

TRANSFORMATIONAL LEADERSHIP BEHAVIORS PROMOTING JOB
SATISFACTION IN MENTAL HEALTH LEADERS: A QUALITATIVE
PHENOMENOLOGICAL STUDY

by

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ABSTRACT

Similar to leaders in other roles, mental health leaders are responsible for leading, supporting, and guiding their followers. Transformational leadership and job satisfaction are two popular areas of research. However, research primarily focuses on followers' job satisfaction rather than leaders with transformational leadership. This study focused on what and how mental health leaders' transformational leadership behaviors promote their job satisfaction. This study used a qualitative phenomenological research design with semi-structured interviews as the data collection method. The population sample consisted of ten (10) mental health leaders. The participants were recruited using social media platforms Facebook, LinkedIn, and Liberty University's School of Behavioral Sciences faculty and student email database. Participants answered seven formal interview and follow-up questions about leadership behaviors promoting job satisfaction. Data analysis was conducted through Quirkos 2.5 qualitative analysis software. The data was coded and placed into themes representing mental health leaders' responses to what transformational leadership behaviors promote their job satisfaction. The study found six themes associated with leadership behaviors promoting job satisfaction. The themes were encouraging growth and development, building trust, expressing self-awareness behaviors, work factors promoting job satisfaction, building teamwork, and creating a positive work culture. Member-checking and data saturation validated the study's findings, showing validity and reliability. Researchers and mental health organizational leadership can use the implications of the study to help further develop job satisfaction among mental health leaders by designing training programs from the findings.

Keywords: transformational, leadership, job satisfaction, leaders, mental health,
behaviors

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Dedication

This dissertation is dedicated to my family and those that believed in me.

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I would like to thank my committee chairperson, Dr. Kathleen Andrews, and my committee member Dr. Jennifer Geyer for their guidance, praise, and valuable feedback along this journey. I would also like to thank Dr. Bronwyn Rains for her mentorship and showing me the value of education. To the late Dr. Raymond Redick, even though you are gone, you touched the lives of many, including mine.

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CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction

Like many service professionals, mental health leaders possess a leadership style that may influence their job satisfaction based on what they view as important (López-Medina et al., 2021). Transformational leadership has been shown to influence job satisfaction in direct reports (Asif et al., 2019; Khan et al., 2020). However, a leader's job satisfaction from their leadership behaviors does not appear to be significantly researched (Asif et al., 2019). Transformational leadership plays a vital role in leaders' personal and professional development and may influence job satisfaction (Martins Abelha et al., 2018). Transformational leadership significantly increased job satisfaction within healthcare professionals (Curado & Santos, 2022). This study discovered transformational leadership behaviors promoting job satisfaction in mental health leaders.

Background

Job satisfaction is the amount of satisfaction a person has with the work they perform and their organization (Almansour, 2021; Aloisio et al., 2021; Kim & Keane, 2021; Koroma et al., 2021). Since the 1930s, researchers have utilized qualitative and quantitative research strategies to understand job satisfaction (Weiss & Merlo, 2015). An employee can experience several areas of job satisfaction, including rewards and job characteristics (Arian et al., 2018; Brayer & Marcinowicz, 2018; Foà et al., 2020). Job satisfaction is related to organizational outcomes (Scanlan & Still, 2019). Finally, job satisfaction is influenced by attributes from the job in general or personal attributes (McInerney et al., 2018).

Personal and occupational attributes directly influence job satisfaction (McInerney et al., 2018). Personal attributes are a person's natural traits towards job aspects. Occupational attributes are aspects of the job influencing employee behavior (McInerney et al., 2018). One occupational attribute, autonomy, is a central theme associated with job satisfaction (Kim & Keane, 2021; Larson & Alvinus, 2019; Le Floch et al., 2019).

Autonomy is an employee's freedom to perform tasks and carry out work (Brayer & Marcinowicz, 2018; Holmberg et al., 2018; Larson & Alvinus, 2019; Le Floch et al., 2019). Autonomy contributes to job satisfaction as employees have flexibility with making choices and utilizing their problem thinking skills during work tasks (Le Floch et al., 2019). Brayer and Marcinowicz (2018) discovered that the level of autonomy nurses have with their role, was a factor in their job satisfaction. Health care nurses have higher psychological demands when job autonomy is low (Han et al., 2015). Autonomy is related to work tasks, skills, knowledge, and talent needed to perform the job (Hackman & Oldman, 1975).

Work-related tasks, skills, knowledge, and talent are aspects of job satisfaction (Holmberg et al., 2018; Larson & Alvinus, 2019). Nursing leaders' job aspects and skills needed for their job influences job satisfaction (Brayer & Marcinowicz, 2018). One area of job satisfaction is the knowledge a person has about their job (Larson & Alvinus, 2019). Skills, talents, and knowledge needed for jobs are associated with the role/position a person is in and leads to job satisfaction (Brayer & Marcinowicz, 2018). The role/position of an employee influences job satisfaction (Larson & Alvinus, 2019).

Employees in a leadership role have more job satisfaction than employees not in a leadership role (Brayer & Marcinowicz, 2018). Leaders, managers, and supervisors have more responsibilities than direct reports, and having more responsibilities may provide job satisfaction (Arian et al., 2018). The role/position a person has, work-related tasks, job knowledge, skills, talents, and job autonomy are related to the job characteristics model (JCM) (Hackman & Oldman, 1975).

Job satisfaction may occur in the work environment based upon five key job characteristics influencing three psychological states of people (Hackman & Oldman, 1975). The characteristics are task identity, skill variety, task significance, feedback, and autonomy. These characteristics may influence an employee's meaningfulness of work, ability to experience responsibility with work outcomes, and feedback on work performance (Hackman & Oldman, 1975). The five characteristics of the JCM influencing three psychological states of employees may increase job satisfaction (Hackman & Oldman, 1975). In addition to job satisfaction, transformational leadership is related to the JCM (Han et al., 2020).

Han et al. (2020) used the JCM framework to find a linkage between transformational leadership and work-related performance. Job characteristics and meaningfulness with work mediated the relationship between transformational leadership and work-related performance (Han et al., 2020). Job characteristics based on the JCM mediated the relationship between transformational leadership and job behaviors (Piccolo & Colquitt, 2006). According to Piccolo and Colquitt (2006), transformational leadership positively correlates with job characteristics and job behaviors.

Transformational Leadership

Transformational leadership is described as an individual working with individual employees, teams, and organizations to identify changes needed and create a vision to implement the change (Curado & Santos., 2022; Khan et al., 2020; Lo et al., 2020; Otto et al., 2021). Transformational leadership consists of four dimensions: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation (Lo et al., 2020). Studying transformational leadership has led to the discovery of transformational behaviors such as creating a vision, trustworthiness, and motivating employees (López-Medina et al., 2021). In addition, the relationship between transformational leadership and job satisfaction is studied vigorously by researchers (Khan et al., 2020).

Researchers discovered that transformational leadership positively correlates with employees' job satisfaction (Curado & Santos, 2022; Eliyana et al., 2019; Otto et al., 2021). Most research on transformational leadership and job satisfaction focuses on employee job satisfaction from their transformational leader (Curado & Santos, 2022). Transformational leadership positively relates to job satisfaction and mitigates the effects of negative job-related behaviors (Boamah, 2022). Scholarly and biblical researchers conduct studies on transformational leadership and job satisfaction (Kent et al., 2016).

In the Bible, how Jesus's behavior influences and inspires his followers similar to transformational leaders seeking to develop, influence, inspire and transform their followers (Anthony & Hermans, 2020). A leader's spirituality and attachment to God is a factor in the essence of transformational leadership (Anthony & Hermans, 2020; Foulkes-Bert et al., 2018). Transformational leaders' spirituality and attachment to God led to

higher job satisfaction (Alazmani-Noodeh et al., 2021; Kent et al., 2016). Jesus was seen as a transformational leader as he created a vision for followers toward a life with God (Anthony & Hermans, 2020). Paul, a disciple of Jesus, guided others on how to transform themselves toward a life with God. “Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is-his good, pleasing, and perfect will” (*New International Version*, 2011, Romans 12:2). There are instances in the Bible and empirical research on how transformational leadership influences job satisfaction of direct reports or followers. However, studying how a leader’s transformational leadership behaviors promote their job satisfaction may help mental health organizational leadership understand how mental health leaders become satisfied with their work from being a leader.

Problem Statement

Leaders often lack an understanding of how their own leadership behaviors promote their job satisfaction (Anderson, 2021). Leaders unaware of how their leadership behaviors promote their job satisfaction may lead to lower levels of job satisfaction. According to Anderson (2021), leaders possessing transformational leadership behaviors have high levels of job satisfaction. Transformational leadership is one of the top leadership styles in healthcare organizations since it focuses on employee development and well-being (Akdere & Egan, 2020). Mental healthcare leadership focuses on employee job satisfaction as it influences several organizational behaviors (Scanlan et al., 2019). Mental health practitioners and professionals are prone to lower levels of job satisfaction due to the high demands of the job (Scanlan & Still, 2019).

Mental health practitioners have been researched separately with job satisfaction and transformational leadership. Mental health nurse leaders possessing transformational leadership aspects also show high levels of emotional intelligence (Jambawo, 2018). Scanlan et al. (2019) discovered that eighty-three percent of mental health practitioners are highly satisfied working in a mental health role due to their professional identity but were not in a leadership role. A majority of research on transformational leadership and job satisfaction focuses on employee job satisfaction influenced by leaders' transformational leadership behaviors (Asif et al., 2019; Curado & Santos., 2022; Khan et al., 2020).

Transformational leadership behaviors positively promote job satisfaction in direct reports. However, discovering how leaders' transformational leadership behaviors promote their job satisfaction does not appear to be significantly researched. This study will use qualitative research methods, which may help researchers and mental health organizational leadership understand how transformational leadership behaviors promote job satisfaction in mental health leaders. Transformational mental health leaders may have higher job satisfaction based on their leadership behaviors. This study will use a qualitative phenomenological approach to discover how transformational leadership behaviors promote job satisfaction in the perception of mental health leaders.

Purpose of the Study

The purpose of this qualitative phenomenological study is to discover what and how transformational leadership behaviors promote job satisfaction in the perception of mental health leaders.

Research Questions

RQ1: What transformational leadership behaviors promote job satisfaction in the perception of mental health leaders?

RQ 2: How do transformational leadership behaviors promote job satisfaction in the perception of mental health leaders?

Assumptions, Limitations, and Delimitations

One of the main assumptions of this study is the data collection method. I assumed the responses from the mental health leaders were truthful and accurate. Second, I assumed that mental health leaders had the ability to answer questions about transformational leadership and job satisfaction. Finally, I assumed that the data collected accurately represented the mental health leaders' understanding of how their transformational leadership promote job satisfaction. In addition to assumptions, this study had limitations.

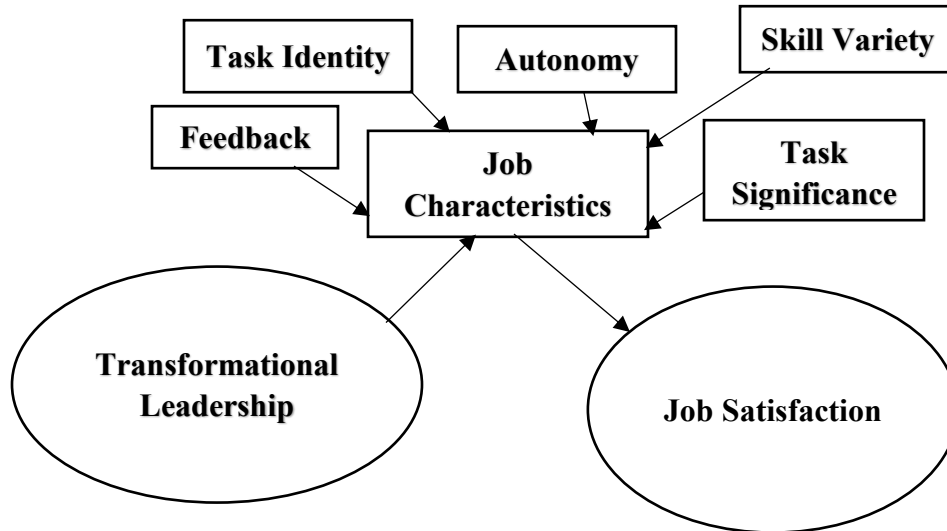
The participants were limited to a small number of mental health leaders. Qualitative research focuses on research methods that provide in-depth data on a phenomenon, therefore the population sample needs to be an appropriate size (Berber & Acar, 2020). Focusing on aspects of transformational leadership and no other leadership styles limited the discovery of other aspects related to different leadership styles mental health leaders may possess. Focusing on job satisfaction mental health leaders possess related to their transformational leadership limited finding all aspects of job satisfaction related to these leaders. This study also had delimitations.

This study focused on discovering transformational leadership behaviors promoting job satisfaction in the perception of mental health leaders. The sample size

only included mental health leaders in the study. Mental health professionals are prone to low levels of job satisfaction (Scanlan & Still, 2019). This study used a semi-structured interview to provide an in-depth analysis of how transformational leadership behaviors promote job satisfaction, thus answered the research questions.

Conceptual Framework of the Study

The conceptual foundation for this study was the JCM developed by Hackman and Oldman (1975). The JCM was used as it is connected with transformational leadership and job satisfaction. The JCM concept theorizes that job satisfaction may occur in the work environment based upon five key job characteristics: task identity, skill variety, task significance, autonomy, and feedback. Task identity, skill variety, and task significance influences how meaningful the work is to employees. Job autonomy influences how employees experience responsibility for their work tasks. Feedback may influence how employees learn the job tasks and improve themselves. The JCM linked together transformational leadership and work-related performance (Han et al., 2020). In addition, the JCM characteristics mediated the relationship between transformational leadership and job satisfaction (Piccolo & Colquitt, 2006). This study was based on the JCM model with transformational leadership behaviors promoting job satisfaction (see Figure 1).

Figure 1*Conceptual Framework of the Study*

Note. This figure shows the conceptual framework of the study. This framework shows the JCM characteristics may be related to transformational leadership behaviors promoting job satisfaction.

This study was built upon biblical principles related to transformational leadership and job satisfaction. Transformational leadership behaviors and aspects of job satisfaction appear to be in the bible related to how Jesus interacted with his followers (Dixon, 2021). Jesus's behavior showed aspects of the JCM as he was passionate about developing and influencing others (Anthony & Hermans, 2020). Jesus was seen as a transformational leader as he influenced, led, and transformed others toward a life with God (Dixon, 2021). Jesus's ability to lead others may be a job characteristic and be understood by aspects of transformational leadership (Anthony & Hermans, 2020). Jesus may have experienced life or job satisfaction from aspects of being a transformational leader with his followers.

Definition of Terms

The following is a list of definitions of terms that are used in this study.

Followers – People who accept guidance and command from an individual leading them toward reaching goals and overcoming challenging tasks (Bass, 1985).

Job characteristics – The parameters of a job that influence the psychological state of employees (Hackman & Oldman, 1975).

Job satisfaction – Overall excitement and enjoyment a person has with their job (Spector, 1997).

Leader – An individual that inspires, motivates, develops, supervises, and guides others toward a goal (Luria et al., 2019).

Transformational leadership – A leadership style that focuses on followers' needs and values, which can help employees and organizations (Bass, 1985).

Significance of the Study

This study contributed to transformational leadership and job satisfaction research focusing on leaders. A lot of research focused on employees' job satisfaction from their transformational leader and not the job satisfaction from a leader (Puni et al., 2018).

Therefore, this study may help future researchers focus on how transformational leadership behaviors promote job satisfaction in leaders. In addition to research contributions, this study may also be helpful for practical application within organizations. This study may help mental health organizational leadership understand how leadership behaviors promote mental health leaders' job satisfaction.

Summary

Transformational leadership and job satisfaction are two areas thoroughly studied by researchers (Puni et al., 2018). Transformational leadership is a popular leadership style in healthcare organizations (Akdere & Egan, 2020). Job satisfaction is a popular research topic as researchers and organizations continue discovering what promotes job satisfaction in workers (Koroma et al., 2021). Leaders in organizations often lack an understanding of how their own leadership behaviors promote job satisfaction (Anderson, 2021). Mental health professionals experience lower levels of job satisfaction when their work demands increase (Scanlan et al., 2019). The JCM promotes job satisfaction based on factors within the work environment (Hackman & Oldman, 1975).

Using the JCM as the conceptual framework for this study may help understand how transformational leadership behaviors promote job satisfaction in mental health leaders. In addition, the JCM linked transformational leadership and work-related performance (Han et al., 2020). Finally, the JCM characteristics also mediated the relationship between transformational leadership and job satisfaction (Piccolo & Colquitt, 2006). This study showed how transformational leadership behaviors promote job satisfaction in mental health leaders. In addition, mental health organizational leadership may understand what and how leadership behaviors promote job satisfaction in mental health leaders. An in-depth research analysis on transformational leadership, behaviors, and job satisfaction in Chapter 2 helped provide background information and why this research was needed.

CHAPTER 2: LITERATURE REVIEW

Overview

This chapter provides an overview of literature on transformational leadership and job satisfaction. This research study aimed to discover how transformational leadership behaviors promote job satisfaction in mental health leaders. Therefore, this literature review focused on transformational leadership and job satisfaction. The transformational leadership section provided history and development, the four dimensions, and influence in organizations/professions.

The JCM was discussed as the conceptual framework helping explain aspects of transformational leadership and job satisfaction. The job satisfaction section provided history and development, results of job satisfaction, and ways job satisfaction and transformational leadership can connect. This literature review concluded with a biblical foundation and perspective for the research on transformational leadership and job satisfaction. This literature review focused on aspects of transformational leadership and job satisfaction.

Description of Search Strategy

The research reviewed in this chapter was found online through Liberty University's Jerry Falwell Online Library and Google Scholar. During the search, the material reviewed was academic journals, newspaper articles, dissertations, and e-books. The research primarily focused on scholarly articles published in peer-reviewed journals. The search terms included transformational leadership, job satisfaction, mental health leaders, leaders' job satisfaction, transformational leaders, individualized consideration, idealized influence, inspirational motivation, and intellectual stimulation.

Some academic journals included in the literature review are the *International Journal of Education, Learning, and Development*; *Leadership in Health Service*; *European Journal of Innovation Management*; *International Journal of Mental Health Nursing*; *International Journal of Organizational Leadership*; *Journal of Personnel Psychology*; *Journey of Clinical Nursing*; *Journal of Occupational and Organizational Psychology*; *Leadership in Health Services*; *International Journal of Organizational Innovation*; *Journal of Applied Psychology*; and the *Leadership and Organization Development Journal*.

Liberty University's Jerry Falwell Online Library and the Bible were used to find biblical research. Biblical research was reviewed for relevancy related to transformational leadership and job satisfaction. Search parameters included transformational leadership, job satisfaction, religion, Christianity, and God. Reading through scripture helped me find relevant biblical passages related to the topics to build a more robust biblical foundation for the study.

Review of Literature

Transformational Leadership Defined

Transformational leadership is described in several ways by scholars; however, transformational leadership describes a person working with individual employees, teams, and organizations to identify changes, create a vision to implement changes through influence, inspire, and in tandem work with the team or individual (Asfar & Umrani, 2019; Busari et al., 2019; Lo et al., 2020; Otto et al., 2021). Throughout the literature on the history of transformational leadership, Burns (1978), a theorist, political scientist, and American historian, discussed transformational leadership along with

another leadership style known as transactional. According to Burns, transactional leadership is where leaders and followers focus on exchanges of value. Several kinds of transactions can occur between transactional leaders and their followers. To better understand transactional leadership, one example would be a follower getting a reward from the leader for completing a task. The follower gets a reward, and the leader gets the task completed by the follower. While transactional leadership focuses on exchanges, transformational leaders engage with people to help motivate them.

Burns (1978) believed transformational leadership helped raise the morale and motivation of leaders and their followers. Burns theorized that a leader's personality, traits, and ability to make changes with followers helped build a productive and effective relationship. Burns thought of both transformational leadership and transactional leadership as being mutually exclusive. After Burns discovered general concepts of transformational leadership, Bass (1985), a scholar and researcher, extended the work of Burns and further helped advance transformational and transactional leadership.

Bass (1985) developed and applied transformational and transactional leadership concepts within organizational contexts. Bass described transactional leaders as focusing on maintaining performance quality, implementing decisions with the least resistance from people, and substituting goals. Bass described transformational leaders as motivators for followers to help them develop and become self-aware of the importance of goals. Bass further explained that transformational leaders motivate followers to go above and beyond expectations and look at needs the follower may have. Contrary to Burns (1978), Bass thought transformational and transactional leadership are not mutually exclusive, and some of the best leaders are transactional and transformational.

Transactional and transformational can complement one another, but the charisma and influence will always be consistent with transformational leaders, while the rewards may change over time from transactional leaders (Waris et al., 2018). While looking at the aspects of both leadership styles, Bass developed a measurement questionnaire to measure transformational leadership.

Bass (1985) developed the Multifactor Leadership Questionnaire (MLQ) to measure transformational and transactional leadership, along with passive/avoidant leadership, also known as laissez-faire leadership. The MLQ is a commonly used measurement for transformational leadership and has been revised multiple times since its development to improve validity and reliability (Bass & Avolio, 1997). Bass developed the MLQ on the psychological aspects and mechanisms inspiring both transactional and transformational leadership.

Bass (1996) described transactional leadership as having three behaviors (contingent reward, active management by exception, and passive management by exception). A contingent reward is an effort conducted in exchange for rewards. Active management by exception is where a leader takes immediate corrective action when a problem or situation occurs. Finally, passive management by exception is where a leader ignores taking immediate corrective action until the problem or the situation cannot be ignored. Bass also describes behaviors related to transformational leadership.

Bass (1985) developed three distinct behaviors of transformational leadership. Idealized influence is the role-modeling behaviors of the leader. Individualized consideration is a leader's attention to their follower's needs. Intellectual stimulation describes a leader's ability to solve problems and seek followers' ideas. Bass and Avolio (1997) revised the

transformational leadership theory and included a fourth behavior, inspirational motivation. Inspirational motivation describes a leader expressing their vision to motivate followers. Avolio et al. (1999) re-examined the components of the MLQ and found that the survey components were still an effective way to measure transformational and transactional leadership. Each of the four transformational behaviors provides insight into how they are connected with transformational leadership and make up the transformational leadership theory (Poghosyan & Bernhardt, 2018).

Individualized Consideration

Individualized consideration is when transformational leaders observe and attend to individual needs, provide coaching or mentorship, and listen to the concerns of their followers (Haider-Khalil & Sahibzadah, 2021; Lo et al., 2020; Martínez-Córcoles et al., 2018). Transformational leaders consider their follower's emotions, feelings, wishes, and perceptions (Haider-Khalil & Sahibzadah, 2021). With the individualized consideration behavior of transformational leadership, followers are treated as individuals, and their needs are assessed (Mbindyo et al., 2021). Assessing the needs of followers builds trust and respect in the leader-and-follower relationship (Mbindyo et al., 2021). Listening and empathy are essential aspects of individualized consideration with transformational leaders as these skills are valuable to organizations as they can build trusting relationships (Martínez-Córcoles et al., 2018). When transformational leaders develop a trusting relationship with their followers, they can provide an effective way to coach or mentor their followers. Transformational leaders can apply aspects of individualized consideration and aspects of intellectual stimulation to nurture and develop critical thinkers (Thuan, 2019).

Intellectual Stimulation

Intellectual stimulation is where transformational leaders challenge assumptions, take risks, and encourage followers to stimulate ideas and creativity (Sahota et al., 2020; Sholeh, 2021; Thuan, 2019). Transformational leaders can help followers develop problem-solving abilities by stimulating followers to generate ideas regarding personal and professional situations (Sahota et al., 2020). Intellectual stimulation was related to problem-solving abilities, challenges faced, and awareness of ones-self (Sahota et al., 2020). Para-González et al. (2018) presented how leaders' cognitive abilities may enhance their problem-solving skills and self-awareness. Another aspect of intellectual stimulation is leaders allowing followers to be creative (Thuan, 2019).

Transformational leaders' intellectual stimulation positively influences their followers' performance and creativity (Thuan, 2019). According to Kasımoğlu & Ammari (2020), transformational leaders encourage creativity in their followers to develop a creative role identity. Creativity may lead to developing new ideas and encourage stimuli in followers and transformational leaders (Thuan, 2019). Transformational leaders may apply aspects of both intellectual stimulation and individualized consideration to followers, helping them develop motivation to achieve goals (Lo et al., 2020).

Inspirational Motivation

Inspirational motivation describes how a transformational leader inspires and motivates their followers by creating a clear vision toward goals perceived to be unreachable (Kariuki, 2021; Luring & Jonasson, 2018; Muthimi et al., 2021; Schuesslbauer et al., 2018). Transformational leaders communicate a clear vision and

direction towards goals with followers (Kariuki, 2021; Okoli et al., 2021; Waris et al., 2018). Transformational leaders motivate followers by providing positive perceptions of challenging goals and providing inspiration toward achievement (Okoli et al., 2021). Followers may have more inspiration to achieve goals when they are reachable (Lauring & Jonasson, 2018). In an organizational context, behaviors of inspirational motivation showed that transformational leaders emphasized values, performance, satisfaction, and communication, which led to positive outputs of organizational commitment. Transformational leaders become inspired to achieve their own goals based on how they inspire their followers (Muthimi et al., 2021). Inspirational motivation can be closely related to aspects of idealized influence (Kariuki, 2021).

Idealized Influence

Idealized influence describes the role-modeling behaviors of leaders (Afshari, 2021; Karuki, 2021; Okoli et al., 2021). Transformational leaders demonstrating role-modeling behaviors help their followers to learn positive behaviors they can repeat and influence others (Karuki, 2021). In addition, transformational leaders demonstrating role-modeling behaviors can develop trust and respect with their followers (Kitur et al., 2020). Charisma is an accepted idealized influence behavior with transformational leadership (Afshari, 2021; Okoli et al., 2021). Charismatic leaders are enthusiastic, provide an effective way to communicate, and influence their followers to view a brighter future within their organization (Okoli et al., 2021).

The inspirational motivation and idealized influence dimensions of transformational leadership influence followers' organizational commitment (Afshari, 2021; Okoli et al., 2021). Idealized influence behaviors help empower followers'

creativity to achieve organizational goals, which may boost organizational performance (Mgqibi & Sines, 2020). Behaviors of inspirational motivation and idealized influence may also influence the organizational commitment of leaders (Okoli et al., 2021). The four dimensions of transformational leadership, individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence, all provide behaviors of transformational leaders (Lo et al., 2020; Mbindyo et al., 2021; Okoli et al., 2021; Kariuki, 2021). Transformational leadership impacts several areas with employees and work tasks in various occupations (López-Medina et al., 2021).

Transformational Leadership in Organizations

Transformational leaders are in several healthcare organizations. Healthcare workers are a widespread population to research with transformational leadership as they work in a demanding environment (Dopelt et al., 2021). In healthcare, transformational leadership is a popular leadership style for leaders to possess, as this style can help with staff morale (Boamah et al., 2018; López-Medina et al., 2021). Transformational leaders in a healthcare environment face critical challenges with patients and leading other healthcare professionals (Pereira et al., 2020).

According to Ferreira et al. (2018), healthcare nurses possessed transformational leadership behaviors but often had trouble exercising this style due to a lack of support, training, and inadequate communication from leaders. Transformational leaders guide their followers and help them develop behaviors aimed toward transformation, which is crucial to a follower's development. Healthcare leaders possess transformational leadership behaviors such as creating a vision, motivating employees, trustworthiness, and conducting organizational changes (Dopelt et al., 2021; López-Medina et al., 2021;

Pereira et al., 2020). These behaviors relate to the four dimensions of transformational leadership. In addition, transformational leaders possessing these behaviors can develop their followers and themselves. Finally, healthcare and education leaders may have similar challenges in their workplace with transformational leadership (Sholeh, 2021).

Education leaders work in various roles throughout any education level, from elementary schools to colleges/universities (Bunaiyan & McWilliams, 2020). Transformational leadership influences educational institutions' overall achievement and success. In addition, transformational leadership from education leaders influenced students' academic achievement and performance (Lo et al., 2020; Okoli et al., 2021; Muthimi et al., 2021). Education leaders adopting transformational leadership behaviors may help improve their self-awareness and leadership abilities (Bunaiyan & McWilliams, 2020).

Transformational school principals have transformational leadership behaviors such as sharing visions, motivation, organizational commitment, and participative decision-making (Khumalo, 2019). Library directors implementing transformational leadership behaviors contributed to effective communication and building trust within their organization (Lo et al., 2020). By building a trusting relationship with their followers, transformational leaders can influence their follower's organizational performance (Hadziahmetovic & Dinc, 2017). In addition, transformational leaders influence areas impacting employees' (Wu et al., 2020).

Boamah (2022) examined the impact of transformational leadership on nursing staff. Boamah discovered that transformational leadership directly affects faculty burnout in nurses. Additionally, transformational leadership lowers burnout in healthcare staff.

Finally, transformational leadership positively influences workplace culture. Hildenbrand et al. (2018) examined employees' thriving in the workplace, mediating the relationship between transformational leadership and burnout with openness to experience moderating the relationship.

Transformational leadership positively affects employee thrive in the workplace (Hildenbrand et al., 2018). Transformational leadership negatively affects burnout due to the mediation of employees' thriving. Openness to experience moderated the relationship between transformational leadership and thriving. When openness to experience is higher, the relationship between transformational leadership and thriving is stronger. Transformational leadership is a popular leadership style as it helps mitigate stress in hospitality employees (Gill et al., 2006).

Gill et al. (2006) examined managers' leadership influence on customer-contact service employees. When a manager's leadership is more transformational, a lower level of job stress will occur in their customer-contact service employees. When customer-contact service employees experience a higher level of job stress, they experience more negative work behaviors than those with a lower level of job stress. In addition to mitigating stress, transformational leadership influences an organization's positive spiritual climate (Wu et al., 2020).

A positive spiritual climate refers to an organizational climate where an employee's spirituality is encouraged in the workplace (Wu et al., 2020). Wu et al. (2020) examined the relationship between transformational leadership and a positive spiritual climate. Transformational leadership reinforces positive spirituality in nurse clinicians. In addition, transformational leadership reduces emotional exhaustion in nurse clinicians.

Finally, when nurse clinicians have lower levels of positive spirituality, emotional exhaustions increase. Transformational leadership is studied with how it influences other job behaviors (Oh & Chhinzer, 2021).

Oh and Chhinzer (2021) examined transformational leadership's relationship with turnover intentions and behaviors. Oh and Chhinzer found that transformational leadership lowers turnover intentions. In addition, turnover intentions show a positive relationship with turnover behaviors. Collective turnover refers to employee turnover throughout a department or an organization. Collective turnover moderates the linkage between turnover intentions and turnover behaviors. Transformational leadership helps decrease turnover intentions, which may decrease collective turnover. In addition, trust, and job performance influence transformational leadership and (Ariyabuddhiphongs & Kahn, 2017).

Ariyabuddhiphongs and Kahn (2017) examined trust and job performance influence on transformational leadership. Trust and job performance mediate the relationship between transformational leadership. Ariyabuddhiphongs and Kahn's main finding is that trust and job performance positively predict transformational leadership. Employee performance is another factor in transformational leadership and (Yücel, 2021).

Yücel (2021) examined employee performance's association with transformational leadership. Transformational leadership positively predicts employee performance. Employee performance is higher when they are exposed to a transformational leader. Overall, transformational leadership positively influences

employee performance. Ohunakin et al. (2019) examined the role of the four transformational leadership dimensions with job satisfaction, and life satisfaction.

Idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation are the four dimensions of transformational leadership (Ohunakin et al., 2019). Ohunakin et al. (2019) discovered that idealized influence and individualized consideration enhance life satisfaction. All the dimensions of transformational leadership positively influence job satisfaction. Job satisfaction positively influences life satisfaction in employees. This study shows the dimensions of transformational leadership's positive impact on life and job satisfaction. In addition, transformational leadership directly influence the retention of healthcare workers (Weberg, 2010).

In a literature review, Weberg (2010) examined transformational leadership with areas influencing staff retention. Weberg discovered that transformational leaders increase job satisfaction and employee well-being. In addition, transformational leaders decrease stress in employees, similar to the findings of Gill et al. (2006). Staff satisfaction was a consistent theme to help increase retention influenced by transformational leadership. Organizational citizenship behaviors (OCB) and communication are other factors that are influenced by transformational leadership (Tian et al., 2020).

Tian et al. (2020) examined communication and OCB's relationship with transformational leadership. Tian et al. found that OCB positively correlates with transformational leadership. OCB and communication in the workplace is positively influenced by transformational leaders. Overall, transformational leadership positively

correlates with OCB and communication in the workplace. Understanding what transformational leaders provide to organizations with employees helps examine aspects leaders possess and how they may influence behavior (Pinck & Sonnentag, 2018).

Aspects of Transformational Leadership

Aspects of transformational leadership include leaders' traits and mindfulness. Transformational leaders' mindfulness mediates the leader's own beliefs about their leadership, which may influence aspects of their transformational leadership (Carleton et al., 2018). In addition, transformational leadership is connected to a leader's mindfulness of their follower's well-being (Pinck & Sonnentag, 2018). For example, mindfulness helps describe how transformational leaders think about their follower's job satisfaction and emotional exhaustion. Another aspect of transformational leadership is personality.

As mentioned in the findings from Hildenbrand et al. (2018), personality is associated with transformational leadership. Personality plays a significant role in transformational leaders in a leader's own self-awareness. Judge and Bono (2000) discuss the five-factor model of personality linkage with transformational leadership. The five types of personalities are agreeableness (friendly and likable), conscientiousness (aware of actions/consequences), extraversion (sociable and outgoing), neuroticism (emotional stability/instability), and openness to experience (new things). These personalities provide insight into personality characteristics transformational leaders may possess. According to Judge and Bono, extraversion and agreeableness positively influenced transformational leadership. However, agreeableness and conscientiousness were found to be associated with transformational leaders, but not extraversion, based on research from Prochazka et al. (2018). Personality plays a role in transformational leaders'

behaviors, actions, thoughts, and feelings (Judge & Bono, 2000; Prochazka et al., 2018). Affective commitment is another aspect that transformational leaders may possess (Avolio, 2010).

Affective commitment is a person's emotional attachment to work (Saks, 2006). Affective commitment relates to job satisfaction, turnover intentions, and organizational performance (Hadziahmetovic & Dinc, 2017). In addition, the affective commitment of leaders mediates the relationship between transformational leadership and the turnover intention of followers (Mañas-Rodríguez et al., 2019). The JCM correlates with affective commitment and transformational leadership in health care workers (Hadziahmetovic & Dinc, 2017).

Job Characteristics Model

The history of research on job characteristics has been studied as early as the 1960s (Turner & Lawrence, 1965). Turner and Lawrence (1965) introduced the job characteristics theory related to work tasks and employees' job satisfaction. Turner and Lawrence believed attitudes towards work are explained by the work environment and sociocultural factors. To better understand what characteristics influenced the workplace, Turner and Lawrence created the requisite task attribute index, which consisted "of attributes such as variety, autonomy, interaction – required and optional, knowledge and skill, and responsibility" (Turner & Lawrence, 1965, p. 436). Hackman and Lawler (1971) further enhanced the theory of job characteristics by identifying four dimensions (variety, autonomy, tasks identify, and feedback). These dimensions help with employee motivation, job satisfaction, and absenteeism. The theories developed by Hackman and

Lawler, as well as Turner and Lawrence, created the job diagnostic survey (JDS) developed by Hackman and Oldham (1975).

The JDS was theorized from the JCM (Hackman, 1980). The JCM helps with the design of jobs based on five key job characteristics. The five key job characteristics of the JDS are task identity, skill variety, task significance, feedback, and autonomy (Hackman & Oldham, 1975; Hackman, 1980). Hackman and Oldham (1975) define the five characteristics of the JCM. Task identity describes the job's requirements from start to finish with visible outcomes. Skill variety describes a job requiring employees to use various skills and talents for different activities to complete the work. Task significance describes how the job impacts people's lives, whether in the work or an outside environment. Feedback describes the information an employee receives about their effectiveness and performance in their role based on the job requirements. Finally, autonomy describes how the job provides employees with independence and decisions regarding aspects of their work (Hackman & Oldham, 1975). People may experience three different psychological states influenced by the JCM characteristics (Hackman, 1980).

Skill variety, task identity, and task significance may influence employees' meaningfulness with their work (Hackman & Oldham, 1975; Hackman, 1980). When an employee experiences the significance of their job and uses their skills and talents, this may lead to them experiencing a higher level of job satisfaction. Autonomy can trigger employees to experience responsibility for the work they produce (Hackman & Oldham, 1975). Autonomy positively influences job satisfaction as people have more say in their work. When employees are provided feedback on their performance, it helps them

understand how effective their performance is on a continuous basis (Hackman & Oldham, 1975). Feedback is essential to employee development. Employees that feel they are developing professionally in their current role may have higher job satisfaction. The five JCM characteristics influence leaders in organizations (Hans & Gupta, 2018).

First, self-efficacy and psychological safety moderates the relationship between job characteristics and shared leadership (Hans & Gupta, 2018). Second, work engagement mediates motivation with a manager's job characteristics and turnover intentions (Agarwal & Gupta, 2018). Third, the JCM characteristics mediate the relationship between transformational leadership and work-related performance (Han et al., 2020). Fourth, transformational leadership from leaders influences employees' meaningfulness with work moderated by job characteristics. Finally, job characteristics from the JCM mediate the relationship between transformational leadership and job behaviors (Piccolo & Colquitt, 2006). One of the primary outcomes of the JCM is job satisfaction (Hackman & Oldham, 1975).

Based on research with the JCM, job characteristics lead to higher levels of work motivation, higher levels of job satisfaction, and lower absenteeism of work with employees (Hackman & Oldham, 1975; Hackman, 1980). Furthermore, the JCM shows reliability and substantive and discriminant validity, indicating it is a valid and reliable model (Hackman & Oldham, 1975). In addition, the JCM characteristics provide specific areas known to promote job satisfaction (Hackman, 1980).

Job characteristics positively influence job satisfaction (Brahmana et al., 2021; Steijn & Van Der Voet, 2017). Employees' work aspects predict job satisfaction (Weiss & Merlo, 2015). When people work on jobs requiring more skills and talent and have more job

involvement, they may report a higher level of job satisfaction (Dele, 2019). When jobs provide employees with more autonomy, this may increase job satisfaction (Le Floch et al., 2019).

Job Satisfaction

Job satisfaction describes the level of satisfaction a person has with the work they perform and their organization (Almansour, 2021; Aloisio et al., 2021; Kim & Keane, 2021; Koroma et al., 2021). Job satisfaction is one of the most studied behaviors in organizations and academic disciplines such as organizational psychology, business, sociology, and management (Zheng et al., 2017). Throughout history, job attitudes started to become a popular topic during the early 1930s with the depression and employment crisis (Weiss & Merlo, 2015; Wright, 2006).

During the early 1930s, research was invested more in various job attitudes, including job satisfaction (Weiss & Merlo, 2015). Job satisfaction and emotions were often looked at together as the emotions a person has towards their job can influence job satisfaction (Locke, 1969; Weiss & Merlo, 2015). Researchers were interested in the comments of employees regarding aspects of their work, which could be job satisfaction (Weiss & Merlo, 2015). They were also interested in the aspects were with job satisfaction and what the consequences would be for those aspects.

An abundance of research on job attitudes in the early 1960s as researchers were still confused about where job satisfaction transpired (Locke, 1969). Locke (1969) described different views of what researchers thought could inspire job satisfaction. The intrinsic view was based on aspects of the job to provide job satisfaction. The subjective view is how the person views the job for satisfaction. The last view was if job satisfaction

resulted from interactions with the employee and their work environment. To further understand job satisfaction, researchers started to utilize qualitative research methods to measure job satisfaction (Wright, 2006).

Kornhauser (1933) termed what is known as the "impressionistic method." This method relied on job impressions based on a researcher's incidental observations "of what employees said, how they said it, how they worked and how they played" (Wright, 2006, p. 264). Observation studies became a popular data collection method for observing people in their natural environment. Interviews were another method used to gather information (Wright, 2006).

Interviews have been an effective method to gather data as researchers could receive in-depth knowledge of what factors influence job satisfaction (Wright, 2006). Mayo (1933) described two types of interviews: unguided and guided. Interviews encouraged employees to discuss their attitudes and feelings towards their job openly. Interviews are still a popular qualitative research method used to provide in-depth information on job satisfaction (Wright, 2006). In addition to qualitative research methods, researchers also looked at quantitative research methods to measure job satisfaction (Wright, 2006).

Most research on job satisfaction focused on surveys and questionnaires (Weiss & Merlo, 2015). Surveys and questionnaires featured facets measuring the job attitudes of employees. Facets assess specific aspects influencing job satisfaction. Facets of job satisfaction included pay, coworkers, work environment, and nature of the work (Lofquist & Dawis, 1969). Several surveys and questionnaires help researchers' measure job satisfaction (Weiss & Merlo, 2015). Questionnaires and surveys such as the Minnesota

Satisfaction Questionnaire (MSQ) created by Lofquist and Dawis (1969), the Job Descriptive Index (JDI) created by Smith et al. (1969), and the Job in General Scale (JGS) created by Ironson et al. (1989) all help measure levels of job satisfaction. The Job Satisfaction Survey (JSS), created by Spector (1997), is a popular scale used to measure job satisfaction.

The JSS is one of the most known scales measuring job satisfaction (Spector, 1997). The JSS consists of nine facets of job satisfaction (supervision, pay & rewards, fringe benefits, promotion, nature of work, coworkers, operating conditions, and communication) (Spector, 1997). The JSS facets are also known as subscales. The JSS measures job satisfaction with 36 total items. Each facet has four items to measure a known factor influencing job satisfaction. Participants' responses to the items in each facet show the level of job satisfaction a person has in a facet. Some questions need to be reversed scored in the JSS because of how the questions are written. Overall, the higher the score in a facet, the higher job satisfaction. The development of the JSS to measure job satisfaction led researchers to thoroughly understand what aspects predict job satisfaction (Spector, 1997).

Themes Influencing of Job Satisfaction

Job satisfaction occurs in several areas related to employees (Halcomb et al., 2018). One main area researched with job satisfaction focuses on an employee's perspective towards aspects of their job (Arian et al., 2018). Personal attributes are a significant factor in how employees look at their job and their level of satisfaction. Personal attributes are unique traits a person possesses (Arian et al., 2018). In addition, personal attributes can also help determine a person's effectiveness in a job. For example,

leaders' characteristics positively influence followers' job satisfaction (Lorber & Skela Savič, 2012). Occupational attributes are another characteristic known to influence job satisfaction (McInerney et al., 2018).

McInerney et al. (2018) described occupational attributes as job characteristics. Occupational attributes may positively or negatively influence employees' job satisfaction. Both personal and occupational characteristics provide insight into how employees determine what aspects of their job can promote job satisfaction. Employees' personal and occupational characteristics are aspects of job satisfaction. Research on job characteristics led to the discovery of autonomy, the work itself, and the role/position in the organization as significant areas of job satisfaction (Halcomb et al., 2018).

Autonomy is one of the significant characteristics associated with job satisfaction (Kim & Keane, 2021; Larson & Alvinus, 2019; Le Floch et al., 2019). In addition, autonomy allows employees to make decisions regarding their work and may help increase job satisfaction (Larson & Alvinus, 2019; Le Floch et al., 2019). People more involved with their job often have more satisfaction than people not involved (Alosio et al., 2021). Organizations allowing more autonomy with jobs can increase employee job satisfaction as they feel more in control of their work (Halcomb et al., 2018; Le Floch et al., 2019). Nurses dissatisfied with their work had a job with less autonomy, while nurses with higher autonomy jobs showed higher job satisfaction (Han et al., 2015). The work employees perform may lead to job satisfaction (Brayer & Marcinowicz, 2018; Holmberg et al., 2018; Kim & Keane, 2021).

The content of work a person does may provide job satisfaction (Brayer & Marcinowicz, 2018; Holmberg et al., 2018). Work-related tasks, such as having

responsibilities, give employees job satisfaction (Arian et al., 2018; Brayer & Marcinowicz, 2018; Holmberg et al., 2018). Jobs requiring various responsibilities of employees often have greater job satisfaction due to the growth a person develops while having responsibilities (Brayer & Marcinowicz, 2018). In addition, the knowledge, skills, and talent needed to perform job tasks can provide job satisfaction (Holmberg et al., 2018; Larson & Alvinus, 2019). When employees utilize their skills and knowledge with their work, job satisfaction may occur (Larson & Alvinus, 2019). The role/position an employee has in an organization is another aspect of job satisfaction (Arian et al., 2018; Halcomb et al., 2018; Kim & Keane, 2021; Larson & Alvinus, 2019).

The role/position an employee has in the organization is essential to employees as the level of their position in an organization may lead to higher job satisfaction (Larson & Alvinus, 2019). Leaders, managers, and supervisors possess a higher level of job satisfaction than their direct reports due to their position (Brayer & Marcinowicz, 2018). Employees in a leadership role often have more responsibilities and decision-making abilities than direct reports (Arian et al., 2018; Lorber & Skela Savič, 2012). In addition, leaders may possess more job satisfaction than non-leaders as they may have a higher level of organizational commitment (Brayer & Marcinowicz, 2018).

Organizational commitment is an employee's psychological attachment to their organization (Çayak, 2021; Dobrinić & Fabac, 2021; Eliyana et al., 2019). Organizational commitment and job satisfaction are two critical business-related attitudes in organizations and the field of organizational behavior (Çayak, 2021). Organizational ethics play a role in organizational commitment and job satisfaction (Sumlin et al., 2021). Organizational commitment positively relates to job satisfaction when focused on the

values and ethics of organizations and employees. When employees are familiar with their organization's mission and vision, it may influence organizational commitment and job satisfaction (Dobrinić & Fabac, 2021). The mission and vision of organizations are essential as they may influence employees' organizational commitment and job satisfaction (Hans & Gupta, 2018). Job satisfaction is directly influenced by employee burnout (Scanlan & Still, 2019).

Burnout is work-related stress that triggers emotional or physical exhaustion in employees (Scanlan & Still, 2019). Burnout reduces an employee's job satisfaction due to the occupational stress the employee experiences. Burnout is not a medical condition but a mental condition an employee may experience with stress associated with their job (Hadžibajramović et al., 2019). Job satisfaction can occur in several areas, including workplace factors.

Hadžibajramović et al. (2019) examined job demands, decision authority, efforts, and rewards are symptoms association with job satisfaction in healthcare workers. Workplace factors are some of the most common areas that lead to lower levels or higher levels of job satisfaction depending on how healthcare workers view the factors. If the healthcare workers perceive workplace factors favorably, they will have higher levels of job satisfaction. In addition, professional identity has a connection with job satisfaction in community health workers (Zhang et al., 2021).

Professional identity is an image of people describing themselves as professionals in their field (Zhang et al., 2021). Professional identity has an effect on job satisfaction as workers may feel a positive connection with their work identity. Overall, professional

identity positively influences job satisfaction. Job security also has a direct influence on job satisfaction (Falatah et al., 2021).

Job security is the chance a person has to keep their job (Falatah et al., 2021). If a person has high job security the chance of them losing their job is low. Job security is a positive predictor of job satisfaction in health care nurses. Nurses with more job security have higher job satisfaction than those with low job security. Job stress is another area researched with job satisfaction in healthcare nurses (Fasbender et al., 2018).

Job stress is significantly influenced by on-the-job and off-the-job embeddedness (Fasbender et al., 2018). Job embeddedness refers to multiple factors that influence retention. On-the-job embeddedness refers to factors occurring in the workplace, while off-the-job embeddedness refers to factors not associated with the workplace. Job stress has a negative association with job satisfaction. Job satisfaction showed to be higher in nurses with higher off-the-job embeddedness, than on-the-job embeddedness. Overall, job stress has a negative association with job satisfaction. Job satisfaction has a positive effect on retention of healthcare workers (Cox, 2019).

Retention in healthcare is a popular topic to research due to job demands (Cox, 2019). Nurse managers' job satisfaction is crucial as they influence several areas with employees. Factors influencing nurse managers' job satisfaction include relationships with staff, support from leadership in the organization they are employed with, care provided to patients, and work-related responsibilities. Lack of leadership and peers' support significantly lowers healthcare nurses' job satisfaction (Han et al., 2015). These factors directly influence job satisfaction and help nurse managers' retention. In addition,

relationships were also found to influence job satisfaction with the findings of McCreary (2020).

McCreary (2020) discovered themes associated with home health nurses' job satisfaction. Relationships with colleagues and patients and job autonomy and flexibility are high areas of job satisfaction. Flexibility is the highest area of satisfaction reported by the nurses. Relationship with the organization, unpaid work time, workload, paperwork, and salary are the lowest areas of job satisfaction. Implementing high-quality staff break rooms or areas is a positive aspect to help with job satisfaction of nurses (Nejati et al., 2015).

High-quality staff break rooms or areas are essential to nurses' job satisfaction (Nejati et al., 2015). Break areas help positively influence job satisfaction by providing a calming atmosphere for nurses. Finally, job stress, breaks, and break areas influence nurses' perception of high-quality staff break rooms. Organizations implementing higher quality break areas may see lower job stress and higher job satisfaction in their nursing staff. Transformational leadership is a dynamic leadership style positively associated with job satisfaction (Khan et al., 2020).

Transformational Leadership and Job Satisfaction

Transformational leadership and job satisfaction are two areas consistently researched together (Curado & Santos, 2022; Eliyana et al., 2019; Khan et al., 2020; Lin et al., 2019). A majority of research regarding transformational leadership and job satisfaction focuses on the follower's job satisfaction from their leader's transformational leadership (Asif et al., 2019; Boamah, 2018; Eliyana et al., 2019; Khan et al., 2020). Research shows that leaders' transformational leadership positively influences/has

effects/correlates with their follower's job satisfaction (Curado & Santos, 2022; Eliyana et al., 2019; Khan et al., 2020; Scheel et al., 2019). Job satisfaction occurs in followers from their leader's transformational leadership (Scheel et al., 2019). However, there is a lack of research on the leader's job satisfaction from their transformational leadership. Research regarding transformational leadership may be related to job satisfaction for leaders (Khumalo, 2019).

As previously mentioned, Khumalo (2019) focused on the transformational leadership of education leaders. Education leaders possess transformational components such as organizational commitment, vision, motivation, participative decision-making, and job satisfaction. Professional development and the ability to make decisions are components of transformational leadership (Khumalo, 2019). Leaders involved with decision-making regarding their jobs had higher job satisfaction levels than their followers (Lorber & Savic, 2012). Education leaders have transformational leadership and job satisfaction, but Khumalo did not discover if job satisfaction occurred from their transformational leadership. Transformational leadership and job satisfaction play an essential role with leaders and professionals in the healthcare field (Curado & Santos, 2022).

Job satisfaction mediates the relationship between transformational leadership and work performance in healthcare organizations (Curado & Santos, 2022). Arian et al. (2018) conducted a literature review of nurse educators' job satisfaction from their work role and work-related factors (responsibilities, being in a leadership position). In addition, nursing managers have transformational leadership behaviors such as participative decision-making and clear organizational roles (López-Medina et al., 2021). In addition

to research on healthcare leaders, mental health professionals are a focus of researchers (Jambawo, 2018).

Mental health leaders may be similar to healthcare leaders as they have similar responsibilities and work in a helping profession (Fleury et al., 2017). Transformational leadership from leaders with mental health practitioners influenced how the practitioners accepted feedback (Fenwick et al., 2019). Transformational leadership may be an effective leadership style for mental health nurse leaders as they are influential and inspirational to direct reports (Jambawo, 2018).

Transformational leadership encourages employee performance, negatively influencing employee intent to leave (Yücel, 2021). In addition, transformational leaders help reduce stress in employees (Gill et al., 2006). Finally, transformational leadership helps reduce burnout and turnover intentions in healthcare professionals (Wu et al., 2020). OCB and communication influence transformational leadership's relationship with job satisfaction (Tian et al., 2020).

Job satisfaction has been studied with mental health professionals (Scanlan & Still, 2019). Scanlan & Still discovered that job satisfaction negatively influences turnover intentions in mental health professionals. Job satisfaction significantly affects employee behaviors in their current role (Cox, 2019). Leadership, work-related responsibilities, and staff relationships all improve job satisfaction. There are instances in the bible which resemble transformational leadership and job satisfaction (Momeny & Gourgues, 2019).

Biblical Foundations of the Study

Transforming oneself is not an easy task. However, through God, people can transform themselves to live according to Christ (Anthony & Hermans, 2020). “Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is – his good, pleasing, and perfect will” (*New International Version*, 2011, Romans 12:2). In addition, Jesus may have shown aspects of transformational leadership as he mentored others to develop them and lead towards a life with God (Momeny & Gourgues, 2019).

As Jesus mentored others, he looked at producing followers and leaders (Momeny & Gourgues, 2019). Momeny and Gourgues (2019) discussed Jesus’s mentoring as similar to transformational leaders. Transformational leaders guide their followers towards a better life which may help followers remember leaders (Anthony & Hermans, 2020). “Remember your leaders, who spoke the word of God to you. Consider the outcome of their way of life and imitate their faith” (*New International Version*, 2011, Hebrews 13:7). A leader’s spirituality and their attachment to God may be a factor with their essence towards transformational leadership (Anthony & Hermans, 2020; Foulkes-Bert et al., 2018).

Leaders focusing on God and the essence of transformational leadership may increase their leadership skills and abilities (Foulkes-Bert et al., 2018). In addition, leaders’ spirituality may contribute to their transformational leaders (Anthony & Hermans, 2020). Leaders with an attachment to God possess transformational leadership (Foulkes-Bert et al., 2018). According to Anthony and Hermans (2020), when leaders

possess a spiritual connection with God, they may possess several transformational leadership behaviors and may gain satisfaction from it.

Like transformational leadership, instances of job satisfaction are in the Bible. Job satisfaction with work and satisfaction with all ways of life occur. “I know that there is nothing better for people than to be happy and to do good while they live. That each of them may eat, drink, and find satisfaction in all their toil-this is the gift of God” (*New International Version*, 2011, Ecclesiastes 3: 12-13). Religion is a factor in job satisfaction, as religious beliefs may give people job satisfaction (Bednarczuk, 2019). “Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving” (*New International Version*, 2011, Colossians 3: 23-24). Religiosity has been a popular research topic with job satisfaction as organizations are inquiring about what satisfies people (Bednarczuk, 2019).

Religiosity is difficult to define but has a similar meaning among researchers as people having a strong belief or feeling toward a religion (Bednarczuk, 2019). The effect of religiosity on job satisfaction is “both statistically and substantively significant” (Bednarczuk, 2019, p. 269). In addition, a person’s religiosity and attachment with God may lead to job satisfaction (Kent et al., 2016). Attachment to God may be related to a person’s spirituality toward God.

Spirituality is a person’s belief in a higher power (Alazmani-Noodeh et al., 2021). Spirituality can influence the individual’s work as aspects of their job may be impacted by their beliefs (Doraiswamy-Iyer & Deshmukh, 2018). Spirituality is essential to workers as their spiritual beliefs may contribute to overall job satisfaction (Alazmani-

Noodeh et al., 2021). Spiritual beliefs and well-being were positively related to job satisfaction (Alazmani-Noodeh et al., 2021; Fachrunnisa et al., 2014). Job satisfaction and transformational leadership are both critical to the field of empirical and biblical research.

Summary

Transformational leadership and job satisfaction are essential for leaders, followers, and organizations (Eliyana et al., 2019). Transformational leadership started to gain popularity in 1978 and has adapted over the decades to be one of the popular leadership styles (Bass & Avolio, 1997). The four dimensions of transformational leadership are idealized influence, inspirational motivation, idealized influence, and intellectual stimulation (Lo et al., 2020; Mbindyo et al., 2021; Okoli et al., 2021). These dimensions provide what transformational behaviors leaders possess, which categorizes them as transformational leaders (Lo et al., 2020).

First, transformational leadership shows instances in the bible with Jesus providing a clear vision and path toward God, mentoring others, and developing his followers (Momeny & Gourgues, 2019). Second, transformational leaders are in healthcare, educational, and mental health organizations. Third, leaders' traits and mindfulness influence how they view their transformational leadership (Carleton et al., 2018). Fourth, personality can also influence how leaders view their leadership (Judge & Bono, 2000). Fifth, transformational leaders negatively influence burnout by helping reduce employee stress (Gill et al., 2006). Sixth, transformational leaders positively influence employee performance, lowering turnover intentions (Yücel, 2021). Finally, the JCM mediates the relationship between transformational leadership and job satisfaction

(Piccolo & Colquitt, 2006). Therefore, transformational leadership behaviors may be related to the JCM as a leader's aspects of the job may provide job satisfaction.

Job satisfaction started gaining attention in the 1930s (Weiss & Merlo, 2015). Researchers thought of job satisfaction as a job attitude. Job satisfaction is a job attitude, but the attitude focuses only on job satisfaction. A person's spirituality and attachment to God can influence job satisfaction (Kent et al., 2016). Religion, spirituality, and God attachment influence job satisfaction (Anthony & Hermans, 2020).

Researchers focus on both quantitative methods (scales, surveys) and qualitative methods (interviews, observation) to measure and discover job satisfaction (Weiss & Merlo, 2015). Job satisfaction findings may be similar to transformational leadership (Arian et al., 2018). Job satisfaction occurs in various areas, such as personal and occupational attributes (McInerney et al., 2018). Job autonomy, the work-itself, and skills/talents needed for the job are related to job satisfaction of transformational leaders as they may experience these characteristics (Brayer & Marcinowicz, 2018).

Scanlan & Still (2019) found that transformational leadership's helps decrease burnout and turnover intentions. Wu et al. (2020) found burnout and turnover was related to low job satisfaction with nurses. Transformational leadership positively influences retention (Weberg, 2010). Job satisfaction increases employee retention (Cox, 2019). Aspects of mental health professionals' work are important to their overall job satisfaction and retention. Research with transformational leadership and job satisfaction mainly focuses on direct reports and not leaders (López-Medina et al., 2021). Most research on transformational leadership and job satisfaction focuses on leaders' transformational leadership influencing or positively correlating with direct reports job

satisfaction (Puni et al., 2018). This literature review shows a need for future studies on mental health leaders' transformational leadership behaviors promoting job satisfaction. This research may help mental health organizational leadership understand how these professionals are satisfied from their leadership behaviors.

CHAPTER 3: RESEARCH METHOD

Overview

This chapter provides an overview of the methodology of the study. The research methodology was qualitative with a phenomenological design. Participants were recruited from social media websites Facebook and LinkedIn as well as Liberty University's School of Behavioral Sciences email database for faculty and doctoral students. Data saturation was reached with ten participants. Therefore, the population sample consisted of ten mental health leaders. The participants identified themselves as a mental health leader, manager, or supervisor and demonstrated transformational leadership behaviors.

In a semi-structured interview through Microsoft Teams, the participants answered seven formal interview questions related to leadership behaviors and job satisfaction. The data was coded, and themes were created using Quirkos 2.5 qualitative analysis software. Member-checking and data saturation showed reliability and validity. The assumptions, limitations, and delimitations explain how the study was impacted by assumptions with data collection, deliberate limits, and limits out of my control.

Research Questions

RQ1: What transformational leadership behaviors promote job satisfaction in the perception of mental health leaders?

RQ2: How do transformational leadership behaviors promote job satisfaction in the perception of mental health leaders?

Research Methodology Design

Berber and Acar (2020) defined *qualitative methodology* as research focused on in-depth phenomenon analyses. A qualitative methodological study allows participants to

express their thoughts and views on a phenomenon, gathering in-depth data (Berber & Acar, 2020). This study used a phenomenological research design to answer the research questions. Using a qualitative phenomenological process enabled me to articulate factors according to the perception of the participants related to transformational leadership behaviors promoting job satisfaction in mental health leaders. Phenomenological studies focus on a phenomenon people have experienced and will be able to articulate factors, thoughts, feelings, or attributes associated with the phenomenon (Berber & Acar, 2020). Therefore, a phenomenological study was the appropriate method to fulfill the purpose of the research by discovering how transformational leadership behaviors promote job satisfaction in mental health leaders.

Participants

I recruited participants from Liberty University's School of Behavioral Sciences faculty, students, and social media platforms, LinkedIn, and Facebook. I posted a recruitment message (see Appendix A) on LinkedIn and Facebook groups related to behavioral health. Groups on Facebook included Mental Health Professionals, Industrial/Organizational Psychology Conversations: Practice and Research, and professional organizations such as the American Psychological Association and Gateway Foundation. Groups on LinkedIn included Mental Health and Substance Abuse Rehabilitation Professionals, United States Mental Health Professionals, and professional organizations such as the American Counseling Association and the Society of Industrial/Organizational Psychology.

To recruit faculty and doctoral students I received permission from the Dean of Liberty University's School of Behavioral Sciences. I sent the same recruitment message

I used for social media to the program director of the School of Behavioral Sciences to post to doctoral students and faculty from the school. I included the IRB approval number when posting the recruitment message to show potential participants the study has been approved from an accredited academic institution. The study used the convenience sampling method. Convenience sampling is where a sample is from a similar group of people that are easy to contact and will volunteer to participate in a study (Stratton, 2021).

I selected ten volunteers based upon their answers to being in mental health role and a transformational leader. The inclusion criteria included volunteers reviewing and thinking they demonstrated three out of five transformational leadership behaviors (see Appendix B). Volunteers were in a mental health leader/manager/supervisor position. Exclusion criteria included the participants not thinking they demonstrated transformational behaviors or were not in mental health leadership, management, or supervision. I only interviewed ten volunteers since I reached data saturation. Data saturation is where new data does not bring new insights to the research, and there is enough information to answer the research questions (Braun & Clarke, 2019). I had two more volunteers than needed and e-mailed them, thanked them, and explained that I had the data needed to answer the research questions.

Study Procedures

I submitted documentation to Liberty University's Institutional Review Board (IRB) for approval to conduct the proposed study. Once the IRB approved the study's ethical standing, I started recruiting mental health leaders by posting a recruitment message (see Appendix A) to groups on Facebook and LinkedIn. The groups were related

to behavioral health or an established mental health organization. Recruiting participants from these types of groups on these social media platforms helped ensure I was reaching out to people who met the inclusion requirements for my study. After one month, I amended my IRB application to include recruitment of doctoral students and faculty from Liberty University's School of Behavioral Sciences due to a lack of volunteers from social media. The same recruitment message was used for the recruitment of all participants. In the recruitment message, my school e-mail was included as the method of contacting me. Volunteers e-mailed me if they were interested in becoming a participant or had questions regarding the study. When a volunteer e-mailed me, I evaluated their response. If they were interested in participating, I sent them a recruitment e-mail (see Appendix C) and an attached consent form (see Appendix D).

In the recruitment e-mail, volunteers were informed of the essential components of the study (see Appendix C). Volunteers answered four questions in order to participate. The first question was whether they demonstrated at least three of the five associated behaviors with transformational leadership. The second question was whether the volunteer was a mental health leader, manager, or supervisor. The third question asked if the volunteer read the information in the consent form. The final question asked for a date and time convenient for the Microsoft Teams meeting. Volunteers needed to sign and return the study consent form to me to participate officially.

Volunteers answered the four questions when they responded to the recruitment e-mail (see Appendix C). The participants agreed that they demonstrate at least three of the five associated behaviors with transformational leadership, and they are a mental health leader, manager, or supervisor. In addition, they agreed they read the study consent form

and provided a date and time for the Microsoft Teams interview. When a participant responded to the e-mail by answering the questions that met the inclusion criteria, provided a date and time for the interview, and sent me a signed consent form, they were officially a participant in the study.

Once the responses were received, the participant was sent an approval and interview confirmation e-mail (see Appendix E) showing they met eligibility and confirming the date and time of the interview. Participants also received an e-mail confirming the Microsoft Teams invitation and accepted the invitation to confirm the date and time. If the date and time need to be changed, the participant e-mailed me a request to change the interview date and time. On three separate occasions, adjustments were made to the time of interviews due to differences in time zones and scheduling conflicts. No date had to be changed.

Before starting an interview on Microsoft Teams, I asked the participants if they were a mental health leader, manager, or supervisor. Next, I asked the participants if they demonstrated at least 3 of the transformational leadership behaviors stated in the recruitment message (see Appendix A). After confirming they are a mental health leader and a transformational leader, I read the essential components of the study consent form. In addition, I read the purpose of the study and informed participants that video recording during the meeting is optional; however, the audio recording will take place. Finally, I informed participants of their rights to informed consent and explained their participation during member-checking after data analysis. Member-checking occurs after data analysis and allows participants to provide their opinion of the interpretation of the results and the accuracy of the data, thus adding validation to the study (Candela, 2019). After I read the

participants' essential components of the informed consent form, they were asked if they had any questions regarding the study and their rights as participants. I started recording the interview when all clarification and answers had been provided. I asked the participants the formal interview questions and had the opportunity to ask follow-up questions to ensure I had enough in-depth data to answer the research questions.

After completing the interviews, I informed them that member-checking would occur after I analyzed the data. I told them the process of member-checking, which is me writing a small summary of the results to them. They could add, edit, or delete information within the Microsoft Word document or write me their responses in an e-mail, or they do not have to make any changes. I informed them they had ten days after receiving the summary to respond with their interpretation of the results. Lastly, I informed participants that member-checking responses will be used when discussing the findings to help validate the results but will not alter the study results. I thanked the participants for their time and participation in the study. After the ten interviews were completed, the interviews were transcribed, downloaded, and saved to a file accessible only to me.

The interviews were labeled as Participant 1 (P1), Participant 2 (P2), Participant 3 (P3) and continued until I reached Participant 10 (P10). Labeling the interviews with this method ensured participants' privacy and confidentiality. The interview data was transferred to the qualitative data analysis software program, Quirkos 2.5 version. The transcribed interview data was color coded and themes were discovered. Finally, the

results were written to show what and how transformational leadership behaviors promote job satisfaction in the perception of mental health leaders.

After data analysis was completed, member-checking occurred. I e-mailed the participants (see Appendix F), stating that data analysis is completed and that a summary of the results is attached to the e-mail. I sent all participants a thank you e-mail (see Appendix G) the day after the 10-day deadline, even if they did not provide changes. The thank you e-mail was the last point of contact I had with the participants regarding this study. The data collected throughout the study was stored in Quirkos until the data can be permanently deleted after 3 years from the publication date.

Instrumentation and Measurement

Qualitative instruments and levels of measurement were utilized in this study. Quantitative and qualitative research both seek to answer questions about where, when, who, how, and why regarding a phenomenon or to develop or refute a theory (Leung, 2015). However, quantitative, and qualitative research have different research designs, data collection methods, and types of analysis. Qualitative research focuses on patterns of various non-numerical methods, such as interviews, documents, and photos, to understand a phenomenon (Ataro, 2020). Quantitative research focuses on statistically testing hypotheses and paradigms of a phenomenon (Leung, 2015). Qualitative research was the best method to utilize in this study as it looked to discover how transformational leadership behaviors promoted job satisfaction using non-numerical methods and did not focus on statistical testing of hypotheses.

Recruitment Questions

In the recruitment e-mail, volunteers were asked if they think they demonstrated at least three of the five associated behaviors with transformational leadership (see Appendix C). The transformational leader behaviors used in the study were developed based on the MLQ developed by Bass (1985). The MLQ is a validated scale to measure transformational leadership (Avolio et al., 1999). Avolio et al. (1999) re-examined the MLQ; they discovered reliability above .70 with creating a vision toward goals, helping develop others, being aware of one's actions, building trusting relationships, and thinking strategically about how to conduct changes. Transformational leaders demonstrate behaviors of creating visions with employees, encouraging development, and being self-aware of their behaviors (Lo et al., 2020). These behaviors helped provide a minimum criterion for identifying mental health leaders as transformational leaders. Participants answered if they thought they demonstrated at least three of the five transformational leadership behaviors and answered the other questions in the participant recruitment e-mail to participate (see Appendix C). A semi-structured interview was conducted and was the only data collection method.

Semi-Structured Interview

Semi-structured interviews will be the only method of data collection for this study. Semi-structured interviews are where a researcher creates a set of predetermined open-ended questions for participants to answer during an interview (Kallio et al., 2016). Semi-structured interviews are often flexible as researchers and participants can ask follow-up questions from the predetermined questions during the interview. In addition,

semi-structured interviews allow participants to express their thoughts, feelings, and perspectives on a phenomenon (Ferreira et al., 2018; Holmberg et al., 2018).

Interviews are an effective and reliable data collection method as the results are from the participants' responses regarding a phenomenon (Kallio et al., 2016). Responses provided by the participants helped discover in-depth perceptions of how their transformational leadership behaviors promote their job satisfaction. Therefore, a semi-structured interview was the appropriate research method for this study and answered the research questions. The participant's responses answered the research questions from seven predetermined questions in a semi-structured interview (see Appendix H).

Interview Questions

The interview questions were based on aspects of transformational leadership and job satisfaction. In addition, the semi-structured interview utilized seven questions (see Appendix H). These interview questions focused on how leadership behaviors promote job satisfaction. Participants answered how they determined that the behaviors they mentioned promote their job satisfaction. Participants also answered what job and leader behavior promotes their job satisfaction the most and how they decided that behavior. Participants and I were allowed to ask follow-up questions to the interview questions to ensure I would have enough in-depth data to answer the research questions. Responses from the seven interview questions and follow-up questions were used for data analysis.

Data Analysis

Upon completion of the interviews on Microsoft Teams, the recorded interviews were transcribed using the Microsoft Team's transcriber. Once the interviews were transcribed, they were downloaded and saved under the appropriate participant number to

a file only I can access. Next, for data analysis, the transcripts were imported to Quirkos 2.5 qualitative analysis software for storage and were analyzed. Finally, the data was broken down and coded in Quirkos 2.5. Coding the interview data included labeling and organizing the data using color codes to differentiate them. After reviewing the codes, themes emerged from the responses of the participants. The themes represented the mental health leaders' perception of their transformational leadership behaviors promoting job satisfaction.

According to Lochmiller (2021), thematic analysis is conducted by identifying repeated words or phrases that participants express. Then, the repeated words or phrases are coded and placed in an appropriate category. Coding words and phrases helps develop themes related to a study's constructs (Lochmiller, 2021). Once the data was coded, themes were created to represent the data. Performing thematic analysis of the research data helped answer the research questions. Quirkos 2.5 qualitative analysis software sorted, organized, and placed the data into codes related to transformational leadership and job satisfaction. The codes had different colors to help differentiate them. When the coding was completed, the codes were analyzed, and comparisons were found to create themes. The themes represent the participant's responses to the seven interview questions. The data collected was securely stored in Quirkos 2.5 qualitative analysis software for three years after the study's publication date. After three years, the transcripts and related material collected for the study were permanently deleted.

Assumptions, Limitations, and Delimitations

While collecting the data, I assumed the responses from participants were accurate and truthful. I assumed the participants, as mental health leaders, were able to

answer questions related to transformational leadership and job satisfaction. The study had a small number of participants; therefore, I assumed the findings do not reflect every mental health leader. However, I assumed the data collected was accurately representing mental health leaders' understanding of their transformational leadership behaviors and job satisfaction.

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The main delimitation focused on qualitative research. Most research on transformational leadership and job satisfaction uses quantitative methods (Puni et al., 2018). This study focused on mental health leaders' transformational leadership behaviors promoting their job satisfaction and not on leaders influencing the job satisfaction of their followers. Another delimitation was the inclusion and exclusion criteria of the study.

The inclusion and exclusion criteria were delimitations as I set the criteria for the study. The inclusion criteria focused on mental health leaders' transformational leadership behaviors and not just leaders' behaviors. The exclusion criteria excluded people who were not mental health leaders and those who thought they did not demonstrate at least three of the five transformational leadership behaviors. The final delamination in the study was the research questions.

There were only two research questions for the study. The research questions focused on transformational leadership behaviors promoting job satisfaction in the perception of mental health leaders. Therefore, the study used a semi-structured interview to answer the research questions. There was no research on mental health leaders' transformational leadership behaviors promoting job satisfaction.

Reliability

Qualitative research uses different ways to assess reliability than quantitative research (McDonald et al., 2019). Reliability in qualitative research addresses dependability by looking at similar responses in data sets instead of measurements (O'Connor & Joffe, 2020). There were two methods used to enhance reliability in the study. Member-checking, also known as respondent validation, was one method that enhanced dependability as participants viewed the results of the study after data analysis and provided their opinion of the interpretation of the results and the accuracy of the data (Candela, 2019). Data saturation was another method used to enhance reliability. Data saturation is where no new data will enhance the study, and there is enough data to answer the research questions (Braun & Clarke, 2019). I noticed several similar responses to the interview questions and thought no new data would bring insight to the study; therefore, data saturation was reached after interviewing ten participants. Member-checking and data saturation were used to enhance the reliability of the study.

Validity

Validity in qualitative research is different than quantitative. Qualitative validity refers to the credibility, transferability, and confirmability of findings, while quantitative validity refers to the extent that a concept in a study is accurately measured (Leung,

2015). Credibility is an accurate interpretation of a human's experience with a phenomenon in a study's findings (Thomas & Magilvy, 2011). Next, transferability refers to the extent to which a study's results can be applied or transferred to similar situations outside the study. Finally, confirmability refers to the outcomes of a research study that could be verified, confirmed, or corroborated by others. This study used qualitative validity to enhance the research findings.

This study enhanced credibility by using member-checking. Member-checking occurred after data analysis and allowed participants to provide their opinion of the interpretation of the results and data accuracy. After data analysis, I wrote a summary of the results. Participants had ten days to make edits based on their interpretation of the results and return them to me. The responses from member-checking were used when discussing the findings but were not used to change or alter the study's results.

Transferability helps other researchers determine how transferable the findings of a study can apply to other settings (Thomas & Magilvy, 2011). This study adhered to the data collection method, interview protocol, and data saturation for transferability.

The data collection method for this study was a semi-structured interview. Semi-structured interviews are an effective research method for qualitative researchers as they provide an in-depth investigation into a phenomenon (Kallio et al., 2016). The semi-structured interview had participants answer a pre-determined set of questions. In addition, follow-up questions from both me and the participants were allowed for flexibility of responses. Lastly, semi-structured interviews usually have an interview protocol that guided a researcher during data collection.

Interview protocols provide consistency when conducting semi-structured interviews and flexibility of responses by participants during their interviews (Hunter, 2012). This study utilized an interview protocol for the participants. The interview protocol for this study was designed to answer the research questions. The interview protocol showed the participants as a mental health leader, manager, or supervisor and were transformational leaders. Data saturation was also used to help enhance validity.

Data saturation is when new data is collected and does not bring new insight to the study (Braun & Clarke, 2019). This study did not need a minimum of twelve mental health leaders as initially thought and approved from the IRB. When data saturation occurred with ten participants, there was enough data and information to answer the research questions. Confirmability was the final component of qualitative validity used in the study.

Confirmability in the study was enhanced by member-checking. Member-checking is an effective way to enhance validity by allowing research participants to share their thoughts on the results of a study and how accurate the interpretation of the results is (Candela, 2019). Member-checking allowed participants to provide their interpretation of the results after data analysis. Member-checking enhanced confirmability since participants expressed their interpretation of the accuracy of the study's results.

Summary

This chapter showed the chosen process of conducting the research study. This study helped provide in-depth perceptions of mental health leaders' transformational leadership behaviors promoting job satisfaction. The sample size consisted of ten mental

health leaders since data saturation was reached. Participants were verified as a mental health leader, manager, or supervisor and verified that they demonstrate at least three of the five behaviors associated with transformational leadership during the recruitment phase and before starting the interview.

Participants answered seven formal interview questions in a semi-structured interview. In addition, the participants also answered follow-up questions in the interview. The semi-structured interviews were audio recorded and transcribed through Microsoft teams. Video recording was optional for participants during the interview. The data was transferred from Microsoft Teams to Quirkos 2.5 qualitative analysis software. Quirkos 2.5 sorted, organized, and analyzed the transcript data and themes were identified. Finally, all data collected from the interviews are stored in Quirkos 2.5 for 3 years after the study's publication date. After 3 years, collected data materials from the study will be permanently deleted.

This study used member-checking and data saturation to enhance reliability. Member-checking helped enhance reliability by allowing participants to provide their interpretation of the study's results. Data saturation enhanced reliability when the study reached ten participants and no new data added new insight. Member-checking was also used to enhance validity. Member-checking is an effective method to use to add credibility and confirmability to a study by allowing participants to provide their interpretation of the results (Candela, 2019). This study followed the data collection method, interview protocol, and data saturation to enhance transferability.

CHAPTER 4: RESULTS

Overview

Chapter 4 provides an overview of the results from the qualitative analysis conducted on the responses from the semi-structured interviews with the participant's perceptions of how transformational leadership behaviors promote job satisfaction. The purpose of this phenomenological study was to discover what and how transformational leadership behaviors promote job satisfaction from the perception of mental health leaders. Two research questions guided the study. RQ1: What transformational leadership behaviors promote job satisfaction from the perception of mental health leaders? RQ2: How do transformational leadership behaviors promote job satisfaction from the perception of mental health leaders?

A semi-structured interview was the only data collection technique used to gather data for the study. Responses from the interviews were used as data to answer the research questions. Quirkos 2.5 qualitative analysis software sorted, organized, and coded the data. A thematic analysis of the data revealed six themes in the study.

Descriptive Results

The inclusion criteria included volunteers reviewing and thinking they demonstrated three out of five transformational leadership behaviors (see Appendix B). Also, in the inclusion criteria, volunteers needed to be in a mental health leader/manager/supervisor position. Each participant met the study's inclusion criteria and participated in the study. The participants in the study were all identified as

transformational leaders. All ten participants identified themselves as a mental health leader.

Study Findings

After all the interviews were transcribed, they were transferred to Quirkos 2.5 qualitative analysis software for data analysis. Thematic analysis was the only method used to analyze the data from the interview transcripts. According to Lochmiller (2021), thematic analysis is where repeated words or phrases that participants express are identified and used to discover themes. After identifying the repeated words or phrases in the data, I color-coded the word or phrase and placed them in an appropriate category in Quirkos 2.5 qualitative analysis software. Once I coded the data, I compared and contrasted the codes to the research questions and themes that emerged from the data. Performing thematic analysis of the research data answered the research questions.

Six themes were identified from the participants data (see Table 1). The themes are encouraging growth and development; building trust; self-awareness of behaviors; work factors promoting job satisfaction; building teamwork; and creating a positive work culture. Subthemes were identified to help create the themes for the study. All of the themes answered RQ1. The themes encouraging growth and development, developing trust, and work factors promoting job satisfaction have subthemes which helped answer RQ2.

The first theme showed that the participants had behaviors representing the growth and development of their direct reports. Three subthemes emerged with the first theme. Teaching direct reports, learning new things, and being a mentor were associated with participants expressing growth and development as a factor in their job satisfaction.

The subthemes are also transformational leadership behaviors. The second theme showed job satisfaction occurred with the mental health leaders developing trust with others. The subthemes for developing trust are being honest with direct reports, leading by example, and listening to direct reports. The subthemes identified in the themes encouraging growth and development and developing trust are transformational leadership behaviors. The third theme, participants showed self-awareness behaviors of how they can directly impact their direct reports. With the fourth theme, participants expressed that work factors of the job promoted job satisfaction. The subthemes autonomy, utilizing skills to perform job tasks, and using feedback for improvement make up the fourth theme. The fifth theme consisted of building teamwork, which mental health leaders found satisfaction with building an effective and productive team. The sixth and last theme discovered that mental health leaders received job satisfaction from creating a positive work culture.

Table 1***Themes Associated with the Participants***

Themes	Subthemes	Transformational Leadership Behavior	Participants
Encouraging Growth & Development		Intellectual Stimulation	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
	Teaching Direct Reports		P1, P2, P6, P8, P9, P10
	Learning New Things		P1, P2, P3, P7, P8, P9
	Being a Mentor		P4, P9
Developing Trust		Individualized Consideration	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
	Being Honest with Direct Reports		P1, P2, P5, P7, P8, P9, P10
	Leading by Example		P2, P3, P4, P5, P6, P9
	Listening to Direct Reports		P3, P4, P5, P6, P9
Expressing Self-Awareness Behaviors		Intellectual Stimulation	P1, P2, P3, P4, P6, P7, P8, P9, P10
Work Factors Promoting Job Satisfaction		Intellectual Stimulation	P1, P2, P4, P5, P6, P7, P8, P9, P10.
	Utilizing Autonomy		P1, P2, P5, P7, P8, P9, P10
	Utilizing Skills to Perform Job Tasks		P2, P4, P5, P6, P8, P9, P10
	Using Feedback for Improvement		P7, P10
Building Teamwork		Idealized Influence	P1 P2, P3, P4, P5, P7, P9
Creating a Positive Work Culture		Idealized Influence	P1 P2, P4, P5, P6, P7, P9.

Encouraging Growth and Development

Encouraging the growth and development of others is when leaders demonstrate behaviors of teaching and mentorship. All ten participants stated growth and development of others contributed to their job satisfaction. Encouraging the growth and development of others is identified as a transformational leadership behavior (Bass, 1985). P1, P2, P3, P6, P7, P8, and P9 expressed great interest in helping people learn new things. P1 stated, "I love watching the people that I work with and who work for me, grow. I love seeing them learn new things, being able to collaborate with them to learn new things together." P2 and P3 expressed that watching others grow and learn gives them job satisfaction. In addition, P3 received more job satisfaction from helping people use what they learned instead of just helping them learn.

P7 shared similar responses to P1 and P2 with receiving job satisfaction from seeing others grow and learn. P9 made similar statements of P1, P2, P3, and P7 with helping others grow and expand their knowledge. In addition, P9 also explained, "I think of job satisfaction of mentoring or teaching others and helping develop themselves." P4 had a similar outlook to P9 when it came to mentoring and job satisfaction:

I think that being a mentor is probably what promotes my sense of job satisfaction. By being more of a role model and mentoring people to recognize those behaviors in themselves, it helps them to develop and it also helps me to feel like I've done something to advance the profession. I do get satisfaction from that.

What is interesting is how the participants shared behaviors of encouragement and growth for others but used different phrases and wording to describe the behavior. P10

expressed, “Seeing somebody be able to do it themselves and develop the insight themselves to self-correct and to know where they are going makes me feel good.” P9 responded differently with job satisfaction as they enjoy watching people blossom and become who they want to become. P8 made similar statements to P10, discussing stages of development and watching others use what they learned promoted their job satisfaction. In addition, P8 and P6 expressed that investing in their direct reports and development led to their job satisfaction. P5 shared different views of development from P8 and P6:

Encouragement and development give me job satisfaction. When I encourage them to pursue professional development opportunities, and to dig deeper into the area of interest that they have, I think that is what gives me the most satisfaction watching newer clinicians develop and be more confident.

Overall, all participants shared the theme of encouraging growth and development. Subthemes helped create the theme of the participants encouraging growth and development.

Teaching Direct Reports

Six participants identified teaching as a source of job satisfaction in encouraging growth and development. P1, P2, and P8 shared similar outlooks of being a teacher and helping their direct reports learn. While P6, P9, and P10 reported that being a leader means being a teacher when it comes to developing their direct reports. P10 wanted to share their knowledge with others to help them grow. P8 looked at teaching as the way to help develop their direct reports. Teaching and leadership were essential concepts with P9 and P10. P9 and P10 saw themselves as more a teacher than a leader to their direct

reports. P1 and P2 had similar perspectives about teaching. P1 and P2 identified as teachers and enjoyed seeing their direct reports develop. Several participants overlapped with the subtheme of learning new things.

Learning New Things

A few participants expressed great interest in learning new things and their overall development. P1, P2, and P9 expressed that they are lifelong learners and love sharing their learning. Learning and sharing knowledge with others promoted P1, P2, and P9 job satisfaction. P3 shared a different perspective on how learning gives them job satisfaction. P3 received satisfaction from learning but thought they got more job satisfaction by helping others learn. The last subtheme focused on mentorship.

Being a Mentor

Only two participants expressed mentorship as a meaning of job satisfaction. P9 shared that they see themselves as a mentor to young clinicians to help them develop, which gives P9 a lot of job satisfaction. P4 shared a similar response as P9. P4 found job satisfaction most from being a role model to direct reports. Another theme that emerged with the participants was developing trusting relationships.

Developing Trust

The participants all stated that trust was a significant factor in their interactions. All participants shared similar instances of developing trust with their direct reports, which promoted their job satisfaction. Trust was a psychological construct indicating mutual respect for one another. Participants expressed job satisfaction when the trust was mutual between them and their direct reports. P1 and P3 made statements of their job satisfaction being negatively impacted if they did not trust their direct reports. P3 stated,

“If I did not trust my people to do their job, then I would not be satisfied.” P10 had a similar outlook to P1 and P3 regarding their job satisfaction being impacted by not trusting their direct reports. The data revealed three subthemes associated with how trust influences job satisfaction.

Being Honest with Direct Reports

Most participants reported that honesty with their direct reports led to trust and job satisfaction. Many participants shared that being honest about the fact that they do not know everything and are not experts in everything helped develop trust with people. P1, P2, P7, P8, P9, and P10 all said they were not knowledgeable in everything. P8 expressed accountably is what led to their job satisfaction:

Taking ownership over the fact that I am a leader and my people are looking to me to figure things out even when I do not know everything, but I will try and figure it out. Being honest with them does give me satisfaction.

P7 had a different perspective on how honesty contributes to their job satisfaction with finding other professionals that are experts. P7 expressed, “I’m not an expert in all facets of our organization and I do not think any leader is, which is why we hire trustworthy people experts in their field. This is where I think trust is developed”. P5 had a different perspective on how honesty contributes to trust and job satisfaction. P5 discussed the clinical responsibilities of overseeing clinicians and entrusting them to perform tasks. The main point P5 made was being honest with direct reports about the trouble they could get into if they did not follow laws and organizational policies and procedures. P5 stated, “I’m responsible for supervising their work, so I always encourage them to ask questions if they have any.” Job satisfaction occurred with P5 due to being

honest with their direct reports about the consequences that could happen when they do not follow what they are supposed to. Another subtheme discovered was the participants leading by example with their direct reports.

Leading by Example

Leading by example promotes trust and job satisfaction among P2, P3, P4, P5, P6, and P9. A majority of the participants stated they lead by example, so their team will see them behaving as leaders, and the participants hoped that would help their direct reports mimic the behaviors. P2, P3, and P4 would not tell their direct reports to do anything they have yet to do or would not do. The participants believed this was an effective method to help build trust with their direct reports and lead to job satisfaction. P5 and P6 described leading by example different from P2, P3, and P4. P5 and P6 described that doing tasks before their direct reports helped the participants build trust. P5 stated, "Leading by example is a great way I build trust, because since my team sees me doing it they are likely to do it as well." Job satisfaction occurred with the participants when they observed their direct reports mimicking their behaviors. P9 had a different view of leading by example from the other participants. P9 discussed theories of learning as to why they lead by example:

I like to think of leading by example as a part of the social learning theory. People learn by watching others do things, so if I am doing a lot of the same things they are doing and they see that, that helps build trust between us.

The last subtheme discovered with developing trust was that participants listen to their direct reports.

Listening to Direct Reports

Half of the participants received job satisfaction from listening to their direct reports. P3 and P5 made similar statements about listening to their direct reports' concerns about projects, tasks, and other job-related activities. Listening helped promote job satisfaction in the participants by developing trust with their direct reports. P4 and P9 had different views by not expecting their direct reports to listen to them if they did not listen to direct reports. P9 further elaborated by explaining that when they do not listen to their direct reports, the trust they have in them is impacted, leading to less satisfaction with their job. P5 and P6 stated that learning from their direct reports by listening to them promoted their job satisfaction.

Expressing Self-Awareness Behaviors

Expressing self-awareness behaviors was the third theme that emerged from the participants. Nine participants shared instances of self-awareness and how it contributed to their job satisfaction. Similar to responses from the theme of developing trust, some participants expressed being self-aware of their behaviors as a factor of trust with their direct reports and job satisfaction. P2 expressed that their behaviors are what develop trust with their team, and they are self-aware of how they act during interactions with others. P1, P4, P6, and P10 had a similar view from P2, with the participants expressing that their behaviors and actions can have a positive or negative influence on the behaviors of others. P1 provided how being self-aware of their actions leads to job satisfaction:

Understanding how I feel and how that can be perceived by others is really important to me. It gives me a sense of being able to control myself and lead others through challenging times. That gives me a lot of job satisfaction.

While P1, P4, P6, and P10 discussed how understanding their behaviors positively or negatively affects others, some participants discussed how their limited knowledge of topics might influence their job satisfaction.

Three participants discussed how they did not know everything and could express that with others but had different perspectives on how that impacted their job satisfaction. P3 said they are not afraid to admit they are wrong because they want to know what is right so they do not make the same mistake. Self-improvement was important to P3 and P7, as P7 stated, "I am not an expert in everything, but I am always willing to learn and that gives me job satisfaction." P10 had a different view of P3 and P7. P10 expressed that learning how to be self-aware of their weaknesses and lack of knowledge in areas is something they had to accept to be effective in their role. P7 also expressed that being self-aware of their actions with how they present themselves to others during formal and informal settings led to their job satisfaction:

I walk into a room and if I don't say my title and people don't know who I am, it's very casual. I get more satisfaction with being very casual than formal.

While some participants discussed the impact of their self-awareness behaviors, half of the participants expressed that holding themselves accountable for their actions led to job satisfaction.

Half of the participants (P1, P2, P3, P6, P9) expressed holding themselves accountable for their actions as part of their job satisfaction. P1 and P9 shared similar perceptions by holding themselves to a standard when interacting with their direct reports and others. Holding themselves to a standard gave them job satisfaction as they got to be a role model for others. Participant 1 stated, "I have to hold myself to a higher standard

than my team, because I am seen as a role model”. While P1 and P9 discussed that holding themselves to a standard contributed to their job satisfaction, P3 and P6 explained that accountability gives them job satisfaction.

P3 and P6 had different views of how accountability contributed to job satisfaction. P3 discussed when they made mistakes, took appropriate steps to resolve them, and held them accountable for their actions. Further explanation discovered that P3 is being true to themselves when they hold themselves accountable, which provides P3 with job satisfaction. P6 discussed that if they do not accept accountability for what they are wrong about, the people they lead will not take accountability for their actions. Therefore, P6 expressed that holding themselves accountable did promote job satisfaction because they could help others learn how to hold themselves accountable and help them understand that mistakes will occur.

Work Factors Promoting Job Satisfaction

There are some work factors that participants experience that provide job satisfaction. The work factors discovered were autonomy, skills utilized, and using feedback for improvement. Autonomy is the freedom a person has to perform their work tasks. Using the skills participants developed were discovered to promote job satisfaction. The usage of feedback was the last factor discovered. P1, P2, P5, P7, P8, P9, and P10 described autonomy as a factor in their job satisfaction.

Utilizing Autonomy

Participants expressed autonomy in several ways and how it promoted their job satisfaction. One of the significant findings was that participants had flexibility in making decisions regarding aspects of their job. P1, P5, P8, and P9 expressed that flexibility in

their role gave them job satisfaction because they could decide without going through their leader. P1 gave a detailed explanation of how flexibility gives them job satisfaction:

I have a lot of flexibility with my team. I am able to make decisions without having to go through anyone else. Having that flexibility gives me a lot of job satisfaction.

While P1, P5, P8, and P9 discussed flexibility, P7 had a different view of autonomy and its contribution to job satisfaction.

P7 expressed that autonomy was the most significant factor in job satisfaction since they have the most control between accomplishing personal and professional goals to achieve their mission. P7 stated, "I think the most job satisfaction I have is from autonomy. When I think of job satisfaction, I think of autonomy". Freedom and encouraging creativity with their direct reports was another view of P7 with autonomy. P10 had a similar outlook to P7 with autonomy and creativity. P10 discussed that job satisfaction was obtained from autonomy since they encourage free and creative thinking in their direct reports. P2 had a different view of how autonomy promotes job satisfaction. P2 was satisfied by autonomy since they are trusted to do their job without being micro-managed by their supervisor. Another factor promoting job satisfaction with the participants is the skills utilized to perform their everyday tasks.

Utilizing Skills to Perform Job Tasks

Several participants expressed that using the skills they learned to perform work functions promoted job satisfaction. P4, P9, and P10 discussed job satisfaction when using the skills they developed throughout their academic and professional careers. P9 and P10 included the critical thinking skills they developed, and the challenging tasks

they experienced from their work helped them perform at a higher level, promoting job satisfaction. P5 and P8 had different views of using their skills. P5 and P8 viewed using their skills to help others develop. P5 stated, "Using my skills to help others develop and use them when needed gives me job satisfaction." This finding is similar to the first theme of the participants encouraging the growth and development of others. While P5 and P8 utilize their skills to help develop others, P2 and P6 showed a different perspective. P2 and P6 shared that their job satisfaction would be negatively impacted if they did not get to use the skills they learned throughout their academic and professional careers. P2 discussed how their job satisfaction would be impacted:

If I were not able to use the skills I learned from my schooling and the skills I developed throughout my career, I would not have a lot of job satisfaction.

The last factor discovered was the utilization of the feedback the participants received.

Utilizing Feedback for Improvement

Only P7 and P10 discussed feedback as a tool to help them improve their skills. P10 discussed how the feedback they received from previous supervisors helped them better understand how to perform tasks and become more self-confident in their abilities to do the tasks. Becoming more self-confident in their abilities led to job satisfaction. P10 also mentioned that setting boundaries with direct reports from the feedback they received from others helped with job satisfaction. P7 had a similar outlook to P10. P7 discussed being very open to receiving feedback since they can make personal and professional changes. P7 stated, "I see feedback as another opportunity to learn more about what I need to improve on, and improving myself gives me a lot of job satisfaction."

Building Teamwork

Teamwork was an important theme that emerged as several participants had a view of how building teamwork promoted their job satisfaction. P3, P5, and P7 believed mutual respect brought them job satisfaction when building their teams. Respect was a significant factor, with P3, P5, and P7 building that connection with their team. P3 stated, "If everyone respects each other, that will create a dynamic team since everyone feels comfortable with each other." While respect was a factor with P3, P5, and P7, finding the right people for positions in their team was a factor of job satisfaction for P1, P2, and P9.

P1, P2, and P9 focused on creating a diverse and knowledgeable team. These participants hire the most knowledgeable people in their professional area to make up their teams. Making a diverse team of professionals gave the participants job satisfaction since they would have a better chance of solving problems. P9 stated, "My team members are experts in their fields. I hire people seen as experts so we can solve problems". Picking experts in their field also helped the participants learn from them, contributing to job satisfaction.

Learning from experts in their team promoted job satisfaction in some participants. P1, P2, P7, and P9 mentioned that being lifelong learners and having a knowledgeable team to gather ideas and learn from promoted job satisfaction. P1 stated, "Being in a team where I can hear other people's perspectives and knowledge they have gives me job satisfaction because I am learning from them." Collaborating with others was another essential factor in building teamwork that promoted job satisfaction.

Working together in a team promoted job satisfaction since the participants got to work with others. Collaboration is an integral part of building teamwork, according to P1.

P1 discussed that collaborating with others, including subject matter experts and direct reports, promotes job satisfaction. P2 had another perspective on collaboration.

P2 explained that with collaboration, new ideas would emerge to help resolve problems, positively impacting their organization's success. When problem-solving occurs, and a variety of perspectives are present in their team, it promotes job satisfaction in P2. P5 had a similar perspective to P2 regarding collaborating on problem-solving.

Problem-solving and finding creative solutions within their team promoted job satisfaction in P5. P5 discussed collaboration with their team of direct reports as a way to look at problems from a creative standpoint. Encouraging creativity helped their team look at problems and solve them. P4 had similar ideas to P5 but focused on collaboration and critical thinking with their direct reports.

Coming to conclusions and encouraging critical thinking in their direct reports led to job satisfaction for P4. Building their team up by encouraging critical thinking and supporting them leads to a productive team, according to P4. In addition, P4 also discussed that they are helping to create leaders when they encourage critical thinking in their team. Many participants mentioned that their team's success comes from the work culture they are experiencing at their organization.

Creating a Positive Work Culture

Participants expressed how creating a positive work culture contributed to their job satisfaction. Trust was a factor in creating a positive culture among P1, P4, and P9. In addition, to trust, P1, P4, and P9 explained additional factors contributing to a positive work culture. Consistent communication with their people created a positive work culture, contributing to job satisfaction in P9. Being honest with their direct reports and

laying a foundation of values in the culture contributed to job satisfaction in P4. P1 stated that mutual respect for one another contributed to a positive work culture, which promoted job satisfaction. An open-door policy was another way P1 built a positive culture.

Promoting an open-door policy with direct reports led to job satisfaction with P1, P2, P5, and P7. While each participant mentioned an open-door policy as a part of the culture they create, they have some similarities and differences with how they see their open-door policy promoted job satisfaction. P1, P2, and P7 had a similar view of being there for their people and being available to answer people's questions, giving them job satisfaction. P5 had a different perspective from P1, P2, and P7, as they included the open-door policy in their culture because they wanted people to be comfortable sharing ideas. Job satisfaction occurred in P5 of the culture they created with the open-door policy.

Summary

Chapter 4 shows the results of the study. Six themes emerged from the data from the mental health leaders that promoted their job satisfaction. All six themes answered RQ1. The themes encouraging growth and development, developing trust, and work factors promoting job satisfaction answered RQ2. The themes discovered are identified as transformational leadership behaviors. The participants expressed encouragement of growth and development, with subthemes of teaching direct reports, learning new things, and being a mentor. Developing trust with direct reports and other people was the next theme discovered. From this theme emerged three subthemes, being honest with direct reports, leading by example, and listening to direct reports to help identify the theme. The

next theme consisted of the participants expressing their self-awareness behaviors and holding themselves accountable for their actions promoting job satisfaction. The next theme focused on work factors the participants expressed promoted job satisfaction.

The theme work factors found that promote job satisfaction was made from three subthemes. They were utilizing autonomy, utilizing the skills they used to perform in their role, and using the feedback they received to improve themselves. Building teamwork was the next theme, as the participants expressed aspects of developing their teams. Participants mentioned that collaborating with others was an effective way to build teamwork. The final theme discovered was the participants creating a positive work culture. The participants valued trust, honesty, communication, and implementing an open-door policy as factors promoting a positive work culture and job satisfaction. The next chapter will focus on the discussion of the findings, future implications, limitations, and future research recommendations.

CHAPTER 5: DISCUSSION

Overview

The purpose of this phenomenological study was to discover what and how transformational leadership behaviors promote job satisfaction from the perception of mental health leaders. This chapter will discuss the findings from the study, the implications of the study, the limitations of the study, and future recommendations for research.

Summary of Findings

Through the data collected from the participants, six themes were discovered. All six themes answered RQ1. The themes encouraging growth and development, developing trust, and work factors promoting job satisfaction answered RQ2. The themes discovered are identified as transformational leadership behaviors. The first theme showed the participants demonstrated behaviors encouraging the growth and development of their direct reports. Teaching direct reports, learning new things, and being a mentor were three subthemes associated with the theme of encouraging growth and development. The second theme showed job satisfaction occurred with the mental health leaders developing trust with others. Similar to encouraging growth and development, developing trust had three subthemes that helped create the theme. The subthemes for developing trust are being honest with direct reports, leading by example, and listening to direct reports. The third theme shows the participants perceptions of self-awareness behaviors and how they can directly impact their direct reports. With the fourth theme, participants expressed that work factors of the job promoted job satisfaction. The subthemes utilizing autonomy, utilizing skills to perform job tasks, and using feedback for improvement make up the

fourth theme. The fifth theme consisted of building teamwork, which mental health leaders found job satisfaction with building an effective and productive team. The sixth and last theme discovered that mental health leaders received job satisfaction from creating a positive work culture.

Discussion of Findings

The findings from this study show that mental health leaders possess transformational leadership behaviors, which contribute to their job satisfaction. During the member-checking phase of the study, participants were sent a member-checking email (see Appendix F) with a small summary of the results attached (see Appendix I). The summary shared the themes and subthemes of the study's findings. Eight participants (P1, P2, P3, P4, P5, P6, P7, & P9) responded to the member-checking email, while two (P8 & P10) did not. The eight participants who responded had no additions or alterations to make to the summary and agreed with the results. Member-checking helped validate the study's findings as the participants agreed with the themes discovered. The first theme discovered, encouraging growth and development, is a common finding among transformational leaders.

The first theme, encouraging growth and development, is a transformational leadership behavior (Thuan, 2019). Transformational leaders aim to train their direct reports to develop their careers (Dopelt et al., 2021). Developing others is described as intellectual stimulation, a transformational leadership behavior. According to Thuan (2019), the primary purpose of a transformational leader is to nurture and develop critical thinkers. No research shows whether transformational leaders obtain job satisfaction by developing others. This study found that transformational leaders' job satisfaction occurs

when they encourage growth and development in others. Teaching direct reports, learning new things, and being a mentor are the subthemes that made up the theme: encouraging growth and development.

Teaching direct reports encourages creativity and the stimulation of new ideas. Intellectual stimulation is a behavior of transformational leadership and defined as where transformational leaders encourage direct reports to be creative in their roles and develop problem-solving skills (Sahota et al., 2020). The leaders themselves mentioned that learning new things contributes to their job satisfaction. Intellectual stimulation in the leaders themselves includes learning new things and acquiring knowledge. The last subtheme being a mentor is similar to the transformational leadership behavior of idealized influence. Idealized influence describes role-modeling behaviors that help direct reports learn positive behaviors they can mimic from leaders (Karuki, 2021). The theme of encouraging growth and development answers both research questions.

The first research question was answered by showing encouraging growth and development as a transformational leadership behavior and creating job satisfaction in mental health leaders. The second research question was answered using the subthemes teaching direct reports, learning new things, and being a mentor. The subthemes show how the mental health leaders' behaviors promoted their job satisfaction. The next theme of developing trust was discovered in the study.

Most of the participants stated that developing trust led to job satisfaction. Developing trust with others is critical to creating effective relationships (Martínez-Córcoles et al., 2018). When transformational leaders develop trust with their direct reports, it leads to higher job satisfaction. Developing trust is associated with the

transformational leadership behavior of individualized consideration (Martínez-Córcoles et al., 2018). Individualized consideration is where transformational leaders consider their direct reports' feelings, emotions, and perceptions on various topics (Mbindyo et al., 2021). When transformational leaders acknowledge and assess the needs of their direct reports, this leads to building trust in their professional relationships. Participants expressed that trust was an essential factor in their job satisfaction. The theme of developing trust answered both research questions. RQ1 was answered as developing trust is a transformational leadership behavior that promotes job satisfaction in mental health leaders. The subthemes show how the participant's behaviors promote job satisfaction. Therefore, RQ2 was answered by the subthemes being honest with direct reports, leading by example, and listening to direct reports.

Seven participants expressed that being honest with direct reports builds trust. Idealized influence is associated with honesty among leadership and direct reports (Lo et al., 2020). When transformational leaders show honesty with others, they exhibit the transformational leadership behavior idealized influence. Transformational leadership is associated with trust and direct reports (Ariyabuddhiphongs & Kahn, 2017). Ariyabuddhiphongs and Kahn (2017) found that trust was positively associated with transformational leadership. Lo et al. (2020) examined library directors' transformational leadership behaviors in developing trust with direct reports and their whole organization. The library director's transformational leadership behaviors positively promoted trust. The findings of the mental health leaders show they obtained job satisfaction by being honest with their direct reports. The next subtheme shares how leading by example led to the development of trust among the participants.

Six participants in the study expressed job satisfaction when they lead by example with their direct reports. Leading by example is a well-known behavior that transformational leaders demonstrate (Waris et al., 2018). Leaders who lead by example demonstrate role-modeling behaviors that their direct reports can repeat and influence others (Afshari, 2021). When direct reports follow the role-modeling behaviors of their transformational leader, they develop a trusting relationship with them (Khalil & Sahibzadah, 2021). In addition, leading by example exhibits transformational leaders communicating a clear vision and direction for direct reports (Okoli et al., 2021). Overall, when the mental health leaders lead by example, it positively influences their job satisfaction. Listening to direct reports is the last subtheme associated with developing trust.

Five participants said that listening to their direct reports helped them develop trust. Listening to direct reports is a transformational leadership behavior of individualized consideration (Martínez-Córcoles et al., 2018). Individualized consideration is where transformational leaders listen and address the concerns of their direct reports (Haider-Khalil & Sahibzadah, 2021). Martínez-Córcoles et al. (2018) discovered that transformational leaders are great at listening to others and providing empathy, which leads them to develop trust with others. The five mental health leaders in this study expressed that their job satisfaction was positively influenced by listening to their direct reports and developing trust. The study's third theme, expressing self-awareness behaviors, contributed to the participant's job satisfaction.

Nine participants expressed that self-awareness of their behaviors led them to job satisfaction. The third theme only answered RQ1. Being self-aware of one's behaviors is

a component of the transformational leadership behavior intellectual stimulation (Sahota et al., 2020). Transformational leaders not only develop intellectual stimulation in their direct reports, but they develop their intellect, too (Para-González et al., 2018). Research shows that a transformational leaders cognitive abilities enhance their self-awareness (Para-González et al., 2018). Transformational leaders who understand their cognitive abilities help improve their self-awareness and ability to lead others. Several participants expressed that holding themselves accountable for their behaviors increased job satisfaction.

Half of the participants (P1, P2, P3, P6, P9) expressed holding themselves accountable for their actions as part of their job satisfaction. Holding oneself accountable for their actions is described as a self-awareness and transformational leadership behavior (Kuo et al., 2021). The participants had different perceptions of how holding themselves accountable contributed to job satisfaction. Holding themselves to a standard, making mistakes, being able to correct themselves, and taking accountability so others will mimic taking accountability are the perceptions of how the participants obtained job satisfaction. Kuo et al. (2021) discovered that when transformational leadership was observed from leaders in an organization, accountability was demonstrated by leadership and direct reports. The fourth theme of this study is work factors that promote job satisfaction.

Work factors promoting job satisfaction consisted of three subthemes. This theme answered both RQ1 and RQ2. The subthemes are utilizing autonomy, utilizing skills to perform job tasks, and using feedback for improvement. The work factors discovered are associated with transformational leadership and promoted job satisfaction in most participants. The subthemes answered RQ2 by showing how these behaviors promote job

satisfaction in the participants. Nine participants stated that they at least demonstrated one of the subthemes that promoted job satisfaction. The subthemes developed are similar to the JCM. Skill variety, task identity, task significance, autonomy, and feedback comprise the JCM (Hackman & Oldham, 1975). The JCM mediates the relationship between transformational leadership and job behaviors (Piccolo & Colquitt, 2006).

The characteristics of the JCM influence all types of leaders, including transformational leaders (Hans & Gupta, 2018). The participants have been identified as transformational leaders by them stating they possess transformational leadership behaviors. The participants received job satisfaction from utilizing autonomy, utilizing skills to perform job tasks, and using feedback for improvement. Each subtheme gives a different perspective from the participants on how it contributes to job satisfaction. Autonomy is well-known with job satisfaction (Kim & Keane, 2021).

Autonomy allows leaders to make crucial decisions regarding their work (Le Floch et al., 2019). Employees in leadership roles have more responsibilities and decision-making abilities than those not in a leadership role (Arian et al., 2018). Intellectual stimulation is associated with autonomy as it gives leaders freedom to be creative with their tasks (Le Floch et al., 2019). Transformational leaders with higher autonomy often have more job satisfaction. Seven participants in this study said they have autonomy with their position, which gives them job satisfaction.

P1, P5, P8, and P9 expressed that flexibility with decision-making in their role gives them job satisfaction. Autonomy and flexibility contribute to job satisfaction among health nurse leaders (McCreary, 2020). Autonomy is one of the significant factors associated with job satisfaction among leaders (Kim & Keane, 2021). When

organizations allow more autonomy to all employees, they have more control over their work; therefore, job satisfaction increases (Halcomb et al., 2018). The next subtheme shows that the skills the participants use to perform job tasks give the participant's job satisfaction.

When an employee experiences the significance of their job and uses their skills, this leads to them experiencing a higher level of job satisfaction (Hackman & Oldham, 1975). When leaders get to use the skills they developed they are experiencing intellectual stimulation (Han et al., 2020). The skills a person possesses and gets to utilize in their work contribute to job satisfaction (Larson & Alvinus, 2019). Seven study participants stated that using the skills they developed throughout their professional careers gives them job satisfaction. Specifically, P2 and P6 would only be satisfied with their work if they used the skills they developed. P5 and P8 obtained job satisfaction by developing and using their skills to help others develop. Transformational leaders use a variety of skills to help develop and interact with their direct reports (Han et al., 2020). Dele (2019) found that employees working in jobs that require skills and job involvement report higher levels of job satisfaction. The last subtheme is using feedback for improvement.

Feedback is the performance information given from one individual to another to help with improvement (Fenwick et al., 2019). When feedback is given, it helps the person reflect on their development and learn from their mistakes. Feedback is associated with the transformational leadership behavior intellectual stimulation (Fenwick et al., 2019). Only two participants mentioned feedback as a factor in job satisfaction. P7 stated being open to feedback so they can make personal and professional changes. P10 stated

that using feedback to become more self-confident in their abilities gives them job satisfaction. Transformational leaders are critical to providing feedback effectively (Fenwick et al., 2019). Feedback Fenwick et al. (2019) discovered how transformational leaders delivered feedback to their direct reports and influenced how the direct reports accepted the feedback. The next theme discovered among the participants was building teamwork.

Building teamwork was the fifth theme discovered. This theme answered the first research question. Building teamwork is associated with the transformational behavior idealized influence (Eisenberg et al., 2019). Based on the responses from the participants, building teamwork led to job satisfaction. Mutual respect among members in a team, building a diverse team, placing people in the correct position, building a team of lifelong learners, and collaborating with others promoted job satisfaction. Eisenberg et al. (2019) discovered that leaders exhibiting transformational leadership behaviors positively impact teams. Eisenberg et al. did not discuss if job satisfaction occurred due to the transformational leadership behaviors. Fernald (2021) describes transforming teamwork into three parts: psychological safety, constructive conflict, and actionable team learning.

Psychological safety allows for differences in thinking among team members. Constructive conflict teaches team members how to understand conflict in teams and helps create productiveness from conflict. Actionable team listening helps develop the team and create trust among team members (Fernald, 2021). The mental health leaders exhibited behaviors similar to what Fernald (2021) discovered. The sixth and last theme in the study is creating a positive work culture.

Seven participants said creating a positive work culture contributed to job satisfaction. Transformational leadership positively influences workplace cultures (Boamah, 2022). This theme answered RQ1. Transformational leaders exhibit behaviors of idealized influence when creating a positive work culture (Hildenbrand et al., 2018). The mental health leaders in this study received job satisfaction from creating a positive work culture. Some participants expressed that trust contributed to creating a positive work culture, while some mentioned that communication and honesty with direct reports promoted job satisfaction. Some participants also mentioned mutual respect and having an open-door policy as helping build a positive work culture, which promotes job satisfaction. There are similar responses in this theme of other themes in the study.

This study shows multiple similar responses throughout the themes. Learning new things was found in the first theme, encouraging growth and development, and the fifth theme, building teamwork. Being honest with direct reports and trust were discovered in the second theme, developing trust, and in the sixth theme, creating a positive work culture. Mutual respect was discovered in theme five, building teamwork, and theme six. These responses show that mental health leaders possess several transformational leadership *behaviors* that can be presented with one factor. While Boamah (2022) and Hildenbrand et al. (2018) found that transformational leadership positively influences workplace culture, Wu et al. (2020) looked at transformational leadership and a positive spiritual climate. Wu et al. found that positive spiritual culture was positively influenced by transformational leadership. Wu et al. shows that spirituality is a factor in transformational leadership.

Biblical Foundations

Transformational leadership and job satisfaction have each been researched from a biblical perspective. Jesus is described as a transformational leader because of his ability to produce leaders (Momeny & Gourgues, 2019). Jesus also mentored others and helped them develop themselves. Mentoring and helping people develop have been identified as transformational leadership behaviors (Sahota et al., 2020).

Transformational leadership focuses on a leader's behaviors toward their direct reports. A transformational leader's spirituality or attachment to God may contribute to how they lead (Anthony & Hermans, 2020; Foulkes-Bert et al., 2018). Job satisfaction may also be obtained from a person's religious beliefs (Bednarczuk, 2019).

Religion and a person's spiritual beliefs are popular research areas as organizations examine what factors promote employee job satisfaction (Bednarczuk, 2019). A person's religiosity may affect job satisfaction (Kent et al., 2016). Employees' spiritual beliefs are a factor in the overall job satisfaction of people with a high level of spirituality (Alazmani-Noodeh et al., 2021). Looking at job satisfaction from a religious and spiritual perspective provides the study with an understanding of how these principles apply to transformational leadership. The focus of this study was not on the mental health leaders' religious affiliations with their transformational leadership or job satisfaction. However, understanding these biblical perspectives helps the study understand how the constructs are associated with religion. The findings in the study do have implications.

Implications

This study found that transformational leadership behaviors promote job satisfaction in mental health leaders. The findings in the study can be used by mental health organizational leadership to develop training programs for leaders. Mental health organizational leadership can also use these findings to create a training program for direct reports wanting to transition into a leadership role. The findings give detailed perspectives of what transformational leadership behaviors promote job satisfaction. Training programs created around the discovered transformational leadership behaviors could help develop more effective leaders. In addition, the findings show that job satisfaction is obtained from these transformational leadership behaviors. Understanding that job satisfaction is obtained from leadership behaviors helps organizational leadership understand what satisfies their leaders and direct reports. The findings can be used in professional practice by leaders in healthcare and behavioral health.

Consultants may use these findings to focus on mental health leadership or organizational development in behavioral health and other organizations. Discovering what provides job satisfaction to transformational leaders helps create policies and procedures for training and retention. The findings can help the scientific community by helping researchers who study transformational leaders, mental health professionals, and job satisfaction. Researchers can use the findings to facilitate research on leaders and job satisfaction in other organizations. Several limitations were discovered throughout the study.

Limitations

The study had ten participants due to the type of research. Qualitative research focuses on research methods that provide in-depth data on a phenomenon. Therefore, the population sample must be appropriate (Berber & Acar, 2020). With a small sample size, the findings in the study may not be the same for every mental health leader. The study used social media platforms Facebook and LinkedIn and Liberty University's School of Behavioral Sciences email database to faculty and doctoral students. Social media only recruited two participants, while Liberty University's email database recruited eight. This study's findings may not be the same in every behavioral organization as the study participants were recruited from social media and Liberty University. This study focused on aspects of transformational leadership and no other leadership styles. Not focusing on the different leadership styles limited the discovery of other leadership aspects the mental health leaders may possess. Focusing on job satisfaction mental health leaders possess related to their transformational leadership limited finding all aspects of job satisfaction related to these leaders.

Recommendations for Future Research

The study's findings are the first to show what and how transformational leadership behaviors promote job satisfaction in mental health leaders. Future research can use a sample from one organization to conduct similar studies on mental health leadership. A sample from one organization can help create research that shows similarities among mental health leaders in organizations regarding transformational leadership and job satisfaction. To further investigate transformational leadership, future research can focus on different leadership styles with transformational leadership.

Researching multiple leadership styles with job satisfaction may discover what other leadership styles mental health leaders possess.

Summary

This chapter reviewed the findings with relevant research. This section shows all six themes answered RQ1. Three themes, encouraging growth and development, developing trust, and work factors promoting job satisfaction, answered RQ2. All themes were identified as transformational leadership behaviors and promoted job satisfaction in mental health leaders. Member-checking helped validate the study's results as the participants agreed with the themes discovered. The study's limitations were discussed, including the focus on qualitative and not quantitative research, the study's findings may not represent every behavioral organization, as participants were not recruited from organizations, and focusing only on transformational leadership. This section also shows future research recommendations and the study's implications.

Recommendations for future research include similar studies on mental health leadership in organizations and studies using multiple leadership styles instead of using only the transformational leadership style. The findings in the study may help develop training programs for both leadership and direct reports and business professionals who study and consult on leadership development. The findings can further help researchers understand transformational leaders, mental health leaders, and job satisfaction.

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Appendix A

Participant Recruitment Message

ATTENTION MENTAL HEALTH PROFESSIONALS!!!

My name is Taylor Blakeley. I am currently a doctoral candidate in the School of Behavioral Sciences at Liberty University, conducting research as part of the requirements for a doctoral degree.

The purpose of this study is to discover transformational leadership behaviors that promote job satisfaction in mental health leaders. I am looking for at least 12 mental health professionals in a leadership, management, or supervisory position to volunteer for this research and who think they demonstrate at least three of the following transformational leadership behaviors:

1. Create a clear vision with employees regarding personal and organizational goals.
2. Encourage personal and organizational development of employees.
3. Self-aware of actions that may influence the behaviors of employees.
4. Build trusting relationships with employees.
5. Think strategically to drive innovation and promote change.

To participate in this study, it is necessary:

1. You think you demonstrate at least three of the above behaviors of a transformational leader.
2. You are a mental health leader, manager, or supervisor.

You are being asked to participate in a semi-structured interview at a date and time convenient for you. Participants will be given a consent form with additional information about my research. The semi-structured interview with me may last up to 60 minutes through Microsoft Teams. The interview will be audio recorded through Microsoft teams and transcribed for data collection and research purposes. Video recording is optional.

After data analysis, I will e-mail participants a summary of the results to review. I will ask participants to make additions, corrections, and deletions within 10 days. Responses from the summary will not be incorporated into the results but may be used when discussing the findings to help validate the results.

Please respond to this message via e-mail if you interested in participating. A consent form will be sent as an attachment in a recruitment e-mail to you. After reading the consent form, if you wish to participate, please print the consent form, sign it, scan it, and return it to me via email **or** save a copy of the consent form, type your information, save the copy with your information, and email it to me at [REDACTED]. If you are interested in participating or have any questions regarding the study, please e-mail me at: [REDACTED]

With regards,

Taylor Blakeley Doctoral Candidate at Liberty University

Appendix B

Transformational Leadership Behaviors

1. Create a clear vision with employees regarding personal and organizational goals.
2. Encourage personal and organizational development of employees.
3. Self-aware of actions that may influence the behaviors of employees.
4. Build trusting relationships with employees.
5. Think strategically to drive innovation and promote change.

Appendix C

Participant Recruitment E-mail

Dear Potential Participant,

Thank you for your interest in participating in my study. As stated in my original recruitment message, the purpose of this study is to discover the transformational leadership behaviors you possess that promote your job satisfaction.

Ask yourself, do you think you demonstrate at least three of the following transformational leadership behaviors?

1. Create a clear vision with employees regarding both personal and organizational goals.
2. Encourage personal and organizational development of employees.
3. Self-aware of actions that may influence the behaviors of employees.
4. Build trusting relationships with employees.
5. Think strategically to drive innovation and promote change.


Are you a mental health leader, manager, or supervisor?

If you said yes to the questions, you meet the requirements for this study. You are being asked to engage in a semi-structured interview lasting up to 60 minutes with me through Microsoft Teams at a time convenient for you. The interview will be audio recorded through Microsoft teams and transcribed for data collection and research purposes. Video recording is optional and will not be used for data collection or used in the study.

After data analysis, I will e-mail you a summary of the results for review. I will ask you to make additions, corrections, and deletions within 10 days. Your responses to the summary will not be incorporated into the results but will be used when discussing the findings to help validate the results.

If you choose to participate, please respond to this e-mail by answering the questions below:

1. Do you think you demonstrate at least three behaviors of a transformational leader?
2. Are you a mental health leader, manager, or supervisor?
3. Have you read the information in the consent form and signed it?
4. Do you have a date and time you prefer for the Microsoft Team's interview? Please provide the date and time.

Attached to this e-mail is a consent form for you to review and sign. After reading the consent form, if you wish to participate, please print the consent form, sign it, scan it, and return it to me via email **or** save a copy of the consent form, type your information, save the copy with your information, and email it to me at 

If you have any questions, please reach out to me at the e-mail shown above.

Thank you,

Taylor Blakeley, Doctoral Candidate at Liberty University

Appendix D

Consent Form

Title of the Project: Transformational Leadership Behaviors Promoting Job Satisfaction in Mental Health Leaders: A Qualitative Phenomenological Study.

Principal Investigator: Taylor Blakeley, Doctoral Candidate, School of Behavioral Sciences, Liberty University.

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must demonstrate 3 out of 5 transformational behaviors and be in a mental health leadership, management, or supervisory role. The behaviors are located in the recruitment e-mail. Taking part in this research project is voluntary. Please take time to read this entire form and ask questions before deciding whether to take part in this research. The purpose of this qualitative phenomenological study is to discover the transformational leadership behaviors that promote job satisfaction for mental health leaders themselves.

What is the study about and why is it being done?

The purpose of this qualitative phenomenological study is to discover the transformational leadership behaviors that promote job satisfaction for mental health leaders themselves.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:

1. Respond to the recruitment e-mail answering the four questions.
2. Print consent form, sign it, scan it, and return it to me via email or save a copy of the consent form, type your information, save the copy with your information, and email it back to me.
3. Participate in a Microsoft team's semi-structured interview lasting up to 60 minutes, which will be audio recorded (Video recording during the interview is optional).
4. Have a computer with team's access, a speaker, and a microphone.

Participate in member checking after data analysis. This is where I will e-mail you a summary of the results. You can provide your opinion of the results and make changes within the Microsoft word document within 10 days of receiving it. After providing your opinion, save the changes and e-mail the Microsoft word document to me. The changes you provide will not be incorporated into the results but will be used when discussing the findings to help validate the results.

Appendix D Continued

How could you or others benefit from this study?

The direct benefits participants should expect to receive from taking part in this study include having a deeper understanding of how their leadership behaviors promote their job satisfaction.

Benefits to society include understanding how transformational leadership behaviors promote job satisfaction from the perception of leaders.

What risks might you experience from being in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Research records will be stored securely where only the researcher will have access to the records.

- Participant responses will be kept confidential by replacing names with participant numbers.
- Participant's names will be in a list to show the researcher which participant number is there's. The participant's names will be stored in a password locked file on a password locked computer. Only the researcher will have access to this list.
- Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data will be stored on a password-locked computer. After three years, all electronic records will be deleted.
- Recordings will be stored on a password locked computer for three years and then deleted. The researcher and members of his doctoral committee will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Appendix D Continued

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting the study is Taylor Blakeley. You may ask any questions you have now or if you have questions at any time throughout the process, you are encouraged to contact Taylor at [REDACTED]. You may also contact the researcher's faculty sponsor Dr. Kate Andrews, at [REDACTED].

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects' research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

The researcher has my permission to audio and video record (video recording is optional) me as part of my participation in this study.

Printed Subject Name

Signature & Date

Appendix E

Participant Approval/Interview Confirmation

Dear Participant,


Thank you for letting me know you would like to participate in my study. I have received your signed consent form and you are a good fit for this study. I believe you have a lot to offer towards the results I can obtain.

The only data collection method is a semi-structured interview lasting up to 60 minutes. The interview will be recorded through Microsoft Teams for data collection and research purposes only. No personal identifying information for you or your work will be published or discussed outside our interactions.

Based on the date and time you preferred, below is the date and time of the Microsoft teams meeting.

MM/DD/YYYY @ 0:00 AM/PM

You will receive an automatic e-mail once I create the meeting. Please accept the invitation once received.

If you have any questions or need to change the meeting date, time, or both, please reach out to me at: 

Again, thank you for choosing to participate in my study!

With regards,

Taylor Blakeley, Doctoral Candidate Liberty University

Appendix F

Participant Member-Checking E-mail

Dear Participant,

Thank you for choosing to participate in my study.

Data analysis of the study has been completed, and we are now at the member-checking phase.

As I mentioned at the conclusion of the interview, I have attached to this e-mail a summary of the study's results for review. Please make edits showing additions, deletions, and changes you think should be made. In addition, please provide any changes you see within ten (10) days of receiving this e-mail. You are able to make changes in the Microsoft word document.

Remember that your responses to this summary will not be incorporated into the results but will be used when discussing the findings to help validate the results.

Please save your responses and reply to this e-mail with the attached edited word document within 10 days.

If you have any questions, please e-mail me at: 

With regards,

Taylor Blakeley Doctoral Candidate Liberty University

Appendix G

Thank You E-mail

Dear Participant,

Thank you for participating in my study. There is nothing further you need to do regarding this study.

Again, thank you for choosing to participate in my study.

With regards,

Taylor Blakeley Doctoral Candidate Liberty University

Appendix H

Semi-Structured Interview Questions

1. What leadership behaviors do you have that you think promote your job satisfaction?
2. What led you to believe those leadership behaviors help promote your job satisfaction?
3. Which of those leadership behaviors do you think promotes your job satisfaction the most?
4. How did you arrive at that conclusion?
5. Which of those leadership behaviors do you think promotes your job satisfaction the least?
6. How did you arrive at that conclusion?
7. What else would you like to share with me about leadership behaviors promoting your job satisfaction?

Appendix I

Member-Checking Summary E-mail

The study discovered six themes from the participants responses to the interview questions regarding their transformational leadership behaviors and job satisfaction. The first theme discovered was encouraging growth and development. Teaching direct reports, learning new things, and being a mentor were subthemes discovered to help create the theme. The second theme was developing trust. Being honest with direct reports, leading by example, and listening to direct reports were the subthemes of the theme. Expressing self-awareness behaviors was the third theme found. The fourth theme was work factors that promoted job satisfaction. There were three subthemes discovered that helped create the theme. The participants expressed autonomy, the skills they get to utilize, and using feedback for improvement as factors of job satisfaction. The fifth theme was building teamwork with their team. The sixth and final theme discovered was creating a positive work culture. Participants mentioned the culture they produce provides them with job satisfaction.