

Expresses confidence that gos will be achieved.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	10	7.4	7.4	7.4
	Once in a while	14	10.3	10.3	17.6
	Sometimes	23	16.9	16.9	34.6
	Fairly often	45	33.1	33.1	67.6

	Frequently, if not always	44	32.4	32.4	100.0
	Total	136	100.0	100.0	

Is effective in meeting my job-related needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	8	5.9	5.9	5.9
	Once in a while	17	12.5	12.5	18.4
	Sometimes	26	19.1	19.1	37.5
	Fairly often	40	29.4	29.4	66.9
	Frequently, if not always	45	33.1	33.1	100.0
	Total	136	100.0	100.0	

Uses methods of leadership that are satisfying.

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Not at all	22	16.2	16.2	16.2
	Once in a while	14	10.3	10.3	26.5
	Sometimes	30	22.1	22.1	48.5
	Fairly often	39	28.7	28.7	77.2
	Frequently, if not always	31	22.8	22.8	100.0
	Total	136	100.0	100.0	

Gets me to do more than I expected to do.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	24	17.6	17.6	17.6
	Once in a while	20	14.7	14.7	32.4
	Sometimes	39	28.7	28.7	61.0
	Fairly often	37	27.2	27.2	88.2
	Frequently, if not always	16	11.8	11.8	100.0
	Total	136	100.0	100.0	

Is effective in representing me to higher authority.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	19	14.0	14.0	14.0
	Once in a while	18	13.2	13.2	27.2
	Sometimes	23	16.9	16.9	44.1
	Fairly often	42	30.9	30.9	75.0
	Frequently, if not always	34	25.0	25.0	100.0
	Total	136	100.0	100.0	

Works with me in a satisfactory way.

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Not at all	11	8.1	8.1	8.1
	Once in a while	13	9.6	9.6	17.6
	Sometimes	21	15.4	15.4	33.1
	Fairly often	37	27.2	27.2	60.3

	Frequently, if not always	54	39.7	39.7	100.0
	Total	136	100.0	100.0	

Heightens my desire to succeed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	18	13.2	13.2	13.2
	Once in a while	17	12.5	12.5	25.7
	Sometimes	27	19.9	19.9	45.6
	Fairly often	35	25.7	25.7	71.3
	Frequently, if not always	39	28.7	28.7	100.0
	Total	136	100.0	100.0	

Is effective in meeting organizational requirements.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	5	3.7	3.7	3.7

Once in a while	11	8.1	8.1	11.8
Sometimes	26	19.1	19.1	30.9
Fairly often	42	30.9	30.9	61.8
Frequently, if not always	52	38.2	38.2	100.0
Total	136	100.0	100.0	

Increases my willingness to try harder.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	19	14.0	14.0	14.0
	Once in a while	20	14.7	14.7	28.7
	Sometimes	40	29.4	29.4	58.1
	Fairly often	26	19.1	19.1	77.2
	Frequently, if not always	31	22.8	22.8	100.0
	Total	136	100.0	100.0	

Leads a group that is effective.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	13	9.6	9.6	9.6
	Once in a while	14	10.3	10.3	19.9
	Sometimes	31	22.8	22.8	42.6
	Fairly often	36	26.5	26.5	69.1
	Frequently, if not lways	42	30.9	30.9	100.0
	Total	136	100.0	100.0	