THE RELATIONSHIP OF COMMUNITY COLLEGE STAFF’S JOB SATISFACTION TO
ADMINISTRATION’S LEADERSHIP STYLE: A CORRELATIONAL STUDY

by

Darla Sue Harwell

Liberty University

A Dissertation Presented in Partial Fulfillment
Of the Requirements for the Degree

Doctor of Education

Liberty University

2018
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ABSTRACT
Today, higher education faces more social, cultural, accreditation, and funding opportunities than they have faced in the past and it is important for staff to have job satisfaction to assist the colleges to meet these opportunities. Higher education leaders are increasingly recognizing that to keep the institutions doors open financially, they must have staff that are satisfied with their jobs and thus are placing a greater emphasis on meeting the staffs’ expectations and needs. This will allow for the staff to assist with the opportunities that those in higher education are facing today. The purpose of this study was to examine quantitatively the correlation between the leadership styles of community college leaders and the satisfaction level of staff. Ultimately, this research study extended the literature that pertained to the relationship between leadership the predictive variable has on staff satisfaction the criterion variable and examined whether specific types of leadership supports staff satisfaction quantitatively at the community college level. This study was a correlation research design, using 130 participants that are employed as staff for a community college in Texas. Data was collected from two questionnaires, the Multifactor Leadership Questionnaire 5X (MLQ 5X) assessment tool developed by Avolio and Bass (2000) and a Job Satisfaction Survey (JSS) developed by Spector (1985) delivered through an employee email survey portal. The study explored the relationship between the three leadership styles transformational, transactional, and passive avoidance as related to staffs’ job satisfaction and allowed the researcher to investigate relational trends to determine if there are any positive and negative associations. A one-way ANOVA was used to analyze the means and test the hypothesis. The significance level for all three leadership styles was p<.000 with staff job satisfaction being the criterion variable, so the researcher rejected the null hypothesis.

Keywords: community college, staff satisfaction, transformational leadership, transactional leadership, passive avoidance leadership
Dedication

I dedicate this dissertation first and foremost to God who without His supernatural strength and peace I would not have accomplished my goal. I also want to dedicate this dissertation to my husband; whose faith and support of my professional pursuits mean the world to me. I also owe much gratitude to my parents, who instilled in me the desire to always keep learning and not quit when the going gets tough. A special mention goes out to my brothers Dwayne and Donny and my sister-in-law Kathy, who have been my tirelessly cheerleaders, in my corner, and urging me endlessly to finish this dissertation. I love each of you and thank you for your support and belief in me.
Acknowledgments

First and foremost, I thank God through Jesus Christ our Lord giving me the strength to complete this dissertation. Thanks to my father and mother for their continued support, understanding and always keeping Sugar (my toy poodle) while traveling back and forth to Virginia and going through this process. Finally, to Dan without your support, understanding, and constant pushing me to pursue my dreams I would not have achieved this monumental goal. I love each of you.

While this dissertation proposal is an individual pursuit, the support of many leaders and educators have assisted me greatly along this journey. I would like to extend my thanks to my dissertation chair, Dr. Meredith Parks, for her constructive feedback, encouragement along each stage of this dissertation process, and her upbeat personality. She has been an educator encourager, prayer partner, and tireless cheerleader. I would also like to thank Dr. Deanna Keith for her willingness to serve on my dissertation committee and provide me with the encouragement and feedback that I needed to finish this dissertation. She taught me so much in her class and through this dissertation process. Many academic colleagues, past and present, have contributed to my professional development as a researcher, educator, and academic administrator. I would like to express my sincere appreciation to Dr. Kenneth Martin, President Ellis County Campuses at Navarro College encouraging me to start this doctoral program. A special mention of sincere gratitude goes to Dr. Larry Reed for encouraging me to go back to school start my master’s degree and move on to the doctoral program. I could not have finished this dissertation without the help of Ms. Elizabeth Chives, Statistician who exhibited a great deal of patience for explaining the SPSS software as well as helping me run my data. It was truly humbling to receive the support of Navarro College staff who participated in this study.
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CHAPTER ONE: INTRODUCTION

Overview

Americans, at all levels, have great faith in the power of education to improve their quality of life (Arntzen, 2016). Community colleges are in a unique position to provide the education that, hopefully, will improve the quality of their students’ lives. To meet this goal, these institutions of higher learning require leaders who are able to examine such factors as staff satisfaction to determine if changes need to be made. Challenges community colleges face today will require leadership that is able to bring change that require a transformative environment through examining old problems such as staff satisfaction (Kieres & Gutmore, 2014). The benefits from having an institution with a framework based around staff satisfaction by intentionally factoring staff in the decision-making process throughout the community college can encourage both leaders and staff to make effective decisions while being able to accomplish more with fewer resources (Oliver & Hioco, 2012; Arntzen, 2016; Alonderiene & Majauskaite, 2016).

Staff members are the foundation for community colleges. These positions consist of the following: student recruiters, counselors, academic counselors, registrar’s assistants, cashiers, financial aid counselors and advisors, academic advising, tutors, cooks, dish washers, maintenance workers, marketing specialist, housing coordinators, dorm specialists, librarians, Continuing Education coordinators, directors, grant specialist, business office staff, and switchboard operators. By having staff linked into the decision-making process, the level of their job satisfaction may impact how they interact with students, perform their jobs, and promote college initiatives. Staff that are satisfied with their jobs can positively impact the customers that they serve—the students enrolled in the institution. When students are positively
impacted by staff that are satisfied with their jobs, there may be improvement in the students’
quality of higher education experience (Arntzen, 2016; Balwant, 2016). Thus, students’ overall
college experiences are impacted by attitudes of staff members. In Chapter One, the following
areas will be covered: background, theoretical background, historical overview, social context,
problem and purpose statements, and significance of the study, research question, definitions,
and summary.

**Background**

Across the United States, leadership and staff satisfaction are critical to the success to the
success of higher education institutions (Muthia & Krishnan, 2015). In higher learning
education, the performance of the institution relies on many factors with staff satisfaction being
an important factor to the success for the college. Research has found that staff satisfaction has
been directly related to effective leadership and a positive campus climate (Mahdinezhad,
Suandi, Silong, & Omar, 2013; Tsounis, Niakas, & Sarafis, 2017). Effective leadership has been
researched and shown to have positive correlations for staff satisfaction and how a positive role
model (leader) assisted staff performance and growth (Tsounis, Niakas, & Sarafis, 2017);
(Muthia & Krishnan, 2015; McCleskey, 2014). Leadership that uses a consistent pattern of
behavior may positively influence staff satisfaction (Mahdinezhad et al., 2013). In 1985, Bernard
Bass conducted research leadership and its impact on staff satisfaction. Bass’s research has
provided evidence for two higher-order factors which he labelled active and passive leadership
styles. It was shown that these leadership styles did have a direct impact on staff satisfaction and
organizational performance (Mahdinezhad et al., 2013).

While research has shown that there are positive correlations between effective
leadership and staff satisfaction, it is important for leaders to advocate joint involvement to
Engage staff (McCleskey, 2014). Effective leadership is an integral factor to encourage joint involvement that may assist staff to become more engaged and satisfied with their jobs. Using staff in the leadership process can lead to more positive engagement with students to create a positive institution reputation, retain enrollment (customers), and meet the organization's initiatives. Higher levels of staff satisfaction may have the ability to bring the staff together to pool their diverse talents and skills to meet institutional goals (Arntzen, 2016).

Equally important to advocating staff’s joint involvement at the institution, it is essential that the leader should focus on the staff member as a whole person to increase staff satisfaction. Leaders should recognize that staff are three-dimensional beings consisting of spirit, mind, and body. According to McCleskey (2014), effective leadership is a reflection of the leader focusing on the whole integrated person, values, and self-concepts. This practice can create staff satisfaction. By having leaders who focus on the whole integrated person staff may become more satisfied with their job and the institution for which they work (Arntzen, 2016). Finally, Mahdinezhad et al., (2013) stated that leaders need to recognize that each member is an individual who consist of a whole integrated person. Leaders who focus on the staff members as whole integrated people have been researched by leadership theorists and have discussed the positive relationships between the leader and the behavior of a subordinate’s performance, motivation, and job satisfaction (Harris, Hinds, Manansingh, Rubino, & Morote, 2016).

Research has shown that leadership can determine several aspects that play a role as it relates to staff satisfaction. According to Garwe (2013), while leadership styles can have a direct impact on staff satisfaction, there is a need for effective leadership in higher education that can provide the institution with the ability to navigate the challenges that higher education face in today’s environment. Leaders can have significant impact to organization by instilling quality
and moral values at the top of organizational agendas. Research has shown that improving effective leadership is the most important task facing higher education institutions at this time (Garwe, 2013). According to Yahaya and Ebrahim (2015) effective leaders are those who appeal to higher ideals, moral values, and empower followers to produce profound and fundamental changes with satisfaction. Leaders that take note of followers needs and create a developmental plan to produce positive changes and growth can positively influence the staff. Theoretically, Yahaya and Ebrahim (2015) argued that effective leadership goes beyond a straightforward exchange relationship between leaders and followers. Effective leaders build staff up, include them in the decision making process, and assist them with achieving their personal and business goals through continuous coaching and development. It is important to note that effective transformational leaders leave staff better than they found them (Yahaya & Ebrahim, 2015).

**Theoretical background.**

McCleskey (2014) noted that the study of leadership spans more than 100 years. Leadership, itself, is a challenging subject matter; however, when it is related to staff members’ job satisfaction many aspects can influence the employees’ perception of leadership. Job satisfaction has been defined as a positive personal perception of work related experiences based on leadership (Tsounis, Niakas, & Sarafis, 2017). The perception of job satisfaction has been determined to be a relationship between leadership that provide work related experiences such as salary, working conditions, workload, career development, interpersonal interactions, incentives, responsibilities, and nature of work (Tsounis, Niakas, & Sarafis, 2017).

While the study of leadership is an age old discussion, staff satisfaction has been more recently researched and has shown to be influenced by many factors including leadership. One of the leading theorists, Abraham Maslow, who was a humanistic psychologist, proposed a theory
of human basic needs in a pyramid hierarchal form in 1943 that can be related to staff satisfaction (Zaho, 2014). This motivation theory that Abraham Maslow developed is one of the most popular and widely known theories that has been used in leadership to assist with improving staff satisfaction. Drawing on his clinical experience, he thought that a person’s motivational needs could be arranged in a hierarchical manner. In essence, he believed that once a given level of need is satisfied, it no longer serves to motivate the individual and the individual would move to the next level to increase satisfaction. Maslow’s theory for human satisfaction has been expressed in the terms of human needs that ranged from physiological, safety, belongingness and love, esteem, and self-actualization (Zaho, 2014).

The hierarchy of basic human needs that Maslow proposed indicates that everyone has five needs that act as motivating forces that create satisfaction in a person’s life. Maslow’s hierarchy takes the form of a pyramid in which the needs on the lower end of the pyramid are primary motivators and need to be met first prior to moving to the next higher need. He showed the five basics needs stages in emergent order of hierarchical ascension. At the bottom of the pyramid are the most basic needs. The basic needs are as follows: (1) physiological or basic needs, (2) safety needs, (3) love needs (social) needs; (4) esteem needs, and (5) self-actualization needs. His theory is based on three major assumptions. First, people’s needs are arranged in order of importance as the hierarchy indicates, going from basic needs (physiological) to more complex needs (self-actualization). Second, people will not be motivated to satisfy a higher-level need unless the lower-level needs have been at least minimally satisfied. Third, people have needs and these needs must be met to achieve satisfaction (Rahman & Nurullah, 2014).

It is important to note that the first four groups of needs are external motivators because they can create staff satisfaction through both deficiency and fulfillment (Lomas, 2013). Then
follows the psychological needs of belongingness and love, and esteem. Once these four groups of needs have been met, a person may reach the self-fulfillment stage of self-actualization at which time a person can be motivated and satisfied to achieve their full potential (Goss, Burger, & Domar, 2017). The five stages in Maslow’s hierarchy have been researched and determined to be interrelated rather than separated. Research has shown that a person may have a need that is dominate and that need will be focused on primarily instead of concentrating on all needs at once (Zaho, 2014). Specifically, Maslow proposed that adults could be motivated and satisfied when their unfilled needs were met (Lomas, 2013).

The theory for Maslow’s hierarchy of needs can be used by leaders in order to improve staff satisfaction. As a person has one level of need fulfilled then they will move onto the next unsatisfied need and this need may become the dominant motivator (Goss, Burger, & Domar, 2017). Leaders who realize the individualized needs for their employees have the advantage to create or increase staff satisfaction. Staff satisfaction may come from a wide range of personal or social factors, such as financial compensation (salary), recognition by the colleagues or superiors (prestige), or satisfaction coming from personal achievements. It has come as no surprise that employers and companies are systematically seeking new ways to stimulate their employees towards being more productive and satisfied with their jobs (Goss, Burger, & Domar, 2017).

While increasing staff satisfaction by using Maslow’s research, it is important to understand the safety needs for staff. The safety need is often understood as seeking shelter, but Maslow’s research also stated that to staff safety is wanting a predictable and orderly world rather than an unorganized or unstructured one. Safety also refers to the common preference for familiar rather than unfamiliar things (Goss, Burger, & Domar, 2017). Staff satisfaction comes
from having leaders who create order and structure in the working environment (Lomas, 2013). Order and structure have the ability to improve the staff’s satisfaction with their job because they know and understand expectation that are to be given as well as received. Leadership that provides safety in the form of familiarity for employees can increase staff satisfaction. This theory has also been related to adult motivation and the beginning of staff satisfaction (Lomas, 2013). Interestingly, all of the basic needs that Maslow address appeal to human instincts that leads to increased staff satisfaction (Zaho, 2014). When leaders appeal to the basic human needs that Maslow described then staff satisfaction may increase for the organization where they are employed.

**Historical overview.**

Historically, leadership for community colleges are the Chancellor, District President, President, Vice Presidents, or Deans. These positions of leadership can impact staff satisfaction by the type of leadership style that the leaders use. Higher education organizations have been known to have leadership styles which are notorious for being viewed as using a top-down autocratic leadership style (Arntzen, 2016) and has been referred to as direction givers. The direction giver style does not include staff in the decision making process to create buy-in. Leaders who use this style of leadership expect staff to respond to direction instead of having buy-in for the direction or the ability to communicate their own ideas (Arntzen, 2016). Higher education organizations are selling continuous learning; however, these institutions may be using out-of-date leadership styles that do not encourage staff to continue their learning that could increase staff satisfaction.

Although higher education leaders may not be encouraging staff satisfaction through continuous learning for staff, these institutions have been known for top-down autocratic
leadership that can derail empowerment for staff at the institution (Kalargyrou, Pescosolido, & Kalargiros, 2012). Several unintended consequences may develop in relationships with top-down leadership such as low morale, mistrust, and employees may not be overall satisfied with the organization. According to Kalargyrou et al., (2012) the top down autocratic approach to leadership is further complicated by the structure and nature of academic institutions.

In recent years, leadership styles have become an important topic of study in the management and business field, and many researchers consider these styles an important variable in influencing how members of an organization function and are satisfied with their jobs (Yahaya & Ebrahim, 2015). Leadership has been directly related to job satisfaction for those staff associated with the organization. Previous research indicates that effective transformational leaders influence important staff outcomes like motivation (Hetland et al., 2014). While perhaps that without strategic and effective leadership, it is difficult for members of organizations to sustain profitability, productivity, and have a competitive advantage. Subsequently, leadership styles are found as an important predictor of an organizations performance (Yahaya & Ebrahim, 2015). With this study there should be a determination and a perspective for the relevance of staff satisfaction with their jobs (Vincent-Hoper & Janneck, 2012).

**Problem Statement**

The central problem of this research was that community colleges staff are dissatisfied with leadership that does not include them in the decision-making process, however their jobs depend on carrying out the dictates of their leaders. Past research for staff satisfaction failed to consider the impact of leadership behaviors at the individual level and at the group level, as well as a scarcity of research on leadership in higher education (Kalargyrou, Pescosolido, & Kalargiros, 2012). The community college culture that operates in an environment where staff
are satisfied may be easier to carry out the organizational decisions and directives. Research has shown when staff are satisfied with their jobs they can carry out the directives of the leadership team and the institution (Mahdinezhad et al., 2013). In addition, staff satisfaction can assist the community college’s financial earnings by meeting initiatives.

According to Muthia and Krishnan (2015) future research should assess how leaders can enhance their leadership and the relationship for followers’ affective and normative commitment by displaying characteristics of effective leadership. Limitations exist in past research concerning the relationship of effective leadership in higher education as a single-source design where only subordinates are surveyed with no other additional evaluations or ratings from leaders. Community college staff have shown dissatisfaction due to not being included in the decision-making process for the institution, while being required to support and carry out the directives from senior management. Incorporating staff into the decision making process can lead to job satisfaction as well as occupational success.

**Purpose Statement**

The purpose of this study was to use a correlation research design to discover if there is a relationship between staff satisfaction (criterion variable) based on styles of either transformational, transactional, or passive-avoidant (predictive variable) within a community college setting. The population for this study was a community college located in Texas with 130 respondents to surveys and tests instruments. This study extended the literature regarding the relationship that effective leadership has on staff satisfaction. Furthermore, the aim of the present study was to give insights into the interplay between leadership and staff well-being mediated by work satisfaction (Vincent-Hoper et al, 2012). Based on a deficiency in the literature related to the relationship between community college staff satisfaction and effective
leadership this research provided additional empirical contribution to the relationship of leadership as related to staff satisfaction in higher education. Future research should provide an opportunity to further support how effective leadership at the community college level relates to staff satisfaction. It is also essential to share findings with other community colleges so that leadership teams who want to move their institutions forward by using effective leadership techniques will be successful.

**Significance of the Study**

The practical significance of this study was to add to the research literature the importance of staff satisfaction at community colleges based on the relationship of effective leadership. Effective leadership information was needed to provide a roadmap for leadership teams to practice (Argia & Ismail, 2012) for higher education institutions who want to move their staff and institution to higher levels of productivity. Satisfaction of staff at the community college level is important in today’s environment, especially with institutions struggling to increase in enrollment, competing for federal and state funds, and needing more grants to assist in funding the institution. To fight these battles and opportunities community colleges leaders should have stability in the ranks of staff to assist in not only addressing these issues, but having satisfied staff to keep involved in addressing these concerns.

Higher education leaders that lead by using effective leadership styles with the staff as the primary concern, can create opportunities to efficiently ensure that the goals of the institutions are the primary concern (Yahaya & Ebrahim, 2016). Empirically, there is a psychological need for fulfilment for both staff and leader’s relationships. It is essential to identify how leadership characteristics relates to staff at the community college level, while encouraging more staff satisfaction improve organizational goals is significant to this research.
Leaders and staff have relationships based on work experience, interpersonal interactions, and work responsibilities. Importantly, effective leadership should include staff on the front end of change. With inclusion of staff on the front end of change the organization should have a positive impact on staff satisfaction (Hetland et al., 2014). Inclusion would impact satisfaction for staff at the community college by inspiring, engaging, mentoring, and empowering employees and is linked closely to positive employee job satisfaction (Hetland et al., 2014). The significance of this research study is to add to the literature the importance of staff satisfaction at community colleges based on the relationship of effective leadership.

**Research Questions**

RQ: Is there a difference in staff’s job satisfaction scores as measured by the Job Satisfaction Survey (JSS) who work under their perception of transformational, transactional, and passive-avoidant leadership styles as measured by the Multifactor Leadership Questionnaire (MLQ5X)?

**Definitions**

1. Community College – Two-year college that provides general study, career and technical, dual credit, General Educational Development (GED), and continuing education for students.

2. Effective Transformational Leadership – Effective transformational leadership is defined as the ability to lead staff through a creation of values and long-term goals in order to create a positive and successful school (Mahdinezhad et al., 2013). The art of leading staff that leaves the individuals better than when the leaders found them (Basham, 2012).
3. Job Satisfaction – Satisfaction is a commitment to the organization recognized by three distinct psychological factors: first, a belief in and acceptance of organizational goals and values; second, a willingness to exert considerable effort toward organizational goal accomplishment, and third, a strong desire to remain in an organization (Yahaya & Ebrahim, 2015).

4. Leadership – Leadership is the action of providing direction to staff and for the purposes of this research leadership will refer to District President, President, Vice Presidents, Executive Deans, and Deans.

5. Passive Avoidant Leadership - The passive-avoidant style of leadership contains the following two components a) Management by exception (Passive): setting standards and corrective action only after a mistake or deviation from standards; leaders do not monitor events on an ongoing basis, and b) Laissez-faire leadership: absence of leadership, avoidance of responsibility and the taking of decisions as leader; the most inactive leadership style (Stare, Pezdir, & Bostjancic, 2013).

6. Staff – Employees that are employed at community colleges that are do not have titles of Chancellor, District President, President, Vice-President, Executive Dean, Dean or Faculty.

7. Transactional Leadership – Comprises an exchange between the follower and leader, in a way that rewards are provided for the effort of subordinate in return (Emery & Barker, 2007).

8. Transformational Leadership – Leadership that raises the followers’ level of consciousness about the importance and value of desired outcomes and the method of reaching those outcomes (Bass & Avilo, 1993).
Summary

Research has indicated that staff want to better themselves by moving up through the organization while being part of assisting the institution in meeting its goals. Furthermore, research indicated effective leadership at the community college level has a relationship to higher levels of staff satisfaction. First, the importance of this study is to present an overview of how effective leadership can impact staff satisfaction at the community college level. The second importance of this study is to show how transformational leadership inspires constant change through idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Lastly, this study is important to show how leader-follower relationships have the ability to move community colleges higher to capture day-to-day outcomes, face challenges, and meet strategic goals for the institution (Hetland et al., 2015). Chapter Two will give a literature overview, define community colleges today, the impact community colleges have on the community, and current leadership practices. The chapter will discuss staffs’ job satisfaction, how leadership impacts job satisfaction, give a theoretical framework, and discuss in detail transformational, transactional, and passive-avoidant leadership styles.
CHAPTER TWO: LITERATURE REVIEW

Overview

The purpose of this correlational research design is to focus on the relationship of transformational, transactional, and passive-avoidant leadership styles to staff satisfaction at community colleges. Predominately, research for this literature review will present an in-depth examination of how these three leadership styles relate to staff satisfaction. Each style of leadership will be discussed to show how that style can affect the staff’s satisfaction with their jobs, the achievement of their personal goals, and, at the same time, to show how that style can impact the institution’s ability to meet its goals. While staff are achieving their personal goals and assisting the college to achieve their institutional goals, this literature review will also discuss how staff involvement in the decision-making process can assist with leadership for the betterment of both the institution as well as staff satisfaction.

To achieve institutional goals while creating staff satisfaction it is important that this research define leadership. For the purposes of this research leadership is defined as the ability to motivate and influence the activities of staff in an ethical, respectful, and loyal manner so that staff can contribute to the achievement of objectives that the team and the organization hold in common (Rodriguez & Ferierra, 2015). It is essential that community colleges have effective leadership in order to face current opportunities and oppositions, as well as to create an environment for staff satisfaction. One key to addressing opportunities and problems is that the institutions should focus on staff satisfaction to assist in achieving the goals (Bass & Avilo, 1993).

While higher education leaders are needing to address the current problems and opportunities, they are also recognizing the need that in order to keep the community college
doors open financially they need to provide services that place a greater emphasis on meeting the expectations and needs of their customers (students). In the higher education industry increasing student enrollment can assist the college to meet its financial obligations. By having effective leadership that can increase staff satisfaction, the college should be in a position to meet financial obligations while meeting the needs for the students. On way to ensure that students’ needs are met is to have staff that are satisfied with their jobs (Alonderiene & Majauskaite, 2016). Staff who are satisfied with their jobs will go out of their way to meet the student’s needs, thereby opportunity is increased for the institution to have more revenue (Alonderiene & Majauskaite, 2016).

Along with meeting the financial obligations and student needs for the college, effective leadership can create staff satisfaction by creating opportunities for staff by giving them the opportunity to have buy-in from the beginning of any change that impacts the organization. By having buy-in on the frontend of the change, staff satisfaction may improve (Basham, 2012). Staff being included on the frontend of change may help them to embrace the proposed change and to assist the organization positively. Buy-in on the frontend of change can help all staff to feel as if they are in a role of leadership and that their opinions matter to the organization. When staff are included on the frontend of change, it allows for higher education leaders that exhibit an effective leadership style with the staff as the primary concern, to create opportunities to efficiently ensure that the goals of the institutions are met while ensuring the staff are able to achieve their personal goals (Basham, 2012).

Staff are the key components to community college’s success. Incorporating an effective leadership model into the organization can assist the institution in being capable of performing at a much higher level of productivity to compete in the educational marketplace more effectively,
while allowing staff the opportunity to participate on the frontend of the decision-making process and thus, allowing for success of the institution (Basham, 2012). Leadership can be challenging and the importance for organizations to use effective leadership is because it may enhance employees’ well-being and involvement in the institution (Schaufeli, Leiter, & Maslach, 2009). Higher levels of satisfaction and performance may have the ability to bring staff together to pool diverse talents and skills to meet institutional goals and objectives. When staff pool their diverse talents and skills to meet institutional goals, the community college is successful (Bass & Riggio, 2006).

It is important to note that leadership for the community college rest with the Chancellor, District President, President, Vice Presidents, and Deans. These specific leaders are responsible for strategic planning, enrollment management, accreditation, developing schedules, and implementing policies and procedures. Students and parents see staff as the face of the college. The staff are the personnel that students see daily for personal advising, academic counseling, financial aid assistance, campus tours, campus events, clubs and organizations, cashiers, registration, food services, maintenance, and tutoring. Successful community colleges should have leadership that communicates the strategic plans for the institution to the staff. Staff that have knowledge of the institutions strategic planning, enrollment management, accreditation, developing schedules, implementing policies and procedures may be more connected and engaged with the mission, vision, and goals for the organization and be dedicated to the institution and remain employed.

The three styles of leadership that will be discussed in this chapter are transformational, transactional, and passive-avoidant. Leaders who use the transformational style of leadership are interested in transforming employees (Basham, 2012). Transactional leaders ensure that all
processes and procedures are followed and reward or punish accordingly (Clarke, 2013). The final leadership style to be discussed is the passive-avoidant style, which leaders have been described as not exhibiting interest in developing staff nor ensuring processes and procedures are followed (Holtz & Hu, 2017). The research will define all three styles, present the impact to the organization, explain how the specific leadership style impact staff satisfaction, analyze strengths, and criticisms for the leadership style.

Research discovered that effective leadership is a key component to success in business (Basham, 2012). Literature includes a great deal of research information on transformational, transactional, and passive-avoidant leadership styles and their relationship to job satisfaction in the business industry. Business and industry research has shown that using effective leadership can enhance followers’ effectiveness, confidence, and motivation by meeting the employees personal and business goals (Hetland et al., 2014). Bass and Avoilo’s (1993) research noted that business and industry partners that have effective leadership greatly improve staffs job satisfaction. Business and industry research have discovered that effective leadership styles utilize a variety of positive guiding frameworks, enforce desired behaviors, and skills have the potential to increase staff satisfaction with their jobs (Kalargyrou, Pescosolido, & Kalargiros, 2012).

According to Mahdinezhad et al., (2013) institutions of higher learning have paid little attention to serious problems concerning leadership styles that increase staff satisfaction. Prior literature research has not included how transformational, transactional, and passive-avoidant leadership styles relates to job satisfaction in higher education. A recent literature review has shown the need to research how effective leadership can facilitative educational change and contribute to staff satisfaction (McCarley, Peters, & Decman, 2014). There is a gap in the
literature particularly related to how transformational, transactional, and passive-avoidant leadership impacts higher education, community colleges, and staff satisfaction.

Chapter Two will relate the theoretical framework for transformational, transactional, and passive-avoidant leadership styles. Secondly, the chapter will discuss related literature for transformational, transactional, and passive-avoidant leadership styles and how these styles may impact staff job satisfaction. Lastly, Chapter Two will explain the community college environment, role of community college leadership, define staff satisfaction, explain the impact for staff satisfaction and importance to higher education, and show how effective leadership may assist higher education to meet organizational goals through increased staff satisfaction.

**Community Colleges Today**

Today, higher education is at a crossroad where it must redefine its mission, accompanied with measurement standards as to how it is going to meet the accreditation requirements and obligations along with the students’ demands for higher education to remain current with the 21st century teaching and technology standards (Bastedo, Samuels, & Kleinman, 2014). Higher education is affected by a myriad of changes that have taken place over the past decade, ranging from changes in student demographics and changes in the expectations of external stakeholders, to changes in the technology choice set available for remaining competitive and achieving an institution’s mission (Rooij, 2011). Students want all the new bells and whistles for current technology. Higher education should take into account the impact of globalization and internationalization, for the development of new technology, and how technology can lead to staff that are satisfied with their jobs (Basham, 2012). With this in mind, higher education leadership teams should adopt existing effective leadership approaches to assist with illustrating the organization’s identity. The adoption of effective leadership that promote the organization
staying abreast of current technology, can be interpreted as a signal that community college leadership teams are invested to improve organizational performance (Bastedo, Samuels, & Kleinman, 2014). Creating a positive organizational identity through effective leadership that is focusing on students’ needs and keeping abreast of technology changes, may both be correlating factors to both staff and student satisfaction.

While meeting the demands for increased technology and an improved student learning atmosphere, the president of a community college acts as the chief executive officer of an institution of higher education. This position in higher education institutions are measured largely by their capacity for institutional leadership. The president shares responsibility for defining and attaining goals, taking administrative action, and operating the communication systems, which links all the components of the academic community (Basham, 2012). Conceptually, the president’s role is to represent the institution to the public as the chief planning officer of an institution, and has an obligation to innovate and initiate new horizons for the institution (Basham, 2012). Duties of the president include infusing new life into the institution, solving problems, utilizing judgments for staff in the best interest of academic standards, and seeking outside evaluations (Basham, 2012). The main role for effective leadership comes into play at this point. It is not possible for the president to perform all these functions. The college administrators are relying on the staff for operating the community college while they keep the staff satisfied and connected to the institutional goals. Effective leadership has been characterized as leaders giving individualized support for staff’s personal vision, goals, and intellectual stimulation, which may improve staff satisfaction at the community college (Basham, 2012).
Community College Impact on their Communities

The first community college began in 1906 in Joliet, Illinois and was known as Joliet Junior College (Scott, 2017). Since that time, community colleges have had long histories with society and are of central importance in economic, social, and cultural development for the communities that they serve. In today’s society, higher education has become important to national development along with teaching social responsibility to students (Garwe, 2013). There is a plethora of information related to how higher education is extremely important for changing individuals’ lives through giving them the ability to obtain higher paying jobs, developing their desire for continuous learning, and leaving a lasting positive imprint on society. The vital role that higher education plays in the development of the society is highly acknowledged and observed (Garwe, 2013). Conceptually, education has been viewed as an escape route from poverty, a primary source of prosperity, and it is the foundation of democracy (Arntzen, 2016; Basham, 2012).

Current Leadership Style Used by Community College Leaders

Higher education has been traditionally known for its top-down autocratic leadership that can derail empowerment for staff at the institution (Kalargyrou, Pescosolido, & Kalargiros, 2012; Lane, 2017; Kezer, Carducci & Contreras-McGavin, 2006). Several unintended consequences may develop in relationships with top-down leadership such as low morale, mistrust, and overall staff dissatisfaction with the organization. According to Kalargyrou et al., (2012) the top-down autocratic approach to leadership is further complicated by the structure and nature of academic institutions. How community colleges leaders — Chancellors, District President, Presidents, Vice Presidents, and Deans — respond to the ever-changing climate and demanding aspects of change to create satisfaction among staff can build up the organization or
tear it down. Beattie, Thornton, Laden, and Brackett (2013) noted that higher education institutions’ leadership have been characterized as a commander in charge and policy that flows from the top-down in an autocratic manner. A top-down leadership approach in higher education today has the potential to tear the community college down from the inside. When community colleges do not create staff buy-in, build forums for inclusion in the decision-making process, and provide opportunities for staff to have a voice, then the institution loses the chance to establish effective leadership, buy-in, and passion to enhance staff satisfaction.

Higher education leaders play an important role and should give staff a positive example for the staff to emulate. Leadership that provides positive examples can lead to staff satisfaction. Positive leadership examples provide staff with the ability to obtain successful growth with the institution where they work, as well as being able to attain personal goals (Arntzen, 2016). While leaders have an important position as role models for staff, it is also important to mention that interaction between leaders and followers may be dynamic due to the nature of the relationship (Hetland et al., 2014). Colleges need positive and dynamic leaders in order for staff to be satisfied with their jobs and face the opportunities that the institutions are experiencing today. Changes that community colleges face are budget concerns, accreditation, and federal and state laws that impact enrollment and also staff satisfaction. Because of these pressing concerns, leaders at community colleges should be challenged to exhibit more effective leadership skills that may have the potential to encourage staff satisfaction. Increasing staff satisfaction at a community college and providing opportunities to address the institution’s challenges and concerns calls for a dynamic leader/follower organization to address challenges affecting the community colleges.
While increasing staff satisfaction at community colleges is crucial for staff to obtain their personal goals and objectives, empirical research has explained that many planned organizational improvements fall short of their intended goals due to higher education leaders not being able to promote sustained improvements through leadership initiatives. The literature continues to indicate that it is imperative for leaders to inform and include staff in the institutional goals and decision-making process that can impact the betterment of the college (Beattie, et al., 2013; Basham, 2012; Bass & Avilo 1993). To not fall short of meeting goals, it is important that there be inclusion into the decision-making process can provide staff satisfaction to all associated with the community college to engage and assist promoting the goals and changes of the institution. Ultimately, using effective leadership; satisfied staff can embrace a new organizational culture as if it were their idea. Staff that have buy-in on the front end of change, can make the desired outcome easier to obtain (Beattie, et al., 2013).

As higher education institutions are needing to improve in leadership training for staff, the organizations are facing pressures from the communities, states, and accrediting bodies to improve effective leadership (Argia & Ismail, 2012). Ultimately, higher education organizations should provide an effective and transformative thinking about the nature of effective leadership to keep staff engaged, enriched, and committed to the community college. Conceptually, a new way of thinking in the area of leadership can develop a new way of leadership that aims to achieve the objectives of the organization and removes the barriers confronting productivity thereby, creating staff satisfaction (Argia & Ismail, 2012). For successful institutions to overcome barriers and stay targeted on specific leadership actions that afford staff satisfaction that bleeds over into student success, educational leaders must develop a clear leadership vision to promote a school climate that supports staff satisfaction and success. Effective leadership
promotes positive institutional climate, encourages staff, fosters retention, and allows for connectedness for staff that increases staff satisfaction (McCarley et al., 2016).

**What is Staff Satisfaction?**

Keeping employees healthy and efficiently working over a long working life is becoming a central challenge for human resource management and leadership at all organizations, including community colleges. An indicator of good mental health is employees’ work engagement (Schaufeli et al., 2009). Work engagement is defined as a positive, fulfilling work-related state of mind that is characterized by vigor, dedication, and absorption (Schaufeli et al., 2006). It is considered as the positive counterpart of burnout and highlights positive affective-cognitive aspects of well-being (Schaufeli et al., 2006; Maslach, Schufeli, & Leiter, 2001).

According to Muthia and Krishnan (2015), effective leadership creating staff satisfaction occurs when one or more persons engage with others in such a way that leaders and followers raise each other to higher levels of motivation and morality. Empirical research by Kellerman (2007) drew an analogy that there is no leader without at least one follower which gives credence that leaders need to meet the needs of followers through engagement to create staff satisfaction. Taking this into consideration, effective leadership can go beyond exchange relations by creating higher levels of motivation and morality (Bass & Avolio, 1993) to create staff satisfaction. Providing staff with effective leadership will engage staff and raise motivation and morality within the organization (Hassan, Argia, & Aziah, 2013). Previous literature suggests that effective leaders usually promote and motivate their followers by projecting and communicating visions, creating common goals, having shared values, as well as setting an example for the requested behavior (Bass & Riggio, 2006) creating staff satisfaction.
Interestingly, effective leaders challenge staff positively and increase the employees’ willingness to exert effort in their job (Bass and Avolio, 1993). This willingness leads to successful performance, which in turn results in more satisfaction and fulfillment (Vincent-Hoper et al., 2012). When leaders help staff grow and develop the outcome creates an environment for the institution, staff, and students to move forward. Staff that are given additional organizational goals and job responsibilities to perform can assist the institution to meet their desired objectives while increasing staff satisfaction with their jobs. It has been discovered that staff find fulfillment through receiving additional knowledge and job responsibilities (Schwantes, 2017). By adding increased responsibilities, staff satisfaction can be cultivated while achieving and sustaining organizational goals (Turner, Goodin, & Lokey, 2012). Satisfied, fulfilled, and engaged staff at the community college level can increase staff satisfaction with their jobs.

Literature indicates an increase in staff satisfaction when leaders move followers forward to achieve higher career and personal goals (Basham 2012). In correlation, literature for effective leadership historically shows to significantly encourage staff to buy into the productivity and profitability for the organization as well as motivate staff and seek continuous improvement with personal goals (Basham, 2012). Moving staff forward to achieve personal goals and maximizing the needs for staff stems from the ability to inspire and develop people as institutional resources and increasing staff satisfaction (Bromley & Bromley, 2007). Assisting staff to achieve organizational and personal goals can positively affect the community college as well as increase staff satisfaction. Effective leadership is able to define and articulate the vision for their organizations and connects with staff to know their personal goals can inherently be
seen by staff as a credible leadership style to move the organization forward while increasing staff satisfaction (Bromley & Kirschner-Bromley, 2007).

Effective Leadership Traits that Impact Staff Satisfaction

Effective leadership has been found to inspire followers’ affective and normative commitment, which may bleed over to overall perceived staff satisfaction (Muthia & Krishnan, 2006). According to Kieres and Gutmore, (2014) effective leadership can emphasize aspects of leadership that extend beyond management and into the realm of inspirational leadership. By possessing certain unique qualities for inspirational leadership through motivation, leaders can provide motivation and reinforce their followers by providing them with meaning and with challenging work experiences and intellectual stimulation thereby creating job satisfaction. Effective leaders boost and stimulate the thinking of their followers, encouraging innovation and creativity and involving them in the solution of a variety of problems and individualized consideration which contribute to improved job satisfaction. Leaders who embrace an effective leadership style seem to care and reassure followers to provide them with opportunities to grow personally and professionally while acting as a mentor or coach (Kieres & Gutmore, 2014). This style of leadership can create job satisfaction for staff at community colleges.

Effective leaders create opportunities for staff self-improvement. These opportunities include increasing learning boundaries that have the ability to help engage staff and improve job satisfaction. Increasing opportunities for staff’s self-improvement has been based on enhancing followers’ effectiveness, confidence, and motivation by assisting in meeting staff’s personal and business goals (Hetland et al., 2014). It has been noted that higher education plays an important role in expanding participation and upgrading the quality of staff in higher education by engaging the workforce through increasing learning opportunities (Jyoti & Bhau, 2016).
Effective leadership have an important role to strengthen staff performance and growth within the organization through increased education and engagement, thereby staff satisfaction will be improved (Mahdinezhad, Bin-Suandi, Silong, & Omar, 2013). Staff being afforded increased opportunities for self-improvement, whether personal or business goals, exhibit increased satisfaction with their jobs (Basham, 2012).

It is important to note that high turnover rates can disrupt the development of the organization and can be responsible for hindering cooperation and communication within an organization between staff and leaders (Glennie, Mason, & Edmunds, 2016). Institutions that have effective leaders aim to respond to staff quickly and bring out the best in employees to continue their managerial education and instill continuous education that may increase job satisfaction and decrease turn-over rates (Arntzen, 2016). Effective leadership can affect the overall thinking and behavior of followers, establishing a united understanding to succeed while decreasing turn-over and increasing organization sustainability. Leadership that is effective attracts and encourages innovation and learning thus improving the overall performance, job satisfaction, and can decrease turnover rates within the organization (Mahdinezhad, et al., 2013).

According to Tsounis, Niakas and Sarafis, (2017) communication and cooperation between leaders and staff are an important predicator for turnover rates.

Effective leadership is geared towards communicating change as a joint enterprise involving leaders and staff, realizing the organization’s core objectives. When staff are involved and realize the institution’s core objectives, this can instill job satisfaction. Effective leaders have the ability to empower and create an engaging organization by communicating change and the institutions core objectives (Hauge, Norenes, & Veday, 2014). When leaders communicate the core objectives to the staff at the community colleges this may assist the college to meet
organizational objectives faster using fewer resources. Staff may embrace the change and have fewer problems. When institutional objectives are met leaders can focus more on staff and meeting their personal goals.

**Effective Leadership Impact on Staff Opportunities**

Higher education organizations have been described as revolving around rich cultures and traditions (Whittington, 2004). However, with the recent rash of college scandals there has been an awakened collective consciousness to the fact that self-interest, unchecked by moral reasoning and obligations, results in destructive greed (Whittington, 2004). These scandals have hampered staff satisfaction and the collegial environment. Simultaneously, leaders in education face diverse challenges in today’s competitive changing environment. While staff members at community colleges have little direct leadership experience, formal preparation, and skills are necessary for the staff’s development to embrace culture and tradition when asked to enter leadership roles (Kalargyrou, Pescosolido, & Kalargiros, 2012).

Community colleges’ ever-increasing competition has driven these organizations to focus on customer satisfaction (Emery & Barker, 2007). A major deterrent of customer satisfaction is poor attitude of staff (Emery & Barker, 2007). Leaders and members of an organization’s can bring positive examples and changes to individuals to ensure satisfaction and retention by all employees. Simultaneously, leaders in education face diverse challenges in today’s competitive changing environment and should focus on customer satisfaction. In a higher education setting, there are many instances where leadership training can facilitate the movement of employees from faculty or staff positions into administrative roles, which can improve customer satisfaction due to the staff member having knowledge of the organization from the ground up. There is a constant demand for competent leaders in all organizations, but building an effective leadership
training strategy can be challenging to meet the increasing competition and customer satisfaction needs (Rivas & Jones, 2015).

**Theoretical Framework**

One of the leading theorists Abraham Maslow, who was a humanistic psychologist, proposed a theory of human basic needs in a pyramid hierarchal form in 1943. The pyramid depicts the most basic needs at the bottom to the higher order needs at the top for increased satisfaction (Zaho, 2014). This motivation theory that Abraham Maslow developed is one of the most popular and widely known theories that has been used in leadership to assist with improving staff satisfaction. Maslow based his experience on his past clinical experience. He theorized that a person is motivated by physiological, safety, belongingness and love, esteem, and self-actualization (Zaho, 2014). In fact, Maslow’s hierarchal pyramid has been theorized to act as a motivating force that create satisfaction in a person’s life.

Maslow’s hierarchy takes the form of a pyramid in which the needs on the lower end of the pyramid are primary motivators and need to be met first prior to moving to the next higher need. He showed the five basics needs stages in emergent order of hierarchical ascension. At the bottom of the pyramid are the most basic needs. The basic needs are as follows: (1) physiological or basic needs, (2) safety needs, (3) love needs (social) needs; (4) esteem needs, and (5) self-actualization needs. His theory is based on three major assumptions. First, people’s needs are arranged in order of importance as the hierarchy indicates, going from basic needs (physiological) to more complex needs (self-actualization). Second, people will not be motivated to satisfy a higher-level need unless the lower-level needs have been at least minimally satisfied. Third, people have needs and these needs must be met to achieve satisfaction (Rahman & Nurullah, 2014).
It has been acknowledged that Maslow’s hierarchy of needs can assist effective leaders not only help meet goals of the organization, but it also has the ability to open communication between leaders and staff to increase staff satisfaction. Maslow’s theory is based on effective leaders that know the needs of the organization and their staff, while encouraging staff to improve organizational goals. While leaders focus on the staff’s personal needs, Maslow acknowledged the likelihood that staff could have needs on more than one level described in the pyramid; and effective leaders prepare to address staff who may have multi-level needs (Zaho, 2014). Additionally, this theoretical framework is important to assist with sustainability in community colleges to achieve organizational goals and staff that are satisfied with their jobs allowing institutions to succeed. Higher education institutions that use this theoretical framework developed by Maslow can achieve their goals and not become stagnate due to using outdated leadership styles while staff satisfaction is increased (Rahman & Nurullah, 214).

Quintessentially, research shows that effective leadership significantly correlates to knowing and maximizing the needs of the follower. Leaders can use the different layers of the pyramid to create a positive working environment by being engaged with their staff so that the leaders are aware of each staff members needs and where their needs align on the pyramid. Maslow’s theory stipulates that the leader must know the specific level of the pyramid that should be focused on to create staff satisfaction for each staff member. For example, one staff member’s needs may fall on the lowest part of the pyramid psychological and basic needs, while another staff member may have esteem needs demonstrated at a higher level on the pyramid. Leaders who exhibit effective leadership traits have the ability to inspire and develop people as institutional resources by using Maslow’s pyramid, while moving staff to a higher state of existence and transforming them positively (Bromley & Kirschner-Bromley, 2007). Maslow’s
hierarchy gives effective leaders a tool to gage staff needs and assist them to be satisfied with their jobs. Since this study focuses on an important need for staff to be satisfied at their jobs, Maslow’s hierarchy of needs theory will be an important theoretical foundation for this study.

**Related Literature**

Leadership has been identified as one of the most important predictors of staff satisfaction (Ertureten, Chemalicilar, & Aycan, 2013). It is imperative that leadership for community colleges provide a foundation for staff satisfaction by making the institution the best service agent and educator for students and the community in which they serve. It is important to note that effective leaders can improve employee satisfaction and the depth of continued enhanced performance while positively impacting the customer experience (Buciuniene & Skudience, 2008). According to Buciuniene and Skudience, (2008) effective leadership can improve employee commitment and enhance performance to provide a foundation of staff satisfaction. Simultaneously, effective leadership that is dynamic assist staff to develop and grow to their full potential while being able to exhibit commitment to the organization can increase the institutions foundation for staff satisfaction. Leaders who incorporate effective leadership have the ability to create staff satisfaction and allow for students and community college success (Basham, 2012).

Related literature for transformational, transactional, and passive-avoidant leadership theories grew primarily from the work of Bernard Bass in the 1980s that proposed effective leaders can instill staff satisfaction by exhibiting positive leadership traits. Creating staff satisfaction should be one of the most important tasks facing higher education institutions today. Community colleges are needing to improve the quality of customer service for students while having staff satisfied across the institution. Community college leaders face new opportunities
daily, such as changes in global trends in higher education, needs for new efficiency domains, the rapid growth of the Internet, and the continuous changes in technology. Increased pressures have been placed on community college leadership teams due to a decrease in funding source and a decrease in enrollment that negatively impacts the finances for the college. In addition, community colleges face more challenges with enrollment reduction, adoption of new public management ideals with the stress on accountability, and new relationships with the states, and an increase in competition (Garwe, 2013). These opportunities give credence to the fact that staff at community colleges need positive role models and effective leadership that promote job satisfaction at the staff level to ensure that all goals are met.

While the higher education leadership community may be known to use the top-down leadership style, the majority of effective leadership literature addresses the three styles of leadership. These leadership styles have been discussed in detail for business organizations and K-12 education; however, little has been addressed for higher education institutions. Business organizations have embraced learning more about these styles to understand how leadership can assist their organizations to grow (Basham, 2012). Within the literature, effective leadership currently focuses on concepts relating to the organization’s mission, vision, goals, and strategic plans that provide a directional path for the organization through staff satisfaction (Hetland, Hetland, Bakker, Demerouti, Andreassen, & Pallesen, 2015). The business industry has embraced the concept of effective leadership to accomplish the mission, vision, and goals of their organizations.

Effective leadership practices have also been researched in education. In K-12 education there has been extensive research on how effective leadership impacts the school’s innovation, loyalty of teachers, and assists the next generation of school leaders to make a positive difference
for students as well as the teachers within the school system (Orr & Cleveland-Innes, 2015). There has been additional research indicating how effective leaders for K-12 schools are able to recruit and train educators to positively impact student learning and achievement as well as developing a new generation of leaders that have the capacity to become future school administrators (Bryant, Escalante, & Selva, 2017). Research has shown that effective leadership in K-12 schools can create a peaceful environment where not only teachers can be groomed for administrative positions, but there can be a team focused environment where the particular schools and student’s needs are met (Carson, Chandler, Collins, Snow, & Williams, 2010). K-12 schools have acknowledged and embraced the fact that effective leadership plays an important role in moving the school forward, developing teachers, and meeting the goals for the school district. However, only a limited amount of research addresses leadership in higher education, especially in the community college.

In fact, transformational, transactional, and passive leadership models were not originally well received in the community college environment. This was mainly due to the drastically different approach in leadership that community college leader’s use. It is commonly known that leaders and leadership for community colleges use an autocratic top-down leadership style that has dominated the education industry since the 1980s. The autocratic top-down leadership style does not give credence to creating buy-in from staff on organizational initiatives and does not create staff satisfaction (Basham, 2012). Using the autocratic leadership style does not allow staff to have buy-in from the beginning of change.

While the business industry has embraced the effective leadership model to accomplish their goals, higher education organizations have been slower to acknowledge that effective leadership can assist the institutions to meet its goals (Bass & Avilo, 1993). It is important to
note that community college leadership teams provide vision and mission statements that establish long term goals for the institution based on identifying methods for implementation of the strategy (Basham, 2012). Effective leadership can develop and communicate a clear vision and strategy, as well as finding workable ways to overcome organizational obstacles. While being able to communicate a clear vision and strategy effective leaders can exhibit traits that are concerned about the quality of the services their organization provides, creating buy-in from the beginning, inspiring staff by encouraging growth, and offering development leading to staff satisfaction (Vilkinas & Ladyshewsky, 2014). Creating buy-in to the organizations vision can also stimulate subordinates intellectually (Balwant, 2016).

According to Yahaya and Ebrahim (2015), effective leaders are those who appeal to higher ideals, moral values, and empower followers to produce profound and fundamental changes with satisfaction. It has been argued that effective leadership goes beyond straightforward exchange relationship between leaders and followers (Yahaya and Ebrahim, 2015). This idea implies that effective leadership has the ability to encourage all stakeholders to embrace change with enthusiasm. The insight suggests that leaders can provide deeper levels of connection and higher levels of commitment, performance, and morality of both leaders and followers (Yahaya & Ebrahim, 2015). Leader-follower connectivity can increase satisfaction for staff at community colleges while meeting the institutional goals and objectives.

Effective leaders have been commonly understood as having direction, purpose, and vision for achieving organizational results that add value to the organization, society, and the environment (Bromley & Kirschner-Bromley, 2007). These same leadership traits can have a correlation to staff satisfaction. Research has shown that the significance for effective leadership may enhance employees’ well-being by creating challenges. Research will assist this process by
defining the relationship between effective leaders and staff satisfaction at the community college level (Schaufeli et al., 2009). According to Schaufeli et al., (2009), organizations who have leaders that are effective may increase staff satisfaction. Additionally, leadership theorists have discussed the relationship between leader’s behavior and a subordinate’s performance, motivation, and job satisfaction (Harris, Hinds, Manansingh, Rubino, & Morsten et al., 2016). Effective leaders coach and develop their staff and lead by example. This style of leadership stimulates the interest among their staff that may assist in the staffs’ career development and facilitate their ability to reach higher levels within the organization. Using this style of leadership generates awareness for the mission and goals of the institution and motivates staff to look beyond their own interest to consider the greater need of the whole organization. Effective leadership should embrace the idea of being ethical to create trust with the staff leading to improved job satisfaction (Ertureten, Cemalcilar, & Aycan, 2012).

**Transformational Leadership**

Leaders who use the transformational leadership style leave the staff that they lead better than they found them. An analogy of transformational leadership could be described as the metamorphous of a butterfly. Specifically, this style of leadership can bring staff from the caterpillar stage to their beautiful full potential of a butterfly that can fly, engage, make decisions, and survive by being satisfied with their jobs. Leaders who exhibit effective transformational attributes are able to promote and motivate staff by projecting and communicating attractive visions, common goals, and shared values (Vincent-Hoper et al., 2012). Transformational leadership exhibits support for the staff that leads to employee creativity. The research has shown that there is a correlation between effective transformational
leadership style and increased staff satisfaction that creates positive relationships between leaders and employees (Alonderiene & Majauskaite, 2014).

Effective transformational leaders create results by engaging staff in mutual stimulation that has the ability to convert followers into leaders (Jyoti & Bhau, 2016). Specifically, this leadership style has the ability to enhance self-esteem and motivation of staff while the leader acts as a mentor. Followers that are entrusted with additional responsibilities gain new learning experiences that also empower the staff and lead them to provide leadership within their specific jobs (Muthia & Krishnan, 2006). Effective transformational leadership allows for staff to feel as if they are on the same level as their leader due to being motivated and having mutual stimulation. Unique characteristics for effective transformational leaders are that they seek new ways of working, seek opportunities in the face of risk, prefer effective answers to efficient answers, and are less likely to support the status quo (Lowe & Galen, 1996).

Leaders that use an effective transformational leadership style are admired, trusted, and respected, which in turn, creates staff satisfaction. These leaders solve organizational problems using new perspectives such as listening carefully to individual needs of their followers, delegating responsibilities, coaching, and providing support and encouragement (Jyoti & Bhau, 2016). When leaders display these positive attributes, staff satisfaction can improve immensely as well as trust and respect for the leader should increase. In particular, effective transformational leaders focus on grooming the followers to buy into the transformational leadership characteristics and become effective transformational leaders themselves (Muthia & Krishnan, 2006). When staff have trust and respect for their leaders, those staff members may be more engaged in the work of running the institution. This challenging work environment can create many opportunities for the followers (Muthia & Krishnan, 2006). Staff feel as if they are
growing due to additional opportunities and responsibilities that are being placed before them as well as increased trust, respect, and admiration for the leader.

Several empirical researchers Basham, (2012) and Muthia and Krishnan, (2006) have state that an attribute for transformational leadership is being self-sacrificial. A leader who is self-sacrificial will not ask the staff member to perform any task that they are not willing to carry to completion (Muthia & Krishnan, 2006). Servant leadership is an attribute that it is a preferred strategy to engage and retain employees in higher education. When leaders’ exhibit self-sacrifice attributes to assist staff to grow and develop, the outcome is a winning combination: staff find fulfillment, the customer experience is magnified, and the institution thrives in rapidly changing economies (Schwantes, 2017). While being self-sacrificial, this style of leadership is also value driven by setting high standards and purposes for followers, engaging them through inspiration, creating collaboration, and instilling trust. In addition, leaders who respond rapidly to change have been labeled as self-sacrificial due to meeting the needs of staff and the organization quickly.

Furthermore, effective transformational leadership can create an environment for staff growth within the institution. Ultimately, transformational leaders inspire those around them by providing a meaningful and challenging work place, while encouraging team spirit, enthusiasm, and optimism (Zohar & Gazit, 2008). Transformational leadership has been noted to be an effective leadership style and is important to staff satisfaction due to the fact that this style of leadership that sets examples for the staff to become good leader and followers (Banutu-Gomez, 2004). It is suggested by applying effective transformational leadership behavioral characteristics leaders can guide their followers toward performance beyond expectations (McClung, 2007). Significantly, transformational leadership can assist in understanding how
leaders empower staff to be flexible in the community college environment that allow for continuous growth (McClung, 2007).

Transformational leaders develop and communicate a vision for the staff and the organization. Effective transformational leadership style is recommended to broaden and elevate the interests of employees and assist with changes within the institution. This specific style of leadership can generate awareness and acceptance for the vision organization that can stir the employees to look beyond their own self-interest for the good of the institution (Herold et al., 2008). Basically, the effective transformational leadership concept encourages positive change for the organization, staff, increases staff development, and is a value driven style of leadership that improves staff satisfaction. Interestingly, high standards and purposes are set for followers, engaging them through inspiration, exemplary practice, collaboration, and trust (Basham, 2012). Using transformational leadership can lead to increased self-confidence and staff satisfaction that can assist community colleges to move forward.

Through effective transformational leadership, positive impacts to organizations exist by inspiring followers to move beyond self-interest and perceptions of their own limitations becoming more effective in overcoming obstacles (Schaubroeck, 2007). Effective transformational leaders are known for assisting staff by increasing their skills, opening doors of opportunity, creating buy-in, and increasing self-confidence that thereby increases staff satisfaction. These leaders hold the admiration and respect of employees who view their leaders as having extraordinary capabilities, persistence, and determination (Argia & Ismail, 2013). These traits endorse staff satisfaction and have the ability to move staff forward in their roles at the community college where they are employed. In order to build a strong foundation for higher education institutions, there must be a transformation of staff to move them to a higher
participative level within the organization. Moving staff to higher levels within the organization and giving them opportunities for positive participation impacts the institution in a positive manner by creating passion and buy-in (Basham, 2012).

**Transformational Leadership Impact**

Transformational leadership impacts organizations in the following ways: increasing staff satisfaction, encouraging staff commitment, improving the moral climate of the staff, maximizing the needs of the staff, providing intellectual stimulation for the staff, empowering and nurturing the staff, creating personal value systems within the staff, and providing guidance and motivation for the staff. The above attributes have the ability to continuously move the organization forward positively. Organizations that have leaders that use the transformational leadership style can create excitement and commitment to the institution while increasing staff satisfaction (Jusoh, Simuun, & Chong, 2011). Effective transformational leaders lead staff and the organization through times of uncertainty, anxiety, frustration, and fear (Chen, Hwang, & Liu, 2012). As the organization grows through increasing staff satisfaction the institution has the possibility to also boost excitement and commitment to the organization (Chen, Hwang, & Liu, 2012).

**Transformational Leadership and Staff Satisfaction**

Effective transformational leadership can have positive influences on an organization’s performance because it engages staff in such a way that the leader and the followers raise each other to higher levels within the organization as well as promoting satisfaction and among staff (Basham, 2012). Using this leadership style has the capability to inspire followers to achieve extraordinary outcomes by providing both meaning and understanding to staff’s job functions within the organization (Boerner, Eisenbeiss, & Griesser, 2007). According to Kearney and
Gebert, (2009), effective transformational leadership can be instrumental for bringing viable strategies to fruition, while at the same time preventing the detrimental effects of different dimensions of team diversity to enhance staff satisfaction (Kearney & Gebert, 2009).

Ultimately, effective transformational leadership in general requires self-awareness and engagement; however, transformative leaders usually embrace these qualities and incorporate emotional empathy that influences and motivates actions to produce positive effects on the organization (Howatsonn-Jones, 2004). It is important to note that leadership that centers on self-awareness and engagement is emerging as one of the most important needs in today’s environment and it is imperative that community college’s leadership teams guide staff in such a manner that they are led by these traits to improve satisfaction (Noriega & Drew, 2013).

Simultaneously, effective transformational leadership and educational change are continually necessary to keep abreast of constraints and support for community college improvement (Hauge, Norenes & Veday, 2014). Effective transformational leaders are known for supporting staff and encouraging them to move to the next level — becoming agents of change, problem solvers, and critical thinkers (Lawlor, Hansen, Zambo, & Horn, 2015). Allowing staff to engage positively with students, to solve problems, and to use critical thinking improves the perception of the community college while raising staff satisfaction. As the literature indicates, effective transformational leaders promote change by presenting values as the basic principles and tenets that should guide beliefs, attitudes, and behaviors (Noriega & Drew, 2013). At the same time, staff should understand the inequities of society, serve as agents for social transformation, and understand ethical obligations (Brown, 2010) to society, community, and the collegial environment.
Impact of Transformational Leadership

Transformational leadership that is geared towards organizational performance, effectiveness, and goals is one that communicates change, involves leaders and staff, and realizes the organization’s core objectives (Hauge, Norenes & Veday, 2014). Using a joint approach consisting of communication and involvement by both leaders and staff can increase staff satisfaction and improve organizational performance, effectiveness, and goals. Effective transformational leaders have the ability to empower and create an engaging organization increasing communication (Hauge, Norenes, & Veday, 2014). Improving communication at community colleges has the possibility to increase staff satisfaction and can be instrumental with defining transformational leadership role models. Leaders and staff who are able to communicate effectively up and down the chain of command can improve organizational performance, effectiveness, and goals. Conceptually, the foundation for the effective transformational leadership style is the development of the organization (Argia & Ismail, 2013) being the utmost priority. According to Argia and Ismail, (2013) the approach to organizational improvement is from the bottom up, in which leadership may be shared with staff. Developing an organization where leadership responsibilities are shared with staff can enhance organizational performance and effectiveness. Transformational leadership models explicitly indicate that the continuous development of leadership and the organization is a priority rather than the property of a single individual (Argia & Ismail, 2013). Continuous development of this organizational concept can become an institutional culture to improve satisfaction for staff at community colleges.

Research in literature has shown that effective transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one
another to higher levels of motivation and reality (Muthia & Krishnan, 2006) and this can result in a transforming effect on both leaders, followers, and the community college. Transformational leadership can elevate the followers’ skills while moving them into higher leadership roles (Muthia & Krishnan, 2006). Potentially, staff satisfaction will be increased because the staff are being moved to higher positions and responsibility in the organization. Leaders that use effective transformational traits empower followers and bring about a positive change in the lives of the followers. Staff empowerment and a positive work environment enhanced by transformational leadership motivates the followers to pursue higher goals (Muthia & Krishnan, 2006) and boosts staff satisfaction.

**Dimensions for Transformational Leadership**

The literature has shown to have significant relationship between effective transformational leadership and how this style can facilitate educational change and contribute to the college’s mission, vision, and goals in order to increase effectiveness and improve school culture (McCarley et al., 2014). Holistically, transformational leadership requires that leaders foster a belief in change and support for transformative change that can contribute to the goals of the organization and school culture (McCarley et al., 2014). The four transformational dimensions are: inspired motivation, idealized commitment, individualized consideration, idealized influence/intellectual stimulation. These dimensions have shown to have positive impact on staff satisfaction. In addition, the four dimensions not only can improve staff satisfaction, but also have the ability to improve the organization performance, positive customer service experience, meeting institutional goals, and initiatives.
Inspired motivation.

Inspirational motivation used in effective transformational leadership describes the ability of leaders to improve followers’ self-worth and create a common purpose (Seungmo, Magnusen, Andrew, & Stoll, 2012). According to Bromley and Bromley, (2007) the dimension for effective transformational leadership is inspirational motivation, which can be described as providing meaning and challenge to work and tasks. Previous research describes effective transformational leaders are those who exhibit inspirational motivation, and those who share the vision with excitement and determination, set high expectations, and have an unwavering confidence in regards to success for the institution (Pounder, 2008). Conceptually, effective transformational leader’s work to consider the needs of others over their own. The leaders who exhibit transformational leadership style share risks with their followers, demonstrates high standards of moral conduct by improving organizational performance and effectiveness. These leaders engender faith in others by empowering followers and creating a joint sense of mission (Wittington, 2004). The leaders who demonstrate transformational leadership style focus on grooming the followers to become leaders themselves. Leaders conceptually inspire the followers and help them to gain greater heights in terms of responsibilities (Muthia & Krishnam, 2015).

While staff are gaining greater heights and responsibilities, this style of leadership can create opportunities to increase followers’ awareness of the collective mission, vision, and goals to which they are dedicated and motivate them to pursue their collective goals, while always striving to achieve at higher levels (Barling et al., 2007). Encouraging staff satisfaction by opening doors of opportunity and increasing self-esteem has the ability to move the institution and staff closer together in commitment and inspirational motivation. Leaders using effective
transformational leadership clearly communicate a vision and model desired behaviors, while challenging all stakeholders for peak performance and work towards common goals.

**Idealized commitment.**

Idealized commitment is associated with effective transformational leaders who are role models for ethical behavior. Effective transformational leaders instill pride in followers to gain trust and respect by having commitment to the organization. The literature is consistent in describing the dimension of idealized influence as impacting behaviors of leaders that results in follower admiration, respect, and trust in the leader (Bromley & Bromley, 2007). Leaders who exhibit transformational leadership traits provide an exponentially important function by sharing the vision and mission by expressing confidence, instilling pride, gaining respect, trust, and increases optimism (Pounder, 2008). These leadership traits can lead to satisfaction for staff at community colleges. The leader can be instrumental by providing continuous feedback to link organizational members’ needs to the organizations mission, vision, and goals (Pounder, 2008). Continuous feedback can improve the institution as a whole while engage and develop staff, thus creating commitment and staff satisfaction.

**Individualized consideration.**

Individualized consideration refers to leaders treating each individual according to their particular needs and talents (Seungmo et al., 2012). Effective transformational leaders translate to staff individual consideration, where they pay close attention to the personal differences among the followers to increase satisfaction and retention among staff. Individualized consideration is the treatment of followers as unique individuals, giving specialized attention to followers’ needs and lending support when necessary so that the followers can realize their full potential (Bass & Avilo, 1993). Leaders that pay close attention to the individualized needs of
staff can increase staff satisfaction. In addition, staff who feel that the leaders are investing in addressing their individualized needs are more loyal and committed to the organization (Bass & Avilo 1993).

Interestingly, individualized consideration is a trait where leaders listen attentively, paying special attention to their follower’s achievements and growth requirements (Bromley & Kirschner-Bromley, 2007). Leaders who demonstrate individualized consideration see employees as individuals and engage in their interests, growth, and development (Kieres & Gutmore, 2014). When a leader provides continuous feedback and links organizational member’s needs to the organization, mission, staff satisfaction increases (Pounder, 2008). Staff who are led by leaders who believe individualized consideration is important may be more engaged and willing to remain linked to the institution. Within the literature, effective transformational leaders translate to individual consideration, where leaders they pay close attention to the personal differences among the staff to increase satisfaction and retention among staff (Pounder, 2008).

**Idealized influence/intellectual stimulation.**

Idealized influence and intellectual stimulation refers to leaders’ ability to inspire followers through ethical behaviors. The literature is consistent to describe a function of effective transformational leadership as idealized influence which can impact behaviors that results in follower admiration, respect, and trust in the leader by exhibiting ethical behavior (Bromley & Kirschner-Bromley, 2007). Leaders who exhibit effective transformational leadership traits can provide an exponentially important functions by expressing confidence, instilling pride, gaining respect, trust, and increases optimism can lead to satisfaction and retention for staff by intellectual stimulation (Pounder, 2008). The qualities for idealized
influence and intellectual stimulation motivate employees to emulate the leaders by mimicking the leadership attributes and assisting the organization to become successful as well as their staff.

**Strengths of Transformational Leadership**

Literature indicated that leaders who exhibit effective transformational leadership styles can intrinsically foster more job satisfaction, given its ability to impart a sense of mission and intellectual stimulation (Emery & Barker, 2007). Staff who feel part of the college have a mission and are provided intellectual stimulation down to the detail level for their specific job function and may have more job satisfaction. Substantial research has been written indicating effective transformational leadership can be an effective form of leadership and has proven credible in developing organizations and followers, which allow for growth, motivation, intellectual stimulation, and can create a specific mission within the organization (Northouse, 2007). Second, it has been suggested that effective transformational leaders may have an internal strength that has intuitive appeal which describes how the leaders are visible while advocating change for others (Northouse, 2007). The visibility to assist followers in seeing how the recommended change occurs and how the staff member can emulate the leader and be part of the change process can create job satisfaction (Northouse, 2007).

A third strength of transformational leadership is the relationship that can occur between followers and leaders which adds responsibility, allowing both parties to interplay (Northouse, 2007). Interaction should allow leaders and staff to have responsibility for the relationships and development of the college’s initiatives. Leaders who incorporate effective transformational leadership style have the ability to impress staff by exhibiting behaviors such as trust. With trust, staff may feel as if they are able to provide feedback to the leaders and have the belief that the leader is listening and taking into account their ideas and areas of concern (McCleskey, 2014).
Empirical research has shown that transformational leadership has a fourth strength that can provide a broader view of leadership that augments other leadership models to include the attention to the needs and growth of followers (Northouse, 2007). Focusing on the needs and growth of staff can allow for followers to state their personal growth needs and to prepare a plan of action that can assist in meeting their needs creating satisfaction. According to Schaufeli et al., (2009) there is a significance gain for the organization when leaders initiate focus, utilize performance, and motivate staff. Implication for transformational leadership implies that this style has the ability to encourage staff with enthusiasm due to leaders being focused on the staff’s needs. Leaders who exhibit transformational leadership traits have a tendency to include all associated with the organization to have opportunities to buy-in and accept the desired change that the institution. Employees who witness leaders that are focusing on meeting their needs and including them on the front end of the decision making process to create buy-in may be more excited to accept the organizational change and feel as if they are included and have a voice in the change process. Thus, effective transformational leaders can provide deeper levels of connection and higher levels of commitment, performance, and morality of both leader and follower by creating buy-in at the staff level (Yahaya & Ebrahim, 2015). Staff satisfaction may increase based on leaders who create buy-in opportunities. When staff are satisfied, have a voice from the beginning of the organizational change and having buy-in the company and leaders have less turmoil related to the change process (Basham, 2012).

Literature continues to indicate a fifth transformational leadership strength where employees can relate to how leaders places a strong emphasis on followers’ needs, values, and morals (Northouse, 2007). Focusing on staff’s needs, values, and morals promoting followers’ by allowing a process of learning, self-improving, developing strong relations with each of their
subordinates, and communicating positively can further assist with improving employee health and work performance (Vincent-Hoper et al., 2012). These attributes may bleed over into the culture of the organization creating staff satisfaction. For the community college, this is an important strength due to the fact that as followers’ needs are being addressed, then theoretically, their satisfaction can improve the organization. Staff satisfaction can thus contribute to increasing customer satisfaction.

**Criticisms of Transformational Leadership**

The criticisms for the transformational leadership style include a lack of conceptual clarity along with an inability to measure transformational leadership. Transformational leadership has also been treated as a personality trait or personal predisposition rather than a behavior. This style of leadership has been criticized as being a popularity contest, which does not foster organizational effectiveness or staff satisfaction (Northouse, 2007). Another criticism for transformational leadership is that it has been related to as a fad that does not have long-term effect (Maynard, Gilson, & Mathieu, 2012). These criticisms tend to lead organizations and employees to believe that leaders who use this style of leadership practice manipulation to motivate staff.

**Transactional Leadership**

Transactional leadership style has been defined as allocating punishments and rewards for staff behavior. Khanin, (2007), formulated the definition of transactional leadership as interaction between leaders and followers in which both leader and follower are viewed as bargaining agents trying to maximize their profits. Leaders using this leadership style approach staff with the proposition of exchanging of one thing for another such as giving increased performance for additional time-off or increased salary (Khanin, 2007). This style of leadership
has been linked to exchange of giving and receiving between leaders and subordinates where staff are motivated by the leader’s promises. Staff are promised increased salary or benefits such as time off for the demanded performance. On the other hand, transactional leaders use punishments to correct negative performance (Rodrigues & Ferriera, 2015).

It is important to note that leaders who use this style of leadership may make mutually beneficial or underhanded arrangements with followers to gain the desired result (Khanin, 2007). The basic principle behind the transactional leadership style is that the leader passes out punishments and rewards based on performance and expectations to achieve departmental and organizational goals (Khanin, 2007). According to Khanin, (2007), transactional leadership secures followers’ cooperation by offering a mutually beneficial barter. It has also been discovered that staff may communicate to the leader what reward that they would like to receive then they will perform to meet the desired goals or initiatives of the organization. It is evident that rewards can create a suitable degree of commitment, loyalty, and job involvement of followers (Rana, Malik, & Hussian, 2016).

While transactional leaders are able to achieve the desired performance goals through rewards and punishments, it has been discovered that staff may start depending on reward prior to performing. This can create a negativity for the organization due to performance being held to the rewards. On the other hand, the reward and punishment barter between leaders and staff may create a climate favorable to the organization because it is closely associated with positive behaviors such as loyalty. Behaviors that create loyalty can work to the advantage for the organizations and has been shown to have advantages and merits (Rodrigues & Ferriera, 2015). While transactional leaders use rewards and punishments to gain what they want for the organization, these leaders can display authenticity, self-awareness, receptivity to followers’
needs and wants, and a collaborative orientation (Khanin, 2007). Transactional leaders recognize what actions subordinates must take to achieve outcomes and clarify these role and task requirements, so that staff are confident in exerting necessary efforts to fulfill the leader expectations.

Transactional leaders use task requirements to fulfill expectations for the organization and the leader, this style of leadership has been shown to have three distinct styles that a transactional leader may use: contingent rewards, management-by-exception active, and management-by exception passive. For transactional leaders who choose to use contingent rewards they clarify expectations and rewards in exchange for followers meeting expectations. The second style for transactional leadership is management-by-exception-active. Transactional leaders who use this style monitor followers’ behavior and takes corrective action prior to the occurrence of serious problems. Management-by-exception-active has been based on continuous monitoring of subordinates for error free and excellent flow of work. Finally, the last distinct style for transactional leadership is management-by-exception-passive. The transactional leader who uses this style will monitor followers’ behaviors and only takes corrective action once a problem has occurred (Khanin, 2007). Management-by-exception-passive leadership style indicates that the leader only interferes when mistakes occur (Bass & Avilo, 1993). Management by exception is a predictor of employee motivation, commitment, and organizational goal achievement because there is no continuous monitoring — rather the leader interferes only when subordinates make a mistake (Rana et al., 2016). Importantly, transactional leaders may have their own distinctive leadership style that continuously monitors staff behaviors. Transactional leadership style is comprised of contingent rewards given by the leader to subordinates upon goal achievement (Bass & Avilo, 1993; Rodrigues & Ferriera, 2015). The literature indicates that
contingent rewards have demonstrated beneficial effects for meeting the goals of the organization (Clarke, 2013).

**Transactional Leadership Impact on the Organization**

Transactional leadership style has been shown to have been associated with various organizational outcomes, including satisfaction at work, commitment, and productivity (Rodrigues & Ferreira, 2015). According to Khanin, (2007) transactional leaders should play an active role by mediating staff, reconciling their demands, and building overall consensus. Research indicates that leaders who use the transactional style of leadership, use contingent rewards more often and it is more effective than the use of contingent punishment. Transactional leaders are more effective in changing followers’ attitudes and predicting organizational performance (Avolio, Bass, & Jung, 2003). Active transactional leadership can be more strongly associated with an emphasis on rule-based compliance as this leadership style is characterized by the active monitoring of employees.

The impact of effective transactional leadership on organizations should positively relate to staff commitment that increases organizational performance and effectiveness by improving staff satisfaction through rewards for desired expectations in work (Buciuniene & Skudience, 2008). While leaders who use an effective transactional leadership style can rely on empathy to understand followers’ thoughts, feelings and points of view, it can also bring supportive responses from followers creating staff satisfaction which, in turn can improve the organizations performance (Barbuto & Burbach, 2006). Interestingly, effective transactional leaders can impact community colleges by giving rewards contingent upon a display of desired behaviors to improve commitment and organizational performance by the staff (Lowe & Galen, 1996).
Transaction: Leadership and Staff Satisfaction

The relationship between transactional leadership and staff satisfaction include finding out what the followers want and then promptly satisfying these wants in return for the organizations desired results. Research indicates that when staff members work for transactional leaders the line between leader and follower becomes hardly distinguishable (Khanin, 2007). The joint leader/staff relationship is dominated by quick calculations of staff needs and the cost-benefits to the organization (Khanin, 2007). Transactional leaders use common tactics such as adaptability to motivate their followers to reach established targets by clarifying the roles and requirements of the tasks, as well as adopting rewards or punishments, when targets are reached or not (Rodrigues & Ferreira, 2015).

Numerous studies have explained the relationship between the transactional leader and follower from an economic perspective as an exchange of material rewards for performance on the basis of the assumption that staff are solely motivated by punishments and rewards. Transactional leadership limits itself to a consideration of first-order changes, that is, changes in degree, such as an increase in quantity or quality of performance, a substitution of one goal for another, a shift of attention from one action to another, or a reduction in the resistance to particular actions or the implementation of decisions within a contextual framework (Khanin, 2007). In transactional leadership, there exists a reciprocal exchange process involving a leader and subordinates. High-performance expectations are expressed, a stimulating image is articulated and individualized support (rewards) are provided (Rana et al., 2016).

Impact of Transactional Leadership

The findings suggest that active transactional leadership is important in ensuring compliance with rules and regulations (Clarke, 2013). Active transactional leadership, on the
other hand, would be more strongly associated with an emphasis on rule-based compliance as this leadership style is characterized by the active monitoring of employees. One would expect a relationship with organizational goals; however, there is a stronger relationship with compliance. The main ingredient for transactional leadership as it relates to organizational goals and effectiveness is that the leader instills staff compliance by enforcing rules and regulations. Research indicates that staff have a positive relationship with their leaders due to fact that they know what is expected in day-to-day performance. Transactional leadership has been strongly associated with staff satisfaction, due to leaders who use this style of leadership are active in the organization and with staff members, while encouraging that all rules, policies, and procedures are followed (Clarke, 2013). Thus, there is an expectation in the leader/staff relationship that implies that for the staff to succeed the organizational goals must be met (Clarke, 2013).

Transactional leadership style highlights the exchange that takes place between leaders and their followers (Sanda & Arthur, 2017). This exchange is based on the leader discussing with others what is required and specifying the conditions and rewards followers will receive if they fulfill those stated requirements (Sanda & Arthur, 2017). Transactional leaders’ assign tasks and rewards in exchange for satisfactorily completing assignments (Bass & Avilo, 1993). In this respect, transactional leadership can be deemed as describing a relationship in which the leader initiates an exchange of valued things which motivates and binds followers to the leader (Sanda & Arthur, 2017). Transactional leadership at its most basic are the exchanges of rewards for work which can enhance promotion of compliance through the threat of punishment (Sanda & Arthur, 2017).

Active transactional leaders are involved with proactive monitoring of employees’ behaviors and correcting errors before they lead to problems. Such leaders’ behavior should
assume that there be close attention to rules, regulations, policies, and procedures by employees. Furthermore, the emphasis on individual learning and proactive error management demonstrated by active transactional leaders should encourage employees themselves to engage in activities that enhance the organization's goals. Therefore, it has been hypothesized that this leadership style will promote higher levels of performance, in terms of active participation by staff (Clarke, 2013).

While staff are encouraged to participate in organizational goals the transactional leadership style exhibits a core characteristic — that creates a relationship for exchange to be established between leaders and subordinates (Rodrigues & Ferriera, 2015). The transactional leader clarifies the goals that should be achieved and makes it clear that the successful achievement of targeted goals will imply rewards, while non-compliance with the targeted goals will imply punishment (Bass & Avilo, 1993). Leaders motivate their subordinates by establishing mutual agreements that, if effectively complied with over time, can be responsible for the subordinates’ development of feelings of trust in the leader (Rodrigues & Ferriera, 2015). This trust can make staff engage in actions that go beyond the organization's expectations about performance targets (Rodrigues & Ferriera, 2015).

**Dimensions of Transactional Leadership**

Transactional leadership can be described as having four dimensions. The first dimension for transactional leadership is contingent rewards – the leader clarifies the objectives, offers rewards for good performance and acknowledges accomplishments. This dimension can motivate followers to participate in the organizational goals and objectives based on contingent rewards that staff will receive. Transactional leaders should have direct communication with staff to further the staff’s performance while communicating how staff can improve and create a
reward system (Vincent-Hoper et al., 2012). Effective transactional leaders inspire staff to build teams, and create high expectations related to performance that conceptually create staff satisfaction (Stewart, 2006).

The second dimension for transactional leadership is active management by exception – the leader observes and looks for rewards and patterns, and adopts corrective attitudes when necessary (Rodrigues & Ferriera, 2015). Specific behaviors are exhibited by transactional leaders to initiate a relationship between expected performance and the required change that the leader is wanting for the organization (Herold, Fedor, Liui, & Caldwell, 2008). Passive management by exception is the third dimension for transactional leadership. The leader intervenes only when the pre-established standards are not attended (Rodrigues & Ferriera, 2015). The last dimension of transactional leadership is monitoring mistakes; this type of leader can micromanage and is continually looking for errors.

**Strengths of Transactional Leadership**

Transactional leaders have been described as having the ability to elevate the staff to a higher level of consciousness concerning the organization for which they are employed. This leads to staff being able to rise through the ranks and become leaders (Khanin, 2007). Active transactional leadership provides staff the opportunity for error recovery and for learning from mistakes which are key elements for continuous improvement (Clarke, 2013). A significant strength of transactional leadership is that its aim is to foster a culture that can be characterized by organizational and individual learning, through allocating rewards. This type of culture has been shown to promote the appropriate balance between learning and accountability (Clarke, 2013).
While transactional leadership has the ability to assist the culture of an organization, it continues to exhibit strengths that are instructive to draw on the work that has been performed to understand high reliability organizations and performance (Clarke, 2013). The critical element of active transactional leaders is that they are seen to ‘walk the talk.’ Transactional behaviors, such as active monitoring and intervention when problems occur, demonstrate clearly to employees in a highly visible way the importance attached to their work activities in terms of safety. Such behaviors would result in the daily reinforcement of safety as part of employees’ work role. This distinction has been discussed in terms of espoused and enacted priorities, whereby these priorities are reflected in organizational policies, procedures, and practices (Clarke, 2013).

**Criticisms of Transactional Leadership**

Transactional leadership has been criticized for not meeting the high standards of true leadership (Khanin, 2007). Unmotivated, transactional leaders need to work hard in order to aggregate their followers’ opinions, draw them together, and mobilize them. In so doing, transactional leaders essentially take on some entrepreneurial functions and may spur even utterly bureaucratic, inefficient, and stale organizations toward creativity (Khanin, 2007). Where this leadership style has been investigated, it has been viewed in a negative light, being characterized as corrective leadership and has been included in micromanaging leadership styles. This style of leadership has been criticized for putting too much emphasis on rewards and punishments instead of developing individuals (Khanin, 2007).

**Passive-Avoidant Leadership**

The final style of leadership to be researched is the passive-avoidant style of leadership. The prevalent feature for the passive-avoidant leadership style is the absence of communication
with staff and an unwillingness to accept responsibility and do not demonstrate care for employees. This leadership model has been shown to increase stress for employees because the leader does not explain events and retreats from responsibility. Employees are more likely to experience feelings of fear and uncertainty in stressful situations when they report to leaders who use passive-avoidant leadership style (Stare et al., 2013). As a result of non-involvement, the leader fails to equip the employees with knowledge that could help them be more proactive and problem-oriented when addressing stressful situations. For this reason, this leadership style is not recommended to be used in organizations, and it is predicted to be the least effective leadership style. Leaders who use passive-avoidant style of leadership are not proactive or problem-oriented. The lack of being proactive and problem-oriented can create a stress-coping environment among employees who are frequently exposed to this leadership style (Stare et al., 2013). Passive-avoidant leadership has been shown to have a statistically significant correlation with leaders using escape and avoidance. Leaders who use escape and avoidance while leading staff can create a negative environment for the organization in which they have leadership responsibilities. A negative correlation has been confirmed with this escape and avoidance technique. This style of leadership has produced ineffective coping styles for employees, negative problem-solving abilities, and fear of reprisal (Stare et al., 2013).

The passive-avoidant leadership style has been shown to create ineffective coping styles for employees due to fear of reprisals that create an environment where staff are not satisfied with their jobs and with the leaders who embraces this leadership style. This style has also been referred to laissez-faire. The name laissez-faire comes from the economic theory that has the same name. Laissez-faire leaders take a hands-off approach to leadership. They believe that followers should know their particular roles within the organization and their jobs better than
they do and should be left alone. Staff and followers of a laissez-faire leader assume greater roles in the organizational structure however, they are not recognized for additional responsibilities that they assume. Research has indicated that laissez-faire leadership style can produce severe dysfunction of an organization (Stare et al., 2013). The dysfunction can stem from the passive nature of this leadership style. It has been noted that followers can lose motivation and become increasingly unproductive, thereby creating a large degree of apathy from the followers of this leadership style.

As staff become unmotivated and unproductive under the passive-avoidant leadership style, the leaders who use this style can create major difficulties for an organization to recover. The passive-avoidant leader represents a general pattern of disengagement or inaction on the part of a leader that includes behaviors such as avoiding decisions, neglecting workplace problems, and failing to model or reinforce appropriate behavior (Holtz & Hu, 2017). In another example, research discovered that passive leadership was associated with important organizational outcomes including reduced productivity and inactivity with the institutions goals (Holtz & Hu, 2017). When leaders avoid making decisions and neglecting workplace problems, the organization may have difficulty meeting its goals. Because of the passive nature of this leadership style, followers can lose motivation and become increasingly unproductive. This style of leadership can create a large degree of apathy from followers.

The passive-avoidant leadership style has been recognized as one of the worst and least prominent and influential frameworks in the contemporary leadership literature (Clarke, 2013). This model organizes this leadership behavior along the construct that it is ineffective and leaders using this style have less activity with staff. The behaviors exhibited by passive-avoidant leaders can be both inactive and ineffective for staff members. More specifically, passive-
avoidant leadership assumes the passive management-by-exception and laissez-faire behavioral facets situated at the inactive end of the full-range leadership model. Passive management-by-exception reflects a failure to take action until mistakes or problems can no longer be ignored and laissez-faire behavior reflects the avoidance of leadership responsibilities altogether (Clarke, 2013; Bass & Avolio, 1993).

**Passive-avoidant Leadership Impacts**

It has been discovered that passive-avoidant leadership decreases staff involvement in the organization and can increase staff absenteeism. Together, the findings regarding passive-avoidant leaders suggest their subordinates tend to come to work when ill, but stay away from work when well. Managers who give subordinates very little attention, or attention only when they have done something wrong, are likely to experience the higher costs of employee absenteeism. Given the high cost of absenteeism and the possible association between management styles and absenteeism, it is paramount that leadership not be a hindrance to absenteeism but instead, should be promoting attendance. Passive-avoidant leadership represents a general pattern of disengagement or inaction on the part of a leader that includes behaviors such as avoiding decisions, neglecting workplace problems, and failing to model or reinforce appropriate behavior (Holtz & Hu, 2017). The leaders who exhibit disengagement have the possibility to negatively impact the organization not only through staff not being satisfied, but financially due to absenteeism.

**Passive-Avoidant Leadership and Staff Satisfaction**

Staff who are exposed to leaders who frequently use the passive-avoidant leadership style more often approach stress situations with escape, avoidance, and rarely with positive reappraisal (Stare et al., 2013). Passive-avoidant leadership has been reported to increase stress for staff...
who serve under this leadership style. This leadership style should be taken as the opposite pole of leadership that can positively impact community colleges (Stare et al., 2013). It has also been discovered that leaders who are passive-avoidant may be entirely passive, without involvement in events (laissez-faire leadership). Research has shown that leaders who are passive-avoidant have been found to not know how to assist employees cope with stress and there is a significant correlation with increased stress levels for under the type of leadership (Stare et al., 2013). In addition, the passive-avoidant (laissez-faire) leadership style has had a significant indirect effect on psychological distress through a series of stressors that include ambiguity, conflict, and exposure to workplace bullying (Holtz & Hu, 2017).

With the psychological distress that employee experience by serving under a passive-avoidant leader there has been increased research to prove that this type of leader is a poor communicator. Leaders who frequently make use of the passive-avoidant style of leadership usually have inadequate communications with followers and do not display responsibility for their leadership role by extending verbal and written communications to staff who serve under them. In this way the leader offers an entirely different model to his followers that indirectly causes a pattern with the staff that can increase stress. The stress that staff experience through non-communication is harmful because the staff members do not know what is happening within the organization that they serve (Stare et al., 2013). Findings have suggested that employees whose leader only intervenes when problems arise will hamper personal growth and create negative outcomes from stressful situations (Stare et al., 2013).

Passivity was examined in the context of performance appraisals and found that indicators of passive leadership (i.e. passive management-by-exception, laissez-faire, reward/punishment omission) had significant negative effects on employees’ role clarity,
perceptions of supervisor effectiveness, and satisfaction (Holtz & Hu, 2017). Research
discovered that passive leadership was associated with greater experienced incivility and
instigated incivility among employees (Holtz & Hu, 2017). This research indicated that passive
leadership was negatively associated with group performance, job satisfaction, supervisor
satisfaction, and leadership effectiveness (Holtz & Hu, 2017).

**Impact of Passive-Avoidant Leadership**

The passive-avoidant leader, can create different behaviors that can facilitate
understanding and reduce feelings of uncertainty connected to threatening events, while on the
other hand a leader can, through his behavior, have the opposite effect on employees and thus
fail to make it easier for them to cope with difficulties (Stare et al., 2013). Previous research
showed that passive-avoidant and laissez-faire leadership negatively correlated to job
satisfaction, and passive-avoidant leadership had no significant relationship with job satisfaction.
Subsequent studies examining the links between passive-avoidant (laissez-faire) with job
satisfaction have shown to have negative relationships (Stare et al., 2013). Passive-avoidant
leadership has shown to have a negative relationship for organizations performance and
effectiveness. This style of leadership has been shown to have significant negative relationships
between both leaders and staff (Stare et al., 2013).

The central finding from prior research is that supervisors who display a passive-avoidant
approach to leading their employees may do serious harm to their employees’ trust (Holtz & Hu,
2017). It was shown that there was little reason for an employee to trust a boss who avoids
responsibilities, seldom comes through when needed, and is often nowhere to found (Holtz &
Hu, 2017). Demonstrating the link between passive-avoidant leadership and cognition-based
trust is important in its own right, but this finding also helps to shed light on the psychological
mechanisms through which passive-avoidant leadership may impact other organizational outcomes (Holtz & Hu, 2017). Again, passive leadership has been shown to have a negative relationship with staff’s perception of justice due to lack of trust in the leader. These negative perceptions can either be viewed as procedural, informational, and interpersonal (Holtz & Hu, 2017).

The results of a recent study conducted by Holtz and Hu (2017) indicated that passive leadership was negatively associated with cognition-based trust. Cognition-based trust is defined as individual beliefs about reliability, dependability, and competence (Holtz & Hu, 2017). Passive-avoidant leadership behaviors will generally inhibit the development of trust for staff for leaders who exhibiting incompetence and not being dependable (Holtz & Hu, 2017). It has been identified through research that passive-avoidant leaders are not reliable to perform their job duties well (Holtz & Hu, 2017). Scholars who study organizations have theorized that a person who demonstrates a level of incompetence or ineffectiveness in carrying out their job responsibilities will generally not be trusted by others (Holtz & Hu, 2017). Further, cognition-based trust was positively associated with procedural, informational, and interpersonal justice, but was not significantly associated with distributive justice perceptions (Holtz & Hu, 2017).

**Dimensions of Passive-Avoidant Leadership**

The passive-avoidant style of leadership consists of two dimensions. The first dimension is management by exception which is totally passive. This dimension can set standards and corrective action only after a mistake or deviation from standards. The second dimension for passive-avoidant leadership is that leaders do not monitor events on an ongoing basis. By not monitoring events, the passive-avoidant leader is exhibiting the true absence of leadership,
responsibility, and decisions. These two dimension of passive-avoidant leadership have been noted to lead to inactive and ineffective leadership (Stare et al., 2013).

**Strengths of Passive-Avoidant Leadership**

Literature did not indicate any strengths for passive-avoidant leadership in long-term leadership roles. However, it was found that if an organization was composed of self-motivating and highly competent followers, the degree of freedom offered by this approach can lead to great results (Stare et al., 2013). It has been discovered that very few organizations offer an environment that is self-motivating and have highly competent followers who have a large degree of freedom to work.

**Criticisms of Passive-Avoidant Leadership**

In contrast, much research noted that the passive-avoidant leadership style would not work or be beneficial to an organization. One of the main criticisms for passive-avoidant leaders is that they wait until the undesired behavior has created problems before taking any action (Clarke, 2007). Passive-avoidant leadership has been discovered to be detrimental to the organization as well as to the staff. Effective leaders should address problems as they occur. Major disasters maybe averted through the proactive monitoring and correction of errors before they lead to problems (Clarke, 2007). In addition, passive-avoidant leadership (laissez-faire) has demonstrated negative effects on workplace safety, including reduced safety compliance, workplace participation, and higher injury rates. These findings are not surprising given that passive-avoidant leaders tend to ignore problems and fail to intervene until difficulties are serious (Clarke, 2007).
Summary

The climate and relationships with an atmosphere and environment of effective leadership within higher education requires further research. The world is rapidly changing and leadership plays an important part in the ability for community colleges to meet their goals. Community colleges can remain ineffective by using out-of-date leadership styles (Howatson-Jones, 2004). Effective leadership styles are a stimulating technique through which a leader can inspire staff to assist with change (Mahdinezhad, et al., 2013). Motivational thinking can facilitate educational change, contributing to organizational improvement, effectiveness, culture, (McCarley et al., 2016) and staff satisfaction. Transformation requires that the leaders foster a belief in change, support change, and have the ability to lead change and (McCarley et al., 2016) in order to create staff satisfaction. Having an effective leadership style is a stimulating technique through which a leader can inspire and apply that ability of motivational thinking (Mahdinezhad, et al., 2013). Effective leadership can be more facilitative of educational change, contributing to organizational improvement and effectiveness, which in turn creates staff satisfaction (McCarley et al., 2016). Effective leadership requires that the leaders foster a belief in change, support change, and have the ability to lead change (McCarley et al., 2016) for the community college and its staff members.

According to Hays, (2008), leaders and organizations learn what leadership behavior that they choose to emulate, which causes and predicts staff satisfaction. Specifically, this leadership theory offers hope and guidance for a new era in human development and the creation of better and more caring institutions, which can lead to greater productivity and staff satisfaction (Spears, 2004). It is commonly understood that effective leadership has centered on transforming staff through motivation and the organization’s performance and effectiveness (Bromley & Bromley,
A number of studies indicate that effective leadership has marked a positive influence on subordinates’ satisfaction, performance, effort, and motivation (Pounder, 2008). Research demonstrates that great leadership is more about what one does than about the organization overall (Boseman, 2008). Effective leadership is essential within higher education so that adaptation can be completed to meet the constantly changing economic and academic environment that can positively affect the organization. Leaders who encourage and support effective leadership share power, are willing to learn from others, and are sensitive to each team member’s needs for achievement and growth, while drawing from deeply held personal value systems (Basham, 2012). Effective leaders bring followers together to pursue collective ambitions by expressing and disseminating their personal standards, which thereby moves staff and the organization forward (Basham, 2012).

The distinction within effective leadership practices and concepts in higher education may not be as clear as traditionally believed (Basham, 2012). Reformers often make the mistake of ignoring the influence of school culture on shaping the intervention (Thompson, 2010). The importance of leader communications to bringing about change is clear, because change only starts when communication occurs (Thompson, 2010). Leaders must learn to express beliefs in clear and compelling ways as well to hear and understand others’ expressions of beliefs (Thompson, 2010). Effective leaders are decisions makers that brings responsibilities, empowers, creates participative decision-making, and begins to see positive results for staff’s personal self-efficacy (Thompson, 2010).

Although effective leadership has been researched thoroughly in the past years for the business sector and has shown to significantly correlate to how employees at an organization feel attached and satisfied, it has not been researched at the community college level. A significant
gap in the literature exists, particularly in the relationship of effective leadership at the community college level to staff satisfaction. It is essential to provide research to discover if effective leadership has a correlation to staff satisfaction. Research should provide data and valuable insight to community college leaders to discover if effective leadership impacts job satisfaction for staff. In addition, the literature does not indicate if/how the role of effective leadership impacts community college staff satisfaction.

Chapter Two explained the community college environment, role of community college leadership, defined staff satisfaction, explained how leadership impacted staff satisfaction, discussed the importance of staff satisfaction at community colleges, how organizational performance is affected, and importance of staff satisfaction at community colleges. The chapter also covered the theoretical framework for effective leadership and its relationship to staff satisfaction. Secondly, the chapter discussed related literature by defining transformational, transactional, and passive-avoidant leadership and their characteristics. The chapter also included the defining of how these styles of leadership impact organizations’ style, and their relationships to staff satisfaction. Lastly, Chapter Two continued to discuss the impact of these three styles of leadership on organizational performance and effectiveness, dimensions, strengths and criticisms of the three styles of leadership. Chapter Three will cover the research design, participants, settings, instrumentation, procedures, and data analysis.
CHAPTER THREE: METHODS

Overview

Staff are considered an integral foundation and the face of community colleges. It is of quintessential importance that staff have job satisfaction to demonstrate engagement, assist in achieving departmental and college strategic goals, and be able to give and receive clear concise communication concerning the college initiatives and goals. Because of lack of research regarding staff satisfaction at the community college level, there was a need for research. Specifically, this research will help to determine if there is a relationship between transformational, transactional, or passive avoidant leadership styles to staff satisfaction. Theoretically, staff satisfaction impacts organizations through engagement, productivity, attitudes, employee retention, empowerment experiences, and commitment to the institution (Harris, et al, 2016). It is commonly understood that when employees are satisfied, the community college will be in a better position to reach its strategic goals. The staff should be afforded personal development and the organization should experience lower employee turnover rates. At the same time, staff satisfaction should assist the college’s ability to increase enrollment due to satisfied students. In addition, the customers (students) should have a positive community college experience and satisfied staff can be the start of a meaningful college experience. Chapter Three will present the methodology and data that will be used to address the research question and the research design.

Design

For this research a correlational research design was used to determine if there is a relationship between transformational, transactional, or passive avoidant leadership (predictive variable) and staff satisfaction (criterion variable) at the community college level. A
correlational design involves collecting data on two or more variables for each individual in a research sample to compute a correlational coefficient for the proposed design (Gall, Gall & Borg, 2007). The rational for using a correlational research design was to enable the researcher the ability to analyze the relationships among the variables and provide information concerning the degree of the relationship between the variables being studied (Gall, et al., 2007). This was to allow for the researcher to determine if there is a relationship between the variables. One of the characteristics for quantitative research is the statistical analysis of information provided. A quantitative analysis provided a numerical representation of data noting if there is a relationship between transformational, transactional, or passive avoidant leadership styles of leadership as related to staff satisfaction (Creswell, 2005). Ultimately, the major factor for using a correlational research design was used in this study to explore the relationships between transformational, transactional, or passive-avoidant leadership styles the predictive variable to determine the homogeneity of staff satisfaction the criterion variable (Gall, et al., 2007).

Research had supported a correlational design by providing a mathematical correlation coefficient formula to express the degree and direction of the research relationship being researched where -1.00 equals a perfectly negative relationship and 1.0 representing a perfectly positive correlation (Gall, et al., 2007). Specifically, the research was to have 126 respondents; however, 130 participants responded which represented a medium size effect with a statistical power .7 at the .05 alpha level (Gall, et al., 2007). The design allowed placing scrutiny on the variables with transformational, transactional, or passive-avoidant leadership the predictive variable and staff satisfaction as the criterion variable and allowed the researcher to determine if there is or if there is not a relationship.
Research Question

RQ: Is there a difference in staff’s job satisfaction scores as measured by the Job Satisfaction Survey (JSS) who work under their perception of transformational, transactional, and passive-avoidant leadership styles as measured by the Multifactor Leadership Questionnaire (MLQ 5X)?

Hypothesis

Ho: There is no statistically significant difference in job satisfaction of employees who work under their perception of a transformational, transactional, or passive-avoidance leader.

Participants and Setting

The participants in the research was a convenience sample of staff members at Alpha Bravo Community College during spring 2018 academic year. For the purposes of this research the following positions were excluded from the convenience sample District President, President, Vice Presidents, Executive Deans, Deans and Faculty members. Alpha Bravo Community College located in Texas, has a five-county service area with a median household income of $47,039 (U.S. Census Data, 2010-2014). Educational census data indicated that of the population in this five-county service area, 33.7% are high school graduates or have a GED equivalency, 24.3% have some college with no degree, 6.8% have an Associate’s degree, 11.3% have a Bachelor’s degree, and 4.8% have graduate or professional degree (U.S. Census Data, 2010-2014). The unemployment rate was 5.5% district wide for Alpha Bravo Community College (U.S. Census Data, 2010-2014).

For the study there were 130 community college staff participating in the research, which meets the sample size for a medium effect size with a statistical power of .7 at the .05 alpha (Gall et al., 2007). There was a total of 43 (33.1%) males and 87 (66.9%) females. By ethnicity, there
was 103 (79.2%) White, 12 (9.2%) African Americans, eight (6.2%) Hispanic, and seven (5.4%) indicated other ethnicity. By years of service, there were 53 (40.8%) zero-five, 30 (23.1%) six-10, 23 (17.7%) 11-15, 10 (7.7%) 16-20, and 14 (10.8%) over 25 years of service. See Table 1, Table 2, and Table 3 below:

Table 1

*Gender*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>43</td>
<td>33.1</td>
<td>33.1</td>
<td>33.1</td>
</tr>
<tr>
<td>Female</td>
<td>87</td>
<td>66.9</td>
<td>66.9</td>
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</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 2

*Ethnicity*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>103</td>
<td>79.2</td>
<td>79.2</td>
<td>79.2</td>
</tr>
<tr>
<td>African American Latino</td>
<td>12</td>
<td>9.2</td>
<td>9.2</td>
<td>88.5</td>
</tr>
<tr>
<td>Latino</td>
<td>8</td>
<td>6.2</td>
<td>6.2</td>
<td>94.6</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>5.4</td>
<td>5.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 3

Years of Service

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 Years</td>
<td>53</td>
<td>40.8</td>
<td>40.8</td>
<td>40.8</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>30</td>
<td>23.1</td>
<td>23.1</td>
<td>63.8</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>23</td>
<td>17.7</td>
<td>17.7</td>
<td>81.5</td>
</tr>
<tr>
<td>16-20 Years</td>
<td>10</td>
<td>7.7</td>
<td>7.7</td>
<td>89.2</td>
</tr>
<tr>
<td>Over 20 Years</td>
<td>14</td>
<td>10.8</td>
<td>10.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

All participants in the research were volunteers. The research participants were considered as a naturally occurring group that will be a convenience sample of staff employed at a community college, which negates inconsistency concerns. A convenience sample was appropriate for this quantitative research study because the researcher had the ability to select a sample at a community college that is convenient specifically for this study. There were limited resources and researchers used an accessible population, where individuals were able to realistically be included in the sample (Gall et al., 2007). The design was not experimental; therefore, no concerns exist for including a treatment group.

**Instrumentation**

According to Creswell, (2009) quantitative research tests objectives and theories by examining the relationship among variables and are typically measured by instruments, and the numbered data can be analyze using statistical procedures. For the research the following instruments were used: Multifactor Leadership Questionnaire Short Form (MLQ 5X) developed by Bruce J. Avolio and Bernard M. Bass (1995) and the Job Satisfaction Survey (JSS) developed
by Paul E. Spector (1985). Questionnaires and surveys are instruments used for the collection of data. They can consist of open and closed questions, ease of application, high stability, affords honesty due to anonymity, and suit capabilities to the subject of the present study (Argia & Ismail, 2013). Research has shown that surveys and questionnaires sent to small groups of participants can assist in identifying the attitudes of a specific population, which is both valid and reliable for attitudinal testing (Creswell, 2015; Gall et al., 2007). Predominately, according to Gall, et al., (2007) questionnaires and surveys have advantages for research and data collection since they have a lower cost and it takes less time to collect the data.

Specifically, the research was to show if there is a relationship between the predictive variable of transformational, transactional, or passive-avoidant leadership styles, as measured toward the criterion variable, staff satisfaction (Gall et al., 2007). Theoretically, these questionnaires were used to assist the quantitative research by enabling the researcher to use advanced statistical analyses to evaluate and survey answers. The respondent’s answered the instrument questions which indicated if there was or was not a generalizable job satisfaction based on transformational, transactional, or passive-avoidant leadership styles (Gall et al., 2007).

Multifactor Leadership Questionnaire Short Form (MLQ 5X)

The Multifactor Leadership Questionnaire Short Form (MLQ 5X) developed by Bruce J. Avolio and Bernard M. Bass was used to analyze the predictive variable. The instrument was developed in 1995 and is appropriate for use in the study because it provides a platform for staff to rate their leadership based on their perceptions of leadership behaviors. The MLQ 5X is an observer-based test, which was used as a tool at all levels of an organization (Dimitrov & Darova, 2016). Transformational, transactional, or passive-avoidant leadership was determined by using the MLQ 5X questionnaire. Staff answered the questionnaire as to how they perceive
their leader based on the dimensions of leadership (Dimitrov & Darova, 2016). The MLQ 5X measured idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration for the leaders.

The MLQ 5X questionnaire has been used in peer review studies since its development in 1995. It has the ability to demonstrate if leaders use efficient balance of leadership qualities to assist in determining if the theoretical assumptions for transformational, transactional, or passive-avoidant leadership styles being demonstrated for the staff that they supervise (Dimitrov & Darova, 2016). The research populations delivered descriptive statistics on the four dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, related to the predictive variable for transformational, transactional, or passive-avoidant leadership. During preceding years, an abundance of study has occurred in business concerning transformational, transactional, or passive-avoidant leadership styles and the MLQ 5X has been used repeatedly in research. The following researchers are examples of those who have used the MLQ 5X questionnaire in their research: Avilo 1993, Bass 2006, Basham 2012, Bromley 2007, and Dimitrov 2016.

The MLQ 5X included a questionnaire rater form that contains 45 behavioral statements to address the four dimensions of transformational, transactional, or passive-avoidant leadership styles and took approximately 30 minutes to complete. Staff completed the MLQ 5X questionnaire rating their leaders by indicating the frequency with which they think the leader engages in each transformational, transactional, or passive-avoidant leadership behaviors (Dimitrov & Darova, 2016). Incorporating MLQ 5X into the research gathered important insight from staff experiences on the individual and leader levels for the organization and assisted in defining relationships between staff and leaders perceived leadership roles (Dimitrov & Darova,
MLQ 5X measured the frequency that staff perceive their leaders’ behaviors and observed leaders’ behaviors on a 5-point Likert frequency scale, which are (0) Not at all; (1) Once in a while; (2) Sometimes; (3) Fairly Often; (4) Frequently - if not always (Bass & Avolio, 1995).

The four dimensions defining leadership in the MLQ 5X questionnaire are as follows:

1. **Idealized Influence** - Transformational leaders can exhibit inspirational motivation, which models for staff; as one who shares the vision with excitement and determination, sets high expectations, and have an unwavering confidence in regards to success for the institution (Pounder, 2008).

2. **Inspirational Motivation** - Transformational leaders work to consider the needs of others over their own, share risk with their followers, and demonstrates high standards of moral conduct. These leaders improve organizational performance and effectiveness while creating faith in others by empowering followers and producing a joint sense of mission (Wittington, 2004).

3. **Idealized Influence/Intellectual Stimulation** - Transformational leaders with idealized influence impact behaviors that results in follower admiration, respect, and trust in the leader (Bromley & Bromley, 2007).

4. **Individualized Consideration** - The treatment of followers as unique individuals, giving specialized attention to followers’ needs and lending support when necessary so that the followers can realize their full potential (Bass & Avilo, 1993).

The two dimensions that define transactional leadership style in the MLQ 5X questionnaire are as follows:

1. **Contingent Rewards** – Leaders who reward staff with achievement.
2. Monitors Mistakes – Leaders who focus on staff’s mistakes.

The two dimensions that define passive-avoidant leadership style in the MLQ 5X questionnaire are as follows:

1. Fights Fires – Leaders who take corrective action only after a problem has become severe.

2. Avoids Involvement - Leaders who refuse to assume the responsibilities that are part of their position as leaders: they do not offer enough information to their followers, do not offer feedback, do not acknowledge or work towards their followers’ satisfaction. The leaders who have high scorers in this scale avoid approaching important problems, are absent when needed, avoid making decisions and have late reactions to urgent problems.

These leadership dimensions have good internal reliability according to Bass and Avilo (1999). According to Dimitrov and Darova (2016), using the MLQ 5X presented statistics where a Cronbach’s coefficient $\alpha$ has values greater than 0.74 and the coefficients of internal reliability are respectively 0.62 and 0.51 with a correlation coefficient among the related scales and subscales which are noted as significant in terms of the degree of expression. (See Appendix B for copy of MLQ 5X questionnaire).

Job Satisfaction Survey (JSS)

The second instrument that the researcher chose to use was the Job Satisfaction Survey (JSS) developed by Paul E. Spector (1985) to determine overall staff satisfaction based on nine dimensions. These dimensions are pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication (Spector, 1985). The JSS is a 36-item questionnaire, scored on a six point Likert scale to assess employees’ attitudes about their job and aspects of the job. This questionnaire took about 25 minutes to
complete. Each dimension assessed had four questions items, and a total score is computed from all items. The absolute approach picks some logical, if arbitrary cut scores to represent dissatisfaction versus satisfaction (Spector, 1985). This instrument used a six-point Likert scale ranging from agree to disagree for response choices. Based on the sum of all 36 questions, scores ranged from 36-216. Each item is scored from: (1) disagree very much, (2) disagree moderately, (3) disagree slightly, (4) agree slightly, (5) agree moderately, and (6) agree very much. The JSS questionnaire has positively-worded items for disagreement with negatively-worded items that represent satisfaction. Disagreement with positive-worded items, and agreement with negative-worded items represents dissatisfaction (Spector, 1985).

For the nine dimensions addressed as well as the 36-item total score with a mean item response (after reverse scoring the negatively-worded items), a score of four or more represents satisfaction, whereas mean responses of three or less will represent dissatisfaction (Spector, 1985). Translating scores, for the four-item subscales with a range from four to 24, scores of four to 12 are dissatisfied, 16 to 24 are satisfied, and between 12 and 16 are ambivalent (Spector, 1985). For the 36-item total where possible scores range from 36 to 216, the ranges are 36 to 108 for dissatisfaction, 144 to 216 for satisfaction, and between 108 and 144 for ambivalent (Spector, 1985). A summated rating scale format is used with six choices per item ranging from “strongly disagree” to “strongly agree”. Items were written in both directions, so about half must be reverse scored (Spector, 1985). Although the JSS was originally developed for use in human service organizations, it is applicable to all organizations (Spector, 1985).

According to Tsounis, Niakas and Sarafis (2017), the JSS is a viable instrument to use to determine job satisfaction among employees based on the reliability of research ranging for each dimension of 0.62 to 0.87. The JSS is a well-established instrument used repeatedly to
investigate for reliability and validity for job satisfaction. The nine subscales related moderately to well between each other, internal consistency; a score of 0.60 for coworker to 0.91 for the total scale with 0.70 for internal consistency was obtained out of a sample of 3,067 individuals who completed the questionnaire. Studies using various scales for job satisfaction on a single employee, supported validity (Spector, 2011). For the research the researcher had permission to use both instruments (see Appendix A for permission and Appendix C for copy for the JSS questionnaire).

**Procedures**

After a successful proposal defense, an application was submitted to the Liberty University Institutional Review Board (IRB) requesting permission to proceed with the proposed research and design (see Appendix D for IRB permission and approval). All forms were filled out and completed no later than 10 days after proposal defense. The researcher obtained consent from the District President for the Alpha Bravo Community College for the research to be conducted (see Appendix E District President Approval). The researcher had access to the staff email directory and prepared an Excel worksheet of staff’s email addresses at the institution so that distribution for test instruments occurred correctly. The Excel worksheet with email addresses was sent to Mind Garden. Mind Garden is an independent publisher of psychological assessments and instruments in leadership, self-esteem, anxiety, and burnout and is the publisher for the MLQ 5X questionnaire. For an additional fee that the researcher payed Mind Garden included the JSS survey in the distribution email address sent with the Excel worksheet. Measures were taken to ensure ethical and anonymous treatment for the staff at the Alpha Bravo Community College who took the survey and answer the questionnaire. The questionnaires were anonymous with the only identifying factor being gender, race, and staff ranking by years of
service. In addition, a step-by-step instruction was provided to each staff member on how research would be conducted.

During the month of June 2018, the MLQ 5X questionnaire and the JSS survey were distributed via employee emails to all staff employed at Alpha Bravo Community College through the Mind Garden no-link website. A cover letter and letter of consent was written and distributed with the research instrument explaining to staff the research and requesting participation. In addition, detail was provided about how the two test instruments that were used to determine if there is a relationship between transformational, transactional, or passive-avoidant leadership styles and staff satisfaction. Anonymity was guaranteed to all participants by having questionnaire distributed through the Mind Garden no-link survey portal. When the staff member completed the questionnaires and submitted the survey portal did not allow for the researcher to identify the email address of the staff member who submitted the questionnaires. The MLQ 5X and the JSS instruments had a no-login link that the researcher copied/pasted into an email sent via the Alpha Bravo Community College staff through Mind Garden’s no-link survey portal. The no-login link guaranteed anonymity for all participants. The survey included boldface instructions that indicated that the survey was confidential; however, there were three demographic questions asked. These demographic questions were to identify the following male/female, ethnicity, and staff ranking by years of service. It was predicted that 126 staff members would complete the survey; however, there were 130 participants for this research. To ensure that all staff members complete the questionnaires, an email was sent to through the college’s email staff portal reminding and encouraging the participants to complete the questionnaires. Employees sent the completed questionnaire via email to the Mind Garden
personal email account with a no-link survey portal. Mind Garden then sent the results to the researcher’s email account.

After the questionnaires were received though the researchers personal account with Mind Garden, they were examined for completeness and accuracy (Gall et al., 2007). All responses were entered into the Statistical Package for the Social Sciences (SPSS) statistical software data base. The researcher worked with a statistician to verify that all data was entered correctly (Gall et al., 2007). Data was stored on a separate laptop that was kept in a locked safe at the researcher’s home. A new email account was created to receive only responses from the questionnaire and survey. The new email address was used only for the purposes of this research and upon completion of research the email address will be deleted. After all data was received from questionnaire and survey, it was entered into an SPSS worksheet where said data was analyzed to determine if there was a relationship between staff satisfaction at the community college job satisfaction related as related to transformational, transactional, or passive-avoidant leadership styles.

Data Analysis

An analysis of variance (ANOVA) was conducted since it is the best analysis to determine a combination of two or more predictor variables. It is used most in education research, and it is the appropriate to test the hypothesis because an ANOVA is the most common and useful statistical tool for determining relationships between variables (Warner, 2013). An ANOVA was conducted to determine what or if any relationship existed between transformational, transactional, and passive-avoidant leadership styles and staff satisfaction for staff members at the Alpha Bravo Community College. The researcher took several steps to determine if was or was not a correlation between transformational, transactional, or passive-
avoidant leadership styles and staff satisfaction. First, the researcher recorded the degrees of freedom and mean for statistical analysis. A Box and Whisker plot for each group to screen the data to review and provide descriptive statistic measurement to describe how the data were the same or not the same, while displaying the distribution of data (Gall et al., 2007). Second, the researcher tested for outliers by using a Box-and-Whisker Plot. Third, determining if the assumption of normality was met the research used a Shapiro-Wilk test was used. Fourth, the assumption of homogeneity of variance was examined by the researcher by using the Levene Test. If the null was rejected the researcher would then perform a Post Hoc analysis and conduct a Tukey Test (Gall et al., 2007).

Chapter Three discussed the research design, participants, settings, instrumentation, procedures, and data analysis. Chapter Four will give the results of the research data analysis, descriptive statistics for each variable, results by presenting graphic charts, and will accept or reject the null based on the data.
CHAPTER FOUR: FINDINGS

Overview

Chapter Four presents the results of the data analyses as defined in Chapter Three. This chapter reviews the data collection process, data analysis, and presented graphic charts and descriptive statistics for each variable. For the purposes of this study, the criterion variable was community college staff job satisfaction and the predictive variable was effective leadership based on transformational, transactional, or passive-avoidant styles. Participants for the study consisted of staff at Alpha Bravo Community College. The study examined staff’s perception of their leader’s leadership styles and the how satisfied they are with their jobs. The chapter concluded with a summary of the research findings. The knowledge gained from this research provided data to support institutions of higher learning the importance of considering the impact that leadership styles have on staff’s job satisfaction. This chapter will restate the research question, null hypothesis, review the data collection process, supply data analysis, and present graphic displays, and descriptive statistics for each variable.

Research Question

The research question for this study was: “Is there a difference in staff’s job satisfaction scores as measured by the Job Satisfaction Survey (JSS) who work under their perception of transformational, transactional, and passive-avoidant leadership styles as measured by the Multifactor Leadership Questionnaire (MLQ 5X)?”

Null Hypothesis

The null hypothesis for this study was: “There is no statistically significant difference in job satisfaction of employees who work under their perception of a transformational, transactional, or passive-avoidance leader.”
Descriptive Statistics

The researcher performed a one-way analysis of variance (ANOVA) to evaluate the null hypothesis to determine that there was a significant difference in the job satisfaction for staff who served under leaders whose perceived leadership style was transformational, transactional, or passive-avoidant. The descriptive statistics were computed for $n = 130$. The MLQ 5X questionnaire and the JSS survey was emailed to 248 staff members of a community college in Texas. There were 211 staff members who opened the email and of those, 130 staff members who agreed to participate. Of the 248 questionnaires and surveys emailed, only 130 staff members participated, which equates to 61.6% staff participation, thus 81 (38.4%) staff declined to participate. There were 35 (16.5%) staff members who did not open the email. Addressing the 35 staff members that did not open the email may be due to this research being conducted in the summer and vacations may have been an influencing factor for non-participation.

A measure of staff job satisfaction was administered in the form of the JSS survey. Table 4 and 5 displayed below provided descriptive statistics for the criterion variable staff’s job satisfaction. Table 4 indicated the following data for staff satisfaction at Alpha Bravo Community College. The number of dissatisfied staff were 16 (12.3%), staff who reported being ambivalent were 60 (46.2%), and satisfied staff were 54 (41.5%). Table 5 indicated the mean and standard deviation for job satisfaction ($\text{M}=2.292$, $\text{SD}=0.6757$).
Table 4

*Total Job Satisfaction*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>54</td>
<td>41.5</td>
<td>41.5</td>
<td>41.5</td>
</tr>
<tr>
<td>Ambivalent</td>
<td>60</td>
<td>46.2</td>
<td>46.2</td>
<td>87.7</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>16</td>
<td>12.3</td>
<td>12.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5

*Total Job Satisfaction Descriptive Statistics*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Job</td>
<td>130</td>
<td>1.0</td>
<td>3.0</td>
<td>298.0</td>
<td>2.292</td>
<td>.6757</td>
</tr>
</tbody>
</table>

The mean and standard deviation were adequate for the research based on the t-test below which indicates the significance level is (sig. = p < .0005) at a 95% confidence level. This equates to declaring statistical significance at the p < .05 level (Gall et al., 2007). The t-value (t = 51.830), the degrees of freedom (df = 129), and the statistical significance (p-value Sig. 2-tailed) for the t-test value is .000, this actually means that p < .0005. Therefore, it can be concluded that the population means are statistically significant (Gall et al., 2007). If p > .05, the difference between the sample-estimated population mean and the comparison population mean would not be statistically significantly different (Gall et al., 2007). See Table 6 below.
A measure of staff member’s job satisfaction and perceived leader’s leadership style was administered by using the MLQ 5X questionnaire and the JSS survey. Table 7 indicated that the mean and standard deviation for transformational leadership was (M=2.37, SD=1.02), the mean and standard deviation for transactional leadership was (M=2.02, SD=.738), and the mean and standard deviation for passive avoidant leadership had a (M=1.24, SD=.976). Total staff’s job satisfaction mean and standard deviation was (M=2.29, SD=.68). See Table 7 Staff Members Perceived Leadership Style below:

Table 7
Staff Members Perceived Leadership Style

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Job Satisfaction</td>
<td>130</td>
<td>1.0</td>
<td>3.0</td>
<td>298.0</td>
<td>2.292</td>
<td>.6757</td>
</tr>
<tr>
<td>Transformational</td>
<td>130</td>
<td>.00</td>
<td>4.00</td>
<td>308.65</td>
<td>2.3742</td>
<td>1.02131</td>
</tr>
<tr>
<td>Transactional</td>
<td>130</td>
<td>.15</td>
<td>4.00</td>
<td>262.98</td>
<td>2.0229</td>
<td>.73872</td>
</tr>
<tr>
<td>Passive-Avoidant</td>
<td>130</td>
<td>.00</td>
<td>3.80</td>
<td>162.22</td>
<td>1.2478</td>
<td>.97639</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results

The researcher conducted data screening on the criterion variable, job satisfaction, regarding data inconsistencies and outliers for the predictive variable, effective leadership. Transformational, transactional, and passive-avoidant leadership styles were researched using the MLQ 5X questionnaire to identify effective leadership. To identify outliers for transformational, transactional, and passive-avoidant leadership styles the researcher used the box and whisker plot. The box and whisker plot determined that there were outliers for transformational leadership style for staff who were ambivalent and staff who were satisfied with their jobs. There were no outliers for the transactional leadership style. Finally, there were outliers for passive-avoidant leadership style for staff who were ambivalent and satisfied. See Figure 1, Figure 2, and Figure 3.
Figure 1. Outliers for transformational leadership.

Figure 2. Outliers for transactional leadership.
Figure 3. Outliers for passive-avoidant leadership.

The assumption was made in order to use the ANOVA that the criterion variable (job satisfaction) was normally distributed in all three leadership styles. To determine whether the normality assumption was met, the Shapiro-Wilk test was used. The Shapiro-Wilk test displayed a significance level for transformational leadership was \( p = .007 \) for staff who were satisfied, \( p = .818 \) for staff who were ambivalent, and \( p = .093 \) for staff who were dissatisfied. The significance level for transactional leadership was \( p = .754 \) for staff who were satisfied, \( p = .357 \) for staff who were ambivalent, and \( p = .679 \) for staff who were dissatisfied. For passive-avoidant leadership (\( p = .000 \)) for staff who were satisfied, (\( p = .081 \)) for staff who were ambivalent, and (\( p = .171 \)) for staff who were dissatisfied. The test of normality verified that there were no violations of normality and there is no deviation from normal distribution. The significance level appears to follow the normal line of distribution with the exception of identified outliers. The two outliers were found in transformational and passive avoidant leadership styles. The first outliers were satisfied staff who reported working for a leader with
the perceived transformation leadership style. The second outliers were staff who reported working for perceived passive-avoidant leadership style. The results from the Shapiro-Wilk test are displayed in Table 8.

Table 8

Test of Normality – Shapiro-Wilk

<table>
<thead>
<tr>
<th>JSS Total Satisfaction</th>
<th>Statistic</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational Satisfied</td>
<td>.937</td>
<td>54</td>
<td>.007</td>
</tr>
<tr>
<td>Transformational Ambivalent</td>
<td>.988</td>
<td>60</td>
<td>.818</td>
</tr>
<tr>
<td>Transformational Dissatisfied</td>
<td>.904</td>
<td>16</td>
<td>.093</td>
</tr>
<tr>
<td>Transactional Satisfied</td>
<td>.985</td>
<td>54</td>
<td>.754</td>
</tr>
<tr>
<td>Transactional Ambivalent</td>
<td>.978</td>
<td>60</td>
<td>.357</td>
</tr>
<tr>
<td>Transactional Dissatisfied</td>
<td>.961</td>
<td>16</td>
<td>.679</td>
</tr>
<tr>
<td>Passive-Avoidant Satisfied</td>
<td>.891</td>
<td>54</td>
<td>.000</td>
</tr>
<tr>
<td>Passive-Avoidant Ambivalent</td>
<td>.965</td>
<td>60</td>
<td>.081</td>
</tr>
<tr>
<td>Passive-Avoidant Dissatisfied</td>
<td>.920</td>
<td>16</td>
<td>.171</td>
</tr>
</tbody>
</table>

The assumption of homogeneity of variance was examined by the researcher using the Levene test. The assumption of homogeneity was met, and no violations were found noting that (p=.054) for transformational leadership, (p=.499) for transactional leadership, and (p=.012) for passive-avoidant leadership. Results for the Levene Teste are exhibited in Table 9.
Table 9

Levene Test – Test of Homogeneity

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational</td>
<td>2.994</td>
<td>2</td>
<td>127</td>
<td>.054</td>
</tr>
<tr>
<td>Transactional</td>
<td>.698</td>
<td>2</td>
<td>127</td>
<td>.499</td>
</tr>
<tr>
<td>Passive-Avoidant</td>
<td>4.603</td>
<td>2</td>
<td>127</td>
<td>.012</td>
</tr>
</tbody>
</table>

To assess whether there was a significant difference between the measures of attitude between job satisfaction and perceived transformational, transactional, and passive-avoidant leadership styles an ANOVA was performed. The null hypothesis was tested at a 95% confidence level. The test was significant having \( F(2,127) = 13.496 \) for transactional leadership, \( F(2,127) = 27.695 \) for passive-avoidant leadership, and \( F(2,127) = 19.743 \) for transformational leadership. The significance level for all three leadership styles was \( p<.000 \) with staff job satisfaction being the criterion variable, so the researcher rejected the null hypothesis. See Table 10 for One Way ANOVA.
Table 10

*One Way ANOVA*

<table>
<thead>
<tr>
<th>Dependent Variable - JSS Total Satisfaction</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transactional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>12.340</td>
<td>2</td>
<td>6.170</td>
<td>13.496</td>
<td>.000*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>58.057</td>
<td>127</td>
<td>.457</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>70.397</td>
<td>129</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive-Avoidant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>37.348</td>
<td>2</td>
<td>18.674</td>
<td>27.695</td>
<td>.000*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>85.633</td>
<td>127</td>
<td>.674</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>122.981</td>
<td>129</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transformational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>31.913</td>
<td>2</td>
<td>15.956</td>
<td>19.743</td>
<td>.000*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>102.643</td>
<td>127</td>
<td>.808</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>134.556</td>
<td>129</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Correlation is significant at the .05 level.
CHAPTER FIVE: CONCLUSIONS

Overview

This chapter will cover the discussion of findings, implications, limitations of research, recommendations for future research, and summary. The purpose of this research was to support the level of leadership in community colleges by providing an examination of leadership by exploring the perceived leadership styles of the District President, President, Vice Presidents, Executive Deans, and Deans as it relates to staff’s job satisfaction. Examining the impact that perceived leadership styles had on staff satisfaction provided knowledge to improve organizational growth through increased staff job satisfaction (Bass & Avilo, 2006). According to Bass & Avilo (2006) staff satisfaction has the potential to not only improve organizational growth but it also improves productivity, affords a positive customer experience, as well as providing a better internal customer service. Statistics affirmed that community college staff’s job satisfaction is directly impacted by leadership. Basham (2012) researched the three types of leadership; which were transformational, transactional, and passive-avoidant and the supporting documentation noted that staff satisfaction was needed to buy-into the community college mission, vision, and goals to advance the institution forward. It was discovered that supportive leadership interactions increased staff satisfaction at the community college level. Effective leadership in higher education is a critical element of effectiveness with regards to staff satisfaction (Bass & Avilo, 2006). This study was important because staff satisfaction is a critical supportive component designed to facilitate the continued growth for the community college.

While recognizing the impact community college leaders had on staff’s job satisfaction it was increasingly important to note that this study was based on staff’s perception of leader’s
leadership style. This study sought to understand the impact that leadership styles had on staff’s job satisfaction at a community college. This study was significant because it investigated the three styles of leadership that staff perceived their leaders to emulate; which were transformational, transactional, and passive-avoidant styles. Findings provided indicators that leadership styles created staff satisfaction with their jobs at the community college level.

Chapter Five provides an overview of the study, a discussion of the research findings, implications, limitations, recommendations for future research and conclusion.

Discussion

The purpose of this study was to use a correlation research design to discover if there was a relationship between staff satisfaction (criterion variable) based effective leadership (predictive variable) for leadership styles of either transformational, transactional, or passive-avoidant within a community college setting. Examining the impact that leadership styles had on staff’s job satisfaction at the community college level provided insight on the type of leadership styles that impact staff’s job satisfaction positively or negatively. The research question for this study was as follows:

RQ: Is there a difference in staff’s job satisfaction scores as measured by the Job Satisfaction Survey (JSS) who work under their perception of transformational, transactional, and passive-avoidant leadership styles as measured by the Multifactor Leadership Questionnaire (MLQ5X)?

Previous discussion in Chapter One indicated that Abraham Maslow’s pyramid of hierarchal needs depicts the most basic human needs at the bottom to the higher order needs at the top for increased satisfaction (Zaho, 2014). Maslow’s hierarchy takes the form of a pyramid in which the needs on the lower end of the pyramid are primary motivators and need to be met
first prior to moving to the next higher need. He showed the five basics needs stages in emergent order of hierarchical ascension. At the bottom of the pyramid are the most basic needs. The basic needs are as follows: (1) physiological or basic needs, (2) safety needs, (3) love needs (social) needs; (4) esteem needs, and (5) self-actualization needs. His theory is based on three major assumptions. First, people’s needs are arranged in order of importance as the hierarchy indicates, going from basic needs (physiological) to more complex needs (self-actualization). Second, people will not be motivated to satisfy a higher-level need unless the lower-level needs have been at least minimally satisfied. Third, people have needs and these needs must be met to achieve satisfaction (Rahman & Nurullah, 2014).

This research indicated that 41.5% of the staff for Alpha Bravo College were satisfied with their jobs based on their perceived leader’s leadership style. Based on the JSS Survey, 54 (42%) of staff indicated that they were satisfied, 16 (12%) were unsatisfied with their jobs at the community college, and 60 (46%) were ambivalent to the leadership styles. This study showed that the staff at Alpha Bravo Community College indicated that the majority of staff perceived their leader’s leadership style as transformational with a mean of 2.3742. Transactional leadership style was perceived by staff as the second leadership style exhibited by leaders at the college with a mean of 2.0229, while passive-avoidant leadership was the third style of leadership exhibited by leaders having a mean of 1.2478. Based on 41.5% of the staff being satisfied with their jobs and the research indicating that the transformational leadership style was reported by staff as being used the most at Alpha Bravo Community College indicates that the staff were satisfied with their job based on perceived leadership style that their leaders use.

The number of staff who reported being ambivalent were 60 (46.2%). Spector (2006) indicated that staff who were ambivalent may be derived from job stressors and strains, such as
role ambiguity, role conflict, interpersonal conflict, situational constraints, frustration, anger, absenteeism, psychological symptoms, and intention of quitting. The above statistics indicated that the largest percentage of the staff had contradictory job satisfaction with their job at the community college, while 41.5% were satisfied with their jobs. The ambivalent attitude leads the researcher to note that the staff are indifferent to their jobs and do not have complete satisfaction with their jobs. Furthermore, the discussion for ambivalence should be noted that the Bible address this type of attitude. The scripture comes from Revelation 3:15-16, “that I know your deeds, that you are neither cold nor hot. I wish you were either one or the other! So, because you are lukewarm—neither hot nor cold—I am about to spit you out of my mouth.” Not only does God not approve of people being ambivalent but organizations can suffer from this type of attitude if exhibited by staff. Spector (2006) indicated that businesses cannot move forward with ambivalent staff.

With 46.2% of the staff being ambivalent toward job satisfaction, means that the staff could swing from satisfied to dissatisfied based on their job situation (Spector, 2006). Staff at Alpha Bravo Community College reported that they are mainly satisfied with their jobs which indicated that the assumption that some of their physiological, safety, social esteem, and self-actualization needs were being met on some level. Research has shown that using effective leadership can enhance followers’ effectiveness, confidence, and motivation by meeting the employees personal and business goals (Hetland et al., 2014). Bass and Avoiolo’s (1993) research noted that organizations that have effective leadership greatly improve staff’s job satisfaction.

Effective leadership has been characterized as leaders giving individualized support for staff’s personal vision, goals, and intellectual stimulation, which may improve staff satisfaction at the community college (Basham, 2012). While meeting the demands for increased technology
and an improved student learning atmosphere, the president of a community college acts as the chief executive officer of an institution of higher education. Conceptually, the president’s role is to represent the institution to the public as the chief planning officer of an institution, and has an obligation to innovate and initiate new horizons for the institution (Basham, 2012). Duties of the president include infusing new life into the institution, solving problems, utilizing judgments for staff in the best interest of academic standards, and seeking outside evaluations (Basham, 2012). The president shares responsibility for defining and attaining goals, taking administrative action, and operating the communication systems, which links all the components of the academic community (Basham, 2012). It is not possible for the president to perform all these functions, so college administrators should assist with keeping the staff satisfied and connected to the institutional goals by utilizing effective leadership.

According to Argia & Ismail (2013) and Bass & Avilo (1993) staff satisfaction indicated the ability of the organization’s success as well as how customers and constituents perceived the organization. This research affirmed that staff at the community college level are comprised of a segment of the population that is worthy of the attention of institutions of higher learning and the ever-changing workforce because they are the first persons that students interact with on a daily basis. Bass & Avilo (1993) researched the type of leadership that staff needed to buy-in and support the mission, vision, and goals of the institutions. It was discovered that effective leadership increased staff’s job satisfaction at the community college level. Noting that effective leadership in higher education was a critical element to increase staff’s job satisfaction (Basham, 2012).

According to Mahdinezhad et al., (2013) institutions of higher learning have paid little attention to serious problems concerning leadership styles that increase staff satisfaction. This
study was important because effective leadership is a critical component that is designed to facilitate and increase staff’s job satisfaction (Basham, 2012). Effective leadership has the capability to continue to develop staff’s knowledge, intellectual capacities, values, attitudes, psychosocial maturity, and engagement in the institution (Basham, 2012). Effective leadership can facilitative educational change and contribute to staff satisfaction (McCarley et al., 2014).

While recognizing that the impact that effective leadership is valuable (Basham, 2012) this study sought to understand the impact that transformational, transactional, and passive-avoidant leadership styles had on staff’s job satisfaction. This study was significant because it investigated the style of leadership associated with staff satisfaction at a community college and its findings provided indicators for those involved in community colleges to determine the leadership composition for institutions of higher education. Beattie, Thornton, Laden, and Brackett (2013) noted that higher education institutions’ leadership have been characterized as a commander in charge and policy that flows from the top-down in an autocratic manner. A top-down leadership approach in higher education today has the potential to tear the community college down from the inside. When community colleges create and organization for staff buy-in, build forums for inclusion in the decision-making process, engagement, empowerment, and provide opportunities for staff to have a voice, then the institution improves its chance to establish effective leadership, buy-in, and passion to enhance staff satisfaction.

The literature continues to indicate that it is imperative for leaders to inform and include staff in the institutional goals and decision-making process that can impact the betterment of the college (Beattie, et al., 2013; Basham, 2012; Bass & Avilo 1993). To not fall short of meeting goals, it is important that there be inclusion into the decision-making process can provide staff satisfaction to all associated with the community college to engage and assist promoting the
goals and changes of the institution. Ultimately, using effective leadership; satisfied staff can embrace a new organizational culture as if it were their idea. Staff that have buy-in on the front end of change, can make the desired outcome easier to obtain (Beattie, et al., 2013).

Ultimately, higher education organizations should provide an effective and transformative thinking about the nature of effective leadership to keep staff engaged, enriched, and committed to the community college. Conceptually, effective leadership can develop a new way of leadership that aims to achieve the objectives of the organization and removes the barriers confronting productivity thereby, creating staff satisfaction (Argia & Ismail, 2012). For successful institutions to overcome barriers and stay targeted on specific leadership actions that afford staff satisfaction that bleeds over into student success, educational leaders must develop a clear leadership vision to promote a school climate that supports staff satisfaction and success. Taking this into consideration, effective leadership can go beyond exchange relations by creating higher levels of motivation and morality (Bass & Avolio, 1993) to create staff satisfaction. Providing staff with effective leadership will engage staff and raise motivation and morality within the organization (Hassan et al., 2013).

Previous literature suggests that effective leaders usually promote and motivate their followers by projecting and communicating visions, creating common goals, having shared values, as well as setting an example for the requested behavior (Bass & Riggio, 2006) creating staff satisfaction. Literature indicates an increase in staff satisfaction when leaders move followers forward to achieve higher career and personal goals (Basham 2012). In correlation, literature for effective leadership historically shows to significantly encourage staff to buy into the productivity and profitability for the organization as well as motivate staff and seek continuous improvement with personal goals (Basham, 2012). Moving staff forward to achieve
personal goals and maximizing the needs for staff stems from the ability to inspire and develop people as institutional resources and increasing staff satisfaction (Bromley & Bromley, 2007).

**Implications**

The implications for this research can assist community college executive leadership teams to have the knowledge of what style of leadership drives staff’s job satisfaction. This research could improve the perceived working conditions, work environment, and lives of staff through improved job satisfaction when leaders use the transformational leadership style to lead their staff. Leaders should continue to take leadership classes to ensure that they are effective leaders. Leaders should understand that they are not only required to lead, but they are to serve the staff for which they lead by insuring that they communicate effectively and accurately the institutions vision, mission, and goals. Staff job satisfaction is increased when staff know the vision, mission, and goals for the organization that they serve (Bass & Avilo, 1993).

The importance of staff’s job satisfaction through understanding the vision, mission, and goals for the organization can be seen through the following example. In 1962, President John F. Kennedy visited the NASA space center where he noticed a janitor carrying a broom. He interrupted his tour, walked over to the man and said, “Hi, I’m Jack Kennedy. What are you doing?” “Well, Mr. President,” the janitor responded, “I’m helping put a man on the moon.” Most would not have noticed the janitor and those that did would know he was just cleaning the building. However, the janitor knew the vision, mission, and goals for the organization that he served and he knew his job was important and he was helping to make history. As staff know the vision, mission, and goals they are equipped with the knowledge to understand that no matter how large or small their specific jobs they are contributing to the larger story unfolding within the organization (Nemo, 2014).
When staff embrace the attitude that they and their jobs are important then staff’s attitude and belief system change, which allows for incredible things happen within the organization (Nemo, 2014). Informed staff work to ensure that the vision, mission, and goals are met each and every day. Based on this research, staff indicated that they were 41.5% satisfied, 46.2% ambivalent, and 12.3% dissatisfied. To address the staff who indicated that they were ambivalent, first it is important that staff have clear communication from the leadership team what the vision, mission, and goals for the organization. This will provide staff with the knowledge of how their specific jobs play a role in making the institution successful.

Second, it is important to note that leaders should provide the opportunity for employees to be engaged to perform their jobs. It has been discovered that there is a meaningful difference between job and organization engagements and that perceived organizational support predicts both job and organization engagement that leads to improved job satisfaction (Saks, 2006). Saks (2006) noted that positive job characteristics predict job engagement; and organizational justice predicted staff’s organization engagement (Saks, 2006). Franks (2015) indicated that staff do not become engaged or “reputation makers” for the organization unless they are engaged. Research has shown that organizational engagement had a significant impact to staff’s job satisfaction, organizational commitment, less intentions to quit, and organizational citizenship behavior (Saks, 2006).

Staff engagement requires leadership to get inside the staff’s mind to understand what is important. The new millennial generation wants to move up within the organization or they will move out (Frank, 2015). Research has indicated that staff continually ask the question “What’s in it for me (Frank, 2015)?” Employees want to know how organizational visions and strategies will improve their lives and increase their benefits (Frank, 2015; Saks, 2006). It is important to
ensure that staff feel that they have specific value in the organization. Leaders can increase staff satisfaction more by explicitly linking the institution’s vision to a specific value for the employee and ultimately provide a path for how the staff will go further in the organization by embracing that new initiative, vision, and strategy (Frank, 2015).

Leaders have a responsibility to increase staff engagement so that the customer (external and internal) have better organizational experiences. Frank (2015) indicated that employees should be at the heart of all organizational communications. Engaging employees is extremely important; however recent research indicated that only 15% of staff trust messages from their leaders (Frank, 2015). Employee engagement has to be part of the organizational culture, which not only educates, rewards, and recognizes staff, but has the ability to communicate how each staff member is important to the institution, and increases staff’s job satisfaction.

Finally, staff have to be empowered to make decisions for their specific positions as well as decisions for the customers. Frank (2015) implied that empowerment is important because it has the potential to move staff from engagement to the next level of being involved and thus increasing staff satisfaction. Saks (2006) implied that leaders have to make a concentrated effort concerning empowering staff due to having the ability to build the organization higher while allowing employees to grow within the organization (Frank, 2015). Leaders who will take the time to cultivate an informed, engaged, inspired, and enabled workforce with shared interests, values, and rewards can improve staff job satisfaction (Frank, 2015). Should the leaders at Alpha Bravo Community College empower and engage the staff then the overall satisfaction could change from 41.5% to 87.7% by changing the attitudes of staff who reported be ambivalent.
Limitations

This study was not without limitations. One limitation of this study was the use of a convenience sample. The process known as the convenience sample is a nonprobability process. Convenience sampling is the process of collecting data from readily available subjects (Creswell, 2004). A disadvantage of convenience sampling is that the method can lead to an under-representation or over-representation of particular groups within the sample (Creswell, 2009). Secondly, due to the limitations for the availability of the participants, and the narrow window in which data are collected, some participants who were represented in the population were not available or chose not to participate in the sample group (Creswell, 2004). It is possible that collecting data during the summer semester coupled with vacation schedules and staff who are on 11-month contracts impacted the influenced the questionnaire and survey return rate.

The third limitation for this study was that the nature of the participation in this research was voluntary. Voluntary participation can lead to increased apathy especially when the staff are scoring so high in the ambivalent category. The fourth limitation for this study was that only staff participated in the study. This limitation created results based on staff perceptions and the leaders of the institution were not asked how that they viewed their leadership style (Bass & Avilo, 2005). It would be interesting to know if the leaders of the institution see themselves as the staff have rated them. Importantly, this would create an accurate 360-degree feedback for a researcher to review (Bass & Avilo, 2006). Finally, the fifth limitation was that the study was limited to one community college staff’s perception of leadership. It would be interesting to compare more than one community colleges staff’s leadership perception for comparative results. This would provide additional data to add to this research.
Despite these limitations, this study established a foundation for further research on the impact of leadership styles in the community college setting. If leadership affects how organizations perform and transform, then it is appropriate to concentrate on the processes that effective leadership has on community colleges (Bass & Avilo, 2006). Historically, the focus of community colleges has been on student learning, retention, and enrollment (Tinto, 1993; Tinto 2012). Community colleges have not recognized that effective leadership styles are important to the institution as well as staff satisfaction (Balwant, 2016). It is important for leadership teams at community colleges focus on staff engagement and empowerment while focusing on student learning, retention, and enrollment growth.

**Recommendations for Future Research**

The research is not without noted recommendations for future research. There are five recommendations for further research that should be conducted.

• Leaders should rate themselves with the MLQ-5X questionnaire. This will create a 360-degree feedback ensuring more completeness in the research (Bass & Avolio, 1993). It would be interesting to find out if the leaders rate themselves as the staff rated them. By taking the MLQ-5X the leader would have a mirror of how the staff view them as compared to how they view themselves.

• Future research should include faculty perceptions of the community college leadership. It is possible that faculty have a different perception due to the roles that they play in the community college as instructors. It would be interesting to know if faculty were treated differently because of their education and value to the organization.

• Research should be conducted using a qualitative approach. A qualitative approach would provide more details as to why the staff rated the leadership at this community college as
they did in this research. The researcher conducting a qualitative research would be asking open-ended question so that the staff could have the opportunity to explain exactly why they rated the leaders as they did and be able to provide examples.

• Age of staff should be researched to determine if age impacts staff’s perception of leadership and the effects to job satisfaction. This type of research would provide data as to the type of leadership that Baby Boomers, Gen-X, Millennials, and Post Millennials embrace and work well together. It would also provide leadership teams with the knowledge of how to approach, motivate, and lead the different generations.

• Research for higher educations should not be conducted during the summer semester due to vacations and 11-month contracts. Conducting research during the summer months can impact the length of time that it takes to gather data to complete the research.

• Research should be conducted to discover if employee engagement and employee empowerment can improve staff’s job satisfaction at community colleges. It would be interesting to determine if employee engagement and empowerment positively impacts staff satisfaction.

Summary

The results of this study provide a foundation for leadership training and development for administration at the community college level. The product that higher education sells is education. It is essential that the leaders of the institution buy-in to what they sell. Leaders must continue to be educated in leadership practices for continuing self-improvement. Continuing to be educated will allow for leaders at community colleges to understand the transformational leadership style and how to become transformational leaders. Leaders who are transformational
contribute to the organization and have staff who are more satisfied with their jobs (Bass & Avilo, 2005).
REFERENCES


doi:10.1177/0091552112445611


APPENDIX A

MLQ 5X Questionnaire

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For use by Darla Littrel only. Received from Mind Garden, Inc. on June 21, 2017

JSS Survey

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## APPENDIX C

### Job Satisfaction Survey

**JOB SATISFACTION SURVEY**

Paul E. Spector  
Department of Psychology  
University of South Florida  

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<table>
<thead>
<tr>
<th></th>
<th>PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.</th>
<th>Disagree very much</th>
<th>Disagree moderately</th>
<th>Disagree slightly</th>
<th>Agree moderately</th>
<th>Agree very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel I am being paid a fair amount for the work I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>There is really too little chance for promotion on my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>My supervisor is quite competent in doing his/her job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>I am not satisfied with the benefits I receive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>When I do a good job, I receive the recognition for it that I should receive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Many of our rules and procedures make doing a good job difficult.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>I like the people I work with.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>I sometimes feel my job is meaningless.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Communications seem good within this organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Raises are too few and far between.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Those who do well on the job stand a fair chance of being promoted.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>My supervisor is unfair to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>The benefits we receive are as good as most other organizations offer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>I do not feel that the work I do is appreciated.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>My efforts to do a good job are seldom blocked by red tape.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>I find I have to work harder at my job because of the incompetence of people I work with.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17</td>
<td>I like doing the things I do at work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>The goals of this organization are not clear to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Statement</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>19</td>
<td>I feel unappreciated by the organization when I think about what they pay me.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>People get ahead as fast here as they do in other places.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>My supervisor shows too little interest in the feelings of subordinates.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>The benefit package we have is equitable.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>There are few rewards for those who work here.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>I have too much to do at work.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>I enjoy my coworkers.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26</td>
<td>I often feel that I do not know what is going on with the organization.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>I feel a sense of pride in doing my job.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28</td>
<td>I feel satisfied with my chances for salary increases.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29</td>
<td>There are benefits we do not have which we should have.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30</td>
<td>I like my supervisor.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>I have too much paperwork.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32</td>
<td>I don't feel my efforts are rewarded the way they should be.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33</td>
<td>I am satisfied with my chances for promotion.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34</td>
<td>There is too much bickering and fighting at work.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35</td>
<td>My job is enjoyable.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36</td>
<td>Work assignments are not fully explained.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
June 11, 2018

Darla Sue Harwell
IRB Exemption 3282.061118: The Relationship of Community College Staff’s Job Satisfaction to Administration’s Leadership Style: A Correlational Study

Dear Darla Sue Harwell,

The Liberty University Institutional Review Board has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under exemption category 46.101(b)(2), which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:101(b):

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation.

Please note that this exemption only applies to your current research application, and any changes to your protocol must be reported to the Liberty IRB for verification of continued exemption status. You may report these changes by submitting a change in protocol form or a new application to the IRB and referencing the above IRB Exemption number.

If you have any questions about this exemption or need assistance in determining whether possible changes to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,

Administrative Chair of Institutional Research
The Graduate School
Liberty University | Training Champions for Christ since 1971
APPENDIX E

Alpha Bravo Consent Form

Darla – that will be fine and I suggest you attempt to meet with them at a time they are not occupied.

From: Darla Littrel

Sent: Saturday, March 25, 2017 8:53 AM

To: >

Cc: Darla Littrel

Subject: Request for Research

First I would like to thank you and the college for the investment that you have made into my personal education program. Without your support I do not think that I would be at this stage in my life.

During Spring Break I completed my course work for my doctoral program. At this point I am considered All But Dissertation (ABD) and am now entering into the research stage and writing my dissertation.

The approved title for my research is “Community College Campus Climate: Relationship Between Effective Transformational Leadership and Staff Satisfaction.” I have already written Chapter one, chapter two (partially), which were submitted and approved for my last class. With your approval I would like to use Navarro College staff to conduct my research. My research design is a correlational study using a Multi-Linear Regression Analysis for effective transformational leadership (predictive variable) and staff satisfaction (criterion variable).

My anticipated timeline is as follows:

Summer 2017 – Receive IRB approval for my research.
Fall 2017 – Purchase and submit surveys to Navarro College employees via email.
Christmas Break 2017 – Evaluate surveys and run numbers through SPSS software
Spring 2018 – Defend and Graduate

Thank you so much for your consideration in this matter.