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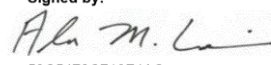

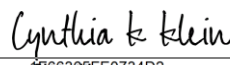
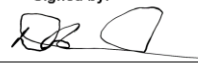
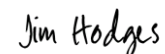
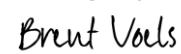
The PhD Program in Strategic Leadership and Administrative Studies

**What is the Relationship Between the Preferred Leadership Style and Job Satisfaction at a
Native American College in a Great Plains State?**

By

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Submitted in Partial Fulfillment of the Requirements for the Degree of
Ph.D. in Strategic Leadership and Administrative Studies

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Abstract

There is minimal literature available within the Native American College community that has examined preferred leadership style and the possible impact on job satisfaction. This study shed additional light on this important area. Using Northouse's Preferred Leadership Style Survey, (Northouse, 2009) and Billingham's Job Satisfaction Survey (Billingham, 2004) and questions concerning demographics, this study focused on three leadership styles: authoritarian, democratic and laissez-faire. Three main theories were used: social learning theory, organizational learning theory, and organizational commitment theory. The overarching goal of this study was to determine if there is a connection between preferred leadership style and job satisfaction. By using Pearson's correlation to examine the relationship between preferred leadership style and job satisfaction it was discovered to be not significant ($r(16) = .465, p > .05$). Therefore, leadership style is not related to job satisfaction. Thus, the null hypothesis, there is no relationship between leadership style and job satisfaction, was supported.

Key words: Native American college, leadership style, job satisfaction, social learning theory, organizational learning theory, organizational commitment theory

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Chapter 1

The Problem and Its Setting

Introduction

Paraphrasing one of John Maxwell's (1998) favorite leadership proverbs, if you are not leading anyone, you are just taking a walk sums it up nicely (p. 19). Administrators and supervisors in an organization have a great deal of influence that affects job satisfaction of subordinates through their leadership. "Ensuring satisfaction of the employees is the most important task of management" (Aydin et al., 2013, p. 807). It is no mystery that individuals who experience job satisfaction are happier in the workplace, and the benefits of this extend to their lives. A common finding in research is the correlation between job satisfaction and life satisfaction (Patrick & Sonia, 2012).

Positive leadership that is effective and supportive for subordinates is vital in creating employee job satisfaction. Satisfied employees are more engaged and productive, have better relationships with customers, and are more likely to stay with the organization (Alireza et al., 2013).

Toxic leadership, on the other hand, is extremely detrimental to employee job satisfaction causing emotional exhaustion and burnout, personal demoralization, and organizational cynicism (Gkorezis et al., 2015; Jha & Jha, 2015; Leary et al., 2013). Effective leadership and the resulting employees' job satisfaction are fundamental for the success of an organization (Joshi et al., 2016). It is vital for organizations to employ individuals who will lead in a positive, effective, and ethical manner. The purpose of this dissertation is to research and discuss the effects of leadership style on job satisfaction.

Well-known leadership coach Covey (2004) espouses the belief that leadership practices are reflective in a person's values, morals, ethics and integrity. How we apply these leadership skills determines how far we go; these are linked to motivation in ourselves as well as motivating others, and this indirectly creates self-confidence for all concerned. A valuable piece of leadership guidance can be gleaned from Collin's (2001) suggestion of establishing a positive leadership role putting to rest the old myth that leaders are born, not made.

Leadership Overview

There are numerous definitions of leadership. The word leadership commonly invokes an understanding of positive actions such as motivating followers to achieve a common goal. It is common to view leaders as individuals who have insight and understanding of goals that must be accomplished along with a method for achieving those goals for the good of the organization and the stakeholders. Leadership is the most critical human capital topic in today's business world (Joshi et al., 2016). The most important factor needed for an organization to function successfully is effective leadership (Shila & Sevilla, 2015). "Leadership refers to the approaches adopted by superiors in their everyday interaction with employees" (Belias & Koustelios, 2015, p. 102). Pierro et al. (2013) explain the definition of leadership as an emphasis on the actual use of power to accomplish a change in attitude or behavior. There is power in leadership which has been proven time and time again throughout history. Unfortunately, leadership has not always been used in an ethical manner, and mankind realizes the devastating results of that power in toxic leadership. The importance of understanding the difference between positive effective leadership and detrimental toxic leadership cannot be stressed enough because, ultimately, leadership has the power to affect job satisfaction.

Job Satisfaction Overview

Job satisfaction is defined in various ways by many authors of note. The general consensus seems to be the way an individual feels about their job. Job satisfaction defined by E. A. Locke (as cited in Abd-El-Salam et al., 2013) is “a positive relationship characterized by pleasurable or positive state of mind resulting from the job experience” (p. 35). This positive state of mind results from the relationship between the expectations an employee has of their work environment, leader, colleagues, and work performance and what is actually achieved and experienced as success (Belias & Koustelios, 2015). There is a basic need for individuals to be happy and appreciated in their work, and when an organization meets these needs, employees experience job satisfaction and are motivated to make positive contributions to the organization (Aydin et al., 2013). “Job satisfaction is an intellectual concept regarding individuals’ attitudes toward their jobs” (Yildiz, & Simsek, 2016, p. 59). Illies and Judge (as cited in Mehta & Maheshwari, 2013) define job satisfaction as “an attitudinal construct reflecting one’s evaluation of his or her job” (p. 6). Put quite simply by Lal Karn, Jian and Mujtaba (as cited in Shila & Sevilla, 2015,) “Job satisfaction is the emotional satisfaction resulting from one’s job experience” (p. 37).

Leadership Style and Job Satisfaction

It is shown time and again through research that job satisfaction experienced by employees increases with leadership support. Elshout et al. (2013) research found that employees look to leadership to guide them in their work environment and also include them in discussions and changes made within their respective divisions. When non-inclusion occurs, then job satisfaction declines. The impact of leadership style relies greatly on communication, which can create an atmosphere where employees are a valued part of the team and job satisfaction is

increased.

There are many benefits to a leader creating a positive work environment; for example, implementing collaboration and creating a sense of belonging translates to a happier workforce culture. This in turn creates more productivity and a more involved staff which can enhance workplace outcomes and increase job satisfaction. Ultimately, good leadership translates to a productive work force, growth for the company as well as staff, promotes ethical behavior, with less turn over and creates a sense of trust and the value the employee has to the company (Notarnicola et al., 2024; Du et al., 2020).

Theoretical Framework

Three main theories inform this research study: social learning theory, organizational learning theory, and organizational commitment theory and the impact they have on job satisfaction. Social learning theory examines the social dynamic and interaction of a company including team work, mentoring, and networking. (Akdere & Schmidt, 2008). According to Liu et al. (2024) the “social learning environment should focus on fostering an interactive and participatory educational climate to increase public interest” (p. 20) thereby growing a community atmosphere. Figure 1, shows Legg’s (2023) research echoes Banduras break through research emphasizing the importance of “personal, behavioral and environmental factors” (p. 245) studying “social learning theory” or what today is known as “social cognitive theory” (p. 246). Digging into this, Legg (2023) focused on Bandura’s concept of the ways in which people learn: first, by doing and second, by observing (p. 246). Bussey and Bandura (1999) noted research reflected that these learning methods tend to follow us throughout our lives. Li et al. (2023) research acknowledges social learning theory as the “role of human agency in shaping the

environment” (p. 107) as well as the overall process of learning in that many new skills are mastered by repetition and imitation of others.

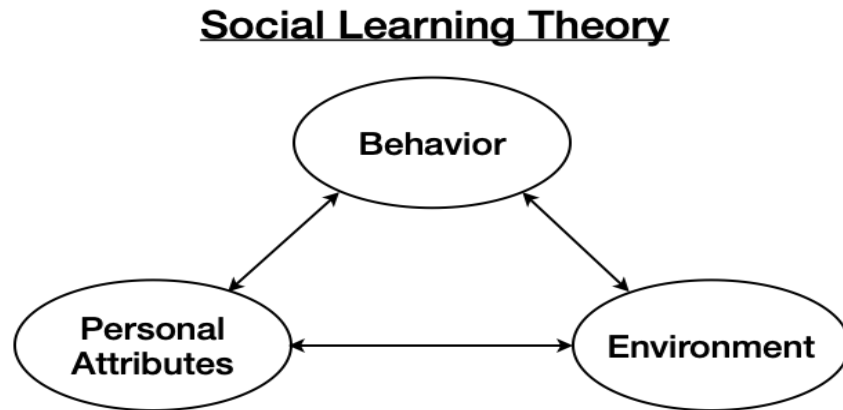


Figure 1: Social Learning Theory (adapted from Legg, 2023, p. 245)

As seen in Figure 2, organizational learning theory focuses on “individual, teams, and organization” goals in terms of cost and time management (Akdere & Schmidt, 2008, p. 21-2). At the individual level, the employee is learning through communication. At the next level, teamwork takes place, and finally, the organizational level moves toward a collaborative goal. Irving and Berndt (2017) performed a study which established leader purposefulness as an important component of servant leadership and found a strong correlation of leadership effectiveness. Dominguez-Whitehead (2018) research realized that the model of organizational learning theory takes into account that employees arrive at their jobs with their own personality and life experiences. Many times, these organizations already have a long history of policies and culture and standards by which one conducts themselves. During these early times, there may be an organizational disconnect as cultures can be hidden or conversely open a direct connection that aligns with staff’s experience. In this manner, it is important to understand the way in which staff connect and how staff can make sense within the organizational structure. Here is where leadership can soar or face challenges when tapping into the interpersonal factor.

Poelmans and Beham (2008) showed that it is important to have a healthy work-life balance. However, these decisions and policies are not made in a vacuum, and much thought goes into creating policies that work for the good of the organization as well as the staff, and they are quick to mention this is not an easy path as it is difficult to please everyone all the time. Additionally, they acknowledge the fact that employees will make their own judgments about what is fair; this itself impacts employees' behaviors as each employee has their own boundary to what they will tolerate, or will not tolerate.

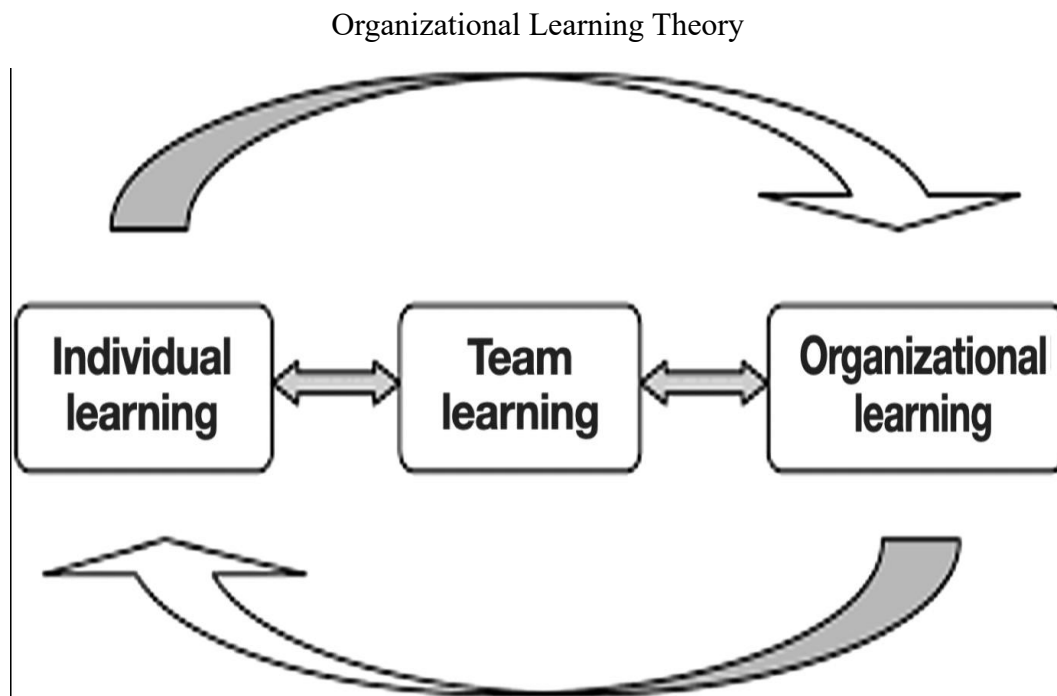


Figure 2: Organizational Learning Theory (adapted from Akdere & Schmidt, 2008, p. 21-2)

Babaei et al. (2024) states that organizational commitment theory has several points of interest, including the choice to stay with the organization, fewer employee discipline concerns versus staff turnover, not showing up for work or late to work, and ineffective job functions. Ritu and Anand (2014) summarize it in this manner: the employee's connection with the organization

together with a sense of how they fit within the organization shows whether they feel valued, have a sense of confidence, and feel they are held in positive regard within the organization (p. 552).

As referenced in Figure 3, Sajid Ali Khan and Siddiqui (2017) underscores Allen and Meyer's (1990) concept of the importance of organizational commitment citing "three different dimensions; affective, continuance and normative" (p. 934). Solinger et al. (2015) refers to affective as one's attitude of commitment as a whole (p. 775) where employee's feel an emotional attachment to the organization. Continuance is the level where employees weigh the trade-off of their job and perks associated with it versus leaving and seeking employment elsewhere. Normative reflects an employees' alleged feeling of obligation to the organization and therefore continue commitment (Meyer et al., 2002).



Figure 3: Organizational Commitment Theory (adapted from Sajid Ali Khan & Siddiqui, 2017, p. 934)

Conceptual Framework

Leadership Style and Job Satisfaction

Figure 4, reflects the connection between leadership style and satisfaction. When clear communication and shared visions are articulated to employees, they become more included and

satisfied with their jobs. This inclusion creates a link to what is expected of the employee and identifies the goal to which they are all working toward and minimizes uncertainty. This in turn builds motivation (An et al., 2020). Clear vision and statement of goals has the opportunity to also provide for staff development and advancement. Leaders demonstrate an understanding of their employees' point of view, offer support, and nurture encouragement. This creates a sense of contributing to completing a shared goal or both parties (Mosadeghrad & Ferdosi, 2013).

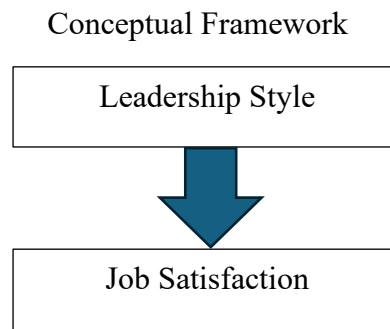


Figure 4: Conceptual Framework

Purpose Statement

This quantitative study using a survey will test social learning theory, and organizational learning theory, and organizational commitment theory to examine the relationship between preferred leadership style and its impact on job satisfaction. The independent variable, preferred leadership style, is defined by how successful the approaches adopted by supervisors in their everyday interaction are with employees. The dependent variable is job satisfaction defined as the individuals' attitudes toward their jobs.

Research Question

What is the relationship between the preferred leadership style and job satisfaction among employees at a Native American College in a Great Plains State?

Sub-problems:

1. What is preferred leadership style, among employees at a Native American College in a Great Plains State?
2. What is the employee job satisfaction among employees at a native American College in a Great Plains State?
3. What is the relationship between the preferred leadership style, and job satisfaction among employees at a Native American College in a Great Plains state?

Hypotheses

Null Hypothesis: There is no relationship between preferred leadership style and job satisfaction at a Native American College in a Great Plains State.

Alternative Hypothesis: There is a relationship between preferred leadership style and job satisfaction at a Native American College in a Great Plains State.

Definitions

Job satisfaction is defined as “a pleasant emotional state associated with a positive evaluation of work experience” (Avanzi, et al., 2024 p. 457). In this study, job satisfaction was defined as the score of the Bellingham Job Satisfaction Survey. See chapter three for additional information.

Leadership style is defined generally as “how leaders interact with their followers” (Gutterman, 2023, p. 1). In this study leadership style was defined as the score on the Northouse Preferred Leadership Style Survey. See chapter three instrumentation for additional information.

Employees are defined as employer-employee relationship, where one works for and receives financial compensation, statutory benefits and or services according to the Internal

Revenue Service (IRS, 2024). In this study, employee was defined as an individual at a position working at a college in a Great Plains state.

Great Plains States is a swath of land spanning the central part of the United States of America running from parts of Texas to the border of Canada including the states of Oklahoma, Kansas, Nebraska and South and North Dakota (Hanberry, 2019, p. 2). In this study the term Great Plains state is defined as North Dakota.

Native American College is a college recognized by the American Indian Higher Education Consortium (AIHEC, 2022) as a member focusing on the educational needs of Native Americans to provide education, develop programs and pedagogy that are beneficial to the Native American populations. In this study this Native American college is also accredited by the Higher Learning Commission (HLC, 2025) which is located in a Great Plains state.

Delimitations

- The study is delimited to full-time and part-time employees, 18 years of age or older.
- The study is delimited to employees who have been employed there one month.
- Study is delimited to employees who have access to a computer/technology.

Assumptions

- It is an assumption that participants who answer the survey are employees at the college.
- It is an assumption that the participants will answer the questions honestly.

Significance of the Study

The study explained leadership styles and techniques as well as models of shared knowledge and information about leadership and develop a clear understanding of leadership and

its principles. Second, determined how an effective leader can boost confidence, and increase job satisfaction. Third, it examined how communication skills are essential in leadership and how to accrue them. And, finally, it reflected the use of leadership skills in everyday critical thinking and problem-solving skills taking into consideration that leadership is built over time, not overnight.

Chapter 2

Literature Review

Introduction

Effective, supportive, positive leadership is ethical leadership. Without ethics in leadership there can be no trust, without trust there can be no confidence in leadership, and without confidence, leadership is no longer supportive and effective. Trust is not only a basic element of relationships, but it also allows individuals to be innovative and creative as they understand that mistakes they may make will be understood as learning experiences (Shaw & Newton, 2014). Paez and Salgado (2016) studied ethical leadership and its effects on job satisfaction, organizational citizenship behavior, and counter-productive work behavior. Through research, a positive relationship has been shown between job satisfaction and organizational citizenship behavior, while a negative relationship has been shown with counter-productive work behavior (Paez & Salgado, 2016). Their findings confirm this research as they found a positive relationship among ethical leadership, job satisfaction of subordinates and organizational citizenship behaviors. They also confirmed the negative relationship with counter-productive work behavior (Paez & Salgado, 2016). People respond positively to ethical leaders as they think they can trust them and also know they will be supported by them. This creates effectiveness through ethical leadership.

Characteristics and Behaviors

Emotional Intelligence

Emotional intelligence is one of the key characteristics of a positive leader consisting of wellbeing, self-control, emotionality, and sociability. A leader with emotional intelligence is able to manage emotions in all situations and respond appropriately and effectively therefore, keeping

relationships intact (Joshi et al., 2016). Goleman (as cited in Joshi et al., 2016) defined emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (p. 21).

Emotional intelligence speaks to the maturity of the individual who possesses it. When mature relationships are formed between leaders and subordinates many benefits are realized such as increased job satisfaction, commitment, and performance (Lloyd et. al., 2017). Joshi et al. (2016) found substantial correlation between emotional intelligence behavior of leaders and the job satisfaction of employees. A positive leader who possesses emotional intelligence will be more effective in their position creating greater job satisfaction for employees.

Communication

Effective communication is vital for an organization to be successful. Internally, it is the flow of information downward from leadership to subordinates, upward from subordinates to leadership, and horizontally amongst employees (Raina & Britt Roebuck, 2016).

Communication keeps everyone informed so the best decisions can be made and the best actions taken. An effective leader encourages this flow of information throughout the organization, for without effective communication, progress in the organization is stifled (Madlock, 2012).

Communication is a two-way street requiring listening and feedback. Quality listening involves hearing what the individual is communicating while being attentive and non-judgmental showing active acceptance of opinions and ideas put forth by the employee (Lloyd et al., 2017). When leaders meet employees' communication needs, job satisfaction is enhanced (Abd-El-Salam et al., 2012).

Raina and Britt Roebuck (2016) researched the effect of downward communication and job satisfaction finding a positive relationship between effective downward communication and

the level of job satisfaction. A crucial element of downward communication is the intercommunication of specific goals with clear expectations from supervisors to subordinates as employees will be more successful when they know what leadership expects (Belias & Koustelios, 2015). It is also important for leaders to communicate to employees their importance and the contributions they make to the organization. When individuals feel valued, their job satisfaction and commitment to the organization increase (Raina & Britt Roebuck, 2016). Effective, honest communication fosters trusting relationships, job satisfaction, and successful results for the organization. Open communication leads to job satisfaction.

Individual Consideration

The study conducted by Snell et al., (2013) showed a strong correlation between individual consideration and job satisfaction, as the leaders who scored high in individual consideration are in tune with the individual's needs and can help them develop their unique potential. Individual consideration involves effective listening, mentoring, and coaching. Research shows there is a definite correlation between the job satisfaction experienced by an employee and the treatment they receive from their direct supervisor. Higher levels of employee engagement result when a responsible leader exercises inclusivity of the organization's stakeholders as this strengthens the individual consideration given to employees (Doh & Quigley, 2014). A leader who exhibits individual consideration understands that each employee has individual differences and therefore fosters success for the individual by supporting and encouraging them to thrive (Aydin et al., 2013). Through individual consideration, employee job satisfaction is enhanced, as the employee is made to feel special and important to the organization (Yang, 2012). Without individual consideration, employees are not nurtured, do not realize their full potential, and do not experience a degree of job satisfaction as those do who are

given individual consideration. Those leaders who exhibit individual consideration are providing a supportive environment for employees, a necessary ingredient of job satisfaction.

Psychological Empowerment

Research has shown that psychological empowerment is another of the key qualities an effective, supportive, positive leader possesses. An individual who experiences psychological empowerment feels they are able to perform to their own satisfaction and that of their supervisor, if not beyond expectations (Abd-El-Salam et al., 2013). With psychological empowerment from leadership, employees experience self-confidence and self-esteem enabling them to trust their abilities and perform at a higher level (Yildiz & Simsek, 2016). Intrinsic motivation and employee psychological empowerment are closely related (Abd-El-Salam et al., 2013). Intrinsic rewards are motivating factors that involve room for freedom and responsibility, recognition, resources for achievement, advancement, rewarding work, intellectual stimulation, and personal growth opportunities (Joshi et al., 2015). Intrinsic motivators are felt, unlike extrinsic rewards, which helps individuals meet their basic needs such as a higher salary (Joshi et al., 2015). Psychological empowerment creates higher levels of employee engagement (Doh & Quigley, 2014) and brings about healthier, wiser, more responsible and autonomous employees (Jit & Kawatra, 2017). Research has shown the power of psychological empowerment and intrinsic rewards. Individuals have stronger motivation when they are performing meaningful work with stimulation and have opportunities for personal growth.

Managerial Effectiveness

An effective leader creates job satisfaction among employees. Satisfied employees who possess affective commitment, which indicates their intentions to stay with the organization, and also high levels of job performance, are an indicator of effective managing by leadership

(Rowold et al., 2014). Some of the abilities of an effective leader/manger include the ability to work well under pressure, recognize key areas that need attention, identify and resolve problems with a wide range of solutions, and communicate in such a way as to create understanding and motivation among staff (Chaudhary & Srivastava, 2016). Through their research, Raina and Britt Roebuck (2016) showed the importance of clear, timely, effective communication, including feedback through multiple channels in creating a productive environment for employees. Three factors of managerial effectiveness are: functional effectiveness, finding innovative solutions; interpersonal effectiveness, communicating in a clear and logical manner to others; and personal effectiveness, producing quality work under pressure (Chaudhary & Srivastava, 2016). Effective managing by leadership creates job satisfaction among employees, and this in turn is an indication of managerial effectiveness.

Positive Effects on Job Satisfaction

Positive leadership enhances job satisfaction among employees as a psychological climate of fairness and trust is achieved, which has been researched and proven numerous times as evidenced in this literature review. Joshi et al. (2016) have conducted a study and cited many sources of similar research on the pivotal role that positive leaders have on employee job satisfaction, through effective leadership behavior. Joshi et al. (2016) found a strong and significant relationship between job satisfaction and leadership behavior. Their study showed effective leadership by supervisors increased job satisfaction by eighty percent, as a change in employees' attitudes, motivation, and behaviors took place. Aydin et al. (2013) studied the impact of transformational leadership on employee job satisfaction and found the average effect size value measure calculated was 81%, which shows a very positive, widespread growth effect.

Traits of honesty and integrity are highly valued by ethical leaders as they treat

employees fairly and provide them support, which has a positive influence on employee job satisfaction (Paez & Salgado, 2016). An important ingredient in supporting employees is the communication by their superior of the employees' importance to the organization and recognition of the contributions they make to the organization (Raina & Britt Roebuck, 2016). The positive results of effective supportive leadership on job satisfaction, experienced by satisfied employees, are undeniable.

As employees are appreciated, they will experience more happiness. Positive supportive leadership shows employees leadership's appreciation of the skills of the employee and their contributions to the organization. This positive supportive leadership results in inspiration for subordinates to become more productive and successful, which also contributes to job satisfaction (Belias & Koustelios, 2015). The research of Yildiz and Simsek (2016) concurs with previous research on leadership and job satisfaction, and demonstrates the influence leaders have on followers when they encourage and inspire them to realize and use their capabilities in problem solving thereby increasing personal growth and their job satisfaction. When an employee feels valued, they experience importance and a sense of belonging. In order for employees to feel valued they must be made aware of their importance to the organization and the contributions they make as a valued employee (Raina & Britt Roebuck, 2016). Job satisfaction in turn can affect an individual's physical and mental health (Aydin et al., 2013). Employees perform beyond expectations as they experience appreciation of their work, and they are inspired to become more productive and successful, creating a win-win situation for the employee and the organization.

Rezvani and Aflakifard (2018) view job satisfaction as a key component in predicting the effect that it has on an employee and their behaviors in work related tasks. Ritu and Anand

(2014) mention in their study that many employers regard staff as their largest investment and connect job satisfaction with job performance. These directly relate motivation, performance, and commitment within the agency or organization, stating the connection that is created within the organizational culture. Allen and Meyer (1990) point out the time and financial investment businesses have in their staff; not only what the staff member brings to the table upon hire, but what they have gained while being employed there. If staff members leave, experience often walks out as well, further underscoring the importance of employees and the impact that job satisfaction has on the organization.

Examples of Positive Leadership

There are several styles of positive leadership with various identifying names. This section will focus on two well-known and well-researched styles of leadership, transformational and servant leadership.

Transformational Leadership

The leadership of a transformational leader embraces the characteristics and behaviors of positive, ethical leadership and is recognized as a most effective leadership style.

Transformational leaders include Walt Disney (Liotopoulos, 2023) and John F. Kennedy (Barnes, 2005) for example. Transformational leaders have extraordinary influence, give support to employees through effective, honest communication, provide inspiration and motivation, and create intellectual stimulation, as well as an atmosphere of cooperation while respecting the individuality of each employee (Kovjanic et al., 2013; Raj & Srivastava, 2017). Transformational leadership involves development of the employee or follower by the intrinsic motivation experienced by the leader (Top et al., 2015). There are four components to “transformational

leadership; idealized influence, inspirational motivation, intellectual stimulation, and individual consideration” (Yang, 2012; Yildiz & Simsek, 2016, p. 32).

The study completed by Raj and Srivastava, (2017) discusses major effects provided by transformational leadership promoting a risk-taking attitude among employees through organizational innovativeness and organizational learning. A culture of cooperation is created, open discussions are welcome as sharing of information is encouraged, and the fostering of a shared vision occurs because transformational leaders are a driving force providing what is needed to overcome internal skepticism (Raj & Srivastava, 2017).

By satisfying higher needs of employees, a transformational leader creates an environment in which individuals are able to reach their full potential and perform beyond expectations (Kovjanic et al., 2013). Transformational leaders foster competence, which enhances employees’ abilities. They respect the individuality of each employee and also strengthen team spirit as they clarify the importance of the group and individuals in accomplishing a compelling vision (Kovjanic et al., 2013). Empirical studies have shown the strong and thorough influence of transformational leadership behaviors upon employee job satisfaction through individual consideration and the engagement of employees as they are made to feel special and called to a higher purpose (Yang, 2012). Transformational leadership is an ethical style of leadership as it inspires both leader and follower to a higher level of morality and motivation (Top et al., 2015). One of the most impressive, supportive, effective, positive styles of leadership, transformational leadership raises the self-esteem of employees creating higher levels of job satisfaction.

Servant Leadership

Servant leadership goes a step beyond transformational leadership in that the leader puts the interests of others first. This very ethical and moral style of leadership does more to serve and support employees in their growth by giving them every consideration. Irving and Berndt (2017) performed a study which established leader purposefulness as an important component of servant leadership and found a strong correlation of leadership effectiveness. Reporting a positive effect on job satisfaction, Irving and Berndt (2017) referenced many other sources that have proved this effect of servant leadership on job satisfaction. Two distinct characteristics of servant leaders are “serving first and selflessly focusing on others’ needs” (Grisaffe et al., 2016, p. 43). The priority of a servant leader is to selflessly ensure the needs of others are met, and they will go to great lengths to accomplish this. While other positive leadership styles may be more concerned with accomplishing goals of the organization, a servant leader truly cares selflessly about working to benefit others without expectations for personal gain (Grisaffe et al., 2016). Furthermore, Grisaffe et al. (2016) also found job satisfaction to be greatest under servant leadership. As leaders serve, followers also begin to serve creating a culture of giving and caring.

As a high-quality relationship is formed between the servant leader and staff. Employees also treat others in a serving manner. This atmosphere of fairness and trust creates greater levels of job satisfaction, engagement, and team learning (Doh & Quigley 2014). “The transformational power of the servant leader and the effect that he/she has on a group of employees and colleagues to lift an organization from mediocrity to greatness is astounding” (Shaw & Newton, 2014, p. 101). Common characteristics of a servant leader include love, humility, altruism, vision, trust, empowerment, and service (Shaw & Newton, 2014). A positive working climate is created due to the behavioral characteristics of the servant leader. They show empathy and compassion,

building a workforce that is mentally and emotionally healthy through collaboration, cohesiveness, and relationships that endure (Jit et al., 2017). Emotional healing is a unique characteristic of servant leadership, as support is provided by listening, comforting, guiding, and counseling with compassion and empathy (Jit et al., 2017). Mother Teresa is a very well known servant leader whose service to others was always her first priority (Nicotera et al., 2023). A servant leader disregards self-interest to serve a higher purpose. This higher purpose serves others well as it expands to stakeholders and communities.

Toxic Leadership

Toxic leadership is destructive, unethical leadership in which the leader undermines the organization through various behaviors focusing on personal goals at the expense of employees and the organization. Self-confidence of employees may be jeopardized, those who have a passion to accomplish great things for the organization find their passions stifled, and personal growth is not an option as self-esteem is attacked (Mehta & Maheshwari, 2013). Rather than uplifting and supporting employees, toxic leaders are about controlling others, tearing them down in the process (Jha & Jha, 2015). The negative impacts on the wellbeing of employees include self-doubt, high levels of stress, anxiety, depression, mistrust, anger, a feeling of vulnerability, and fear accompanied by physical health problems (Webster et al., 2016). When a leader is negatively affecting the employees' emotional states and behaviors, barriers are created that impede communication, progress, innovation, learning and performance, and job satisfaction (Saqib & Arif, 2017). Not only does toxic leadership affect the emotional states, behaviors, and job satisfaction of the employee, but their frustration and emotional distress is also transferred to their family (Jha & Jha, 2015). Unfortunately, research on toxic leadership is limited, as most have focused on the positive leadership styles (Mehta & Maheshwari, 2013). "The consequences

of dysfunctional leadership behavior are beyond measure” (Jha & Jha, 2015, p. 21). Leaders are key to an organization’s success or failure. For an organization that wants to thrive, toxic leadership must be avoided at all costs as it will destroy instead of build.

Characteristics and Behaviors of Toxic Leaders

The characteristics and behaviors of toxic leaders are basically the opposite of positive leaders. When a positive leader supports, a toxic leader undermines. The dysfunctional characteristics of a toxic leader “inflict serious and enduring harm on the individuals, groups, organizations, communities, and even the nations that they lead” (Jha & Jha, 2015, p. 22). Some of the undermining behaviors include manipulation to cause conflicts, bullying and intimidation, abusive threatening behaviors, fault-finding while micromanaging, passive aggressive and narcissistic behaviors (Webster et al., 2016). Dysfunctional behavior is a form of aggression that oppresses, undermines, belittles and leads to personal demoralization (Jha & Jha, 2015). Mehta and Maheshwari (2013) identify characteristics of a toxic leader as “arrogant, self-serving, incompetent, dysfunctional, and destructive” (p. 1). The truly toxic destructive leaders are also “asocial, loners, irritable, ruthless, egocentric, non-cooperative, dictatorial, and have a lack of concern for subordinates and their wellbeing” as they tend to be obsessed with power (Mehta & Maheshwari, 2013, p. 3). The toxic behaviors Mehta and Maheshwari (2013) found by factor analysis are “divisiveness, indecisiveness, promoting inequity, abusiveness, and lack of integrity” (p.7). Their findings support previously statistical findings that determined a negative impact on job satisfaction from leadership that is “tyrannical, destructive, bullying, dysfunctional and toxic” (Mehta & Maheshwari, 2013, p. 3). Dysfunctional characteristics of toxic leaders accelerate burnout, devastate employee morale, and reduce job satisfaction as employees become

disengaged (Leary et al., 2013). The characteristics of a toxic leader have a negative impact on employees in many ways and destroy job satisfaction.

Neglect is another behavior of some toxic leaders. Direction and feedback are not in the picture. Neglect, no attention from the supervisor, along with negative slanting is also common, which disregards the employee's need for dignity and self-esteem (Snell et al., 2013). An employee who is neglected or receives negative slanting is experiencing the opposite of individual consideration.

Negative Effects on Job Satisfaction

Job satisfaction implies that an employee gains happiness and pleasure from their job. Under toxic leadership, job satisfaction is at a low. As employees find it necessary to protect themselves from the negative impacts of a toxic leader, they move into a coping mode, conserving physical and psychological resources, along with knowledge in order to deal with the effects of toxic leadership (Saqib & Arif, 2017). This leads to a high turnover rate as employees suffer from burnout and emotional exhaustion, which is the opposite of job satisfaction (Gkorezis et al., 2015; Saqib & Arif, 2017). Mehta and Maheshwari (2013) also found a decrease in job satisfaction and psychological wellbeing of individuals under abusive leadership. Focusing on five aspects of job dissatisfaction identified as: "abusiveness, promoting inequity, indecisive, divisiveness, lack of integrity," Mehta and Maheshwari (2013, p. 9) found a strong correlation between toxic leadership and the various aspects of job satisfaction.

There are dysfunctional covert behaviors that may not be as readily noticeable or identifiable. Snell et al. (2013) found neglect and negative slanting to minimize job satisfaction of employees. The researchers also hypothesized that the stronger the experience of neglect by

the employee, the lower the level of job satisfaction would be. This hypothesis was supported by their research (Snell et al., 2013). A covert dysfunctional leadership disposition actually has a greater negative effect on employee engagement, burnout, and job satisfaction (Leary et al., 2013).

Ritu and Anand (2014) research reflects the negative impact of poor job satisfaction among employees often showing up as burnout, emotional disconnection, ailing health and inefficacy as well as the loss of self-esteem, all which impact employee commitment and job satisfaction. Babaei et al (2024) echo this research by also adding that the turnover rate of employees is much higher when these instances are prolonged or not addressed. This leaves one to wonder whether organizations do enough to foster the principles of the company such as providing solutions to job related stressors and creating an environment of positive self-care (Ritu & Anand, 2014) which in turn comes back to creating an environment of job satisfaction when needs are met or addressed.

Examples of Toxic Leadership

Machiavellian

Machiavellian leadership creates organizational cynicism as the individual who is the supervisor, not only uses manipulative tactics, acts amorally and is untrustworthy, but he/she actually endorses a cynical view of human nature (Gkorezis et al., 2015). The relationship between organizational cynicism and emotional exhaustion has been researched and proven by researchers and the findings of Gkorezis et al. (2015) concur. They have also found Machiavellian leaders to be a critical influence in increasing emotional exhaustion in employees. Findings demonstrate the destructive effect of Machiavellianism and negative leadership

(Gkorezis et al., 2015). Emotional exhaustion robs employees of their drive and confidence, and organizational cynicism becomes predominant.

Laissez-Faire

Laissez-faire is a hands-off style of leadership. An individual who exhibits the characteristics and behaviors of this type of leadership is not involved, does not take responsibility, and in reality, does not exhibit qualities or characteristics that would designate that person as a leader. As stated by Rowold et al. (2014), "Laissez-faire refers to the absence of leadership behavior" (p. 149). Aydin et al. (2013) state a laissez-faire individual provides no leadership and there is no interaction between him/her and followers. A negative relationship is created between the laissez-faire individual and employee job satisfaction, motivation, and performance (Aydin et al., 2013). Researchers have agreed that a laissez-faire person is less popular and productive as they do not set goals, they cannot make decisions or solve problems in a timely fashion, and they do not have expectations of employees (Belias & Koustelios, 2015). For an employee who is basically ignored at work, there is no communication, no connection to give meaning to their work or even direction for their work.

Effect of Job Satisfaction on the Organization

Research has shown that employee job satisfaction impacts employee performance, which is evident in their organizational commitment and organizational citizenship behavior. The higher an individual's job satisfaction the more committed they are to the organization and the greater their job performance and citizenship behavior will be. As job satisfaction decreases job performance also decreases along with organizational commitment and citizenship behavior (Paez & Salgado, 2016). When negativity exists in an organization's environment, the employees react by implementing coping strategies for conserving psychological and physical energies and

resources in order to deal with the leader affecting employee performance (Saqib & Arif, 2017). The organization suffers from high turnover rates as employees are suffering from burnout and emotional exhaustion (Saqib & Arif, 2017).

Organizational Commitment

A high level of organizational commitment in employees is extremely important to the success of an organization. As levels of organizational commitment go up, employees identify with the company at a higher level and there will be fewer turnovers with increasing retention of employees. Raina and Britt Roebuck (2016) conducted one of the studies that show the positive relationship between job satisfaction and organizational commitment. If employees are satisfied with aspects of their work, such as their supervisor, coworkers, salaries, and promotions, they develop a sense of belonging and an emotional attachment to the organization (Raina & Britt Roebuck, 2016). When an employee is committed to an organization, they identify with and are involved in making that organization a success (Top et al., 2015). As the employee identifies with the values, goals, and objectives of the organization, they may develop a strong emotional bond and a great desire to continue working for the organization (Shila & Sevilla, 2015).

Leadership has a great effect on employee commitment to the organization, and the success of a leader can also be measured by the quality of the commitment possessed by employees (Shila & Sevilla, 2015). Jain and Duggal (2016) conducted a study on the influence transformational leaders and emotional intelligence have on organizational commitment and found positive and significant influence. Jain and Duggal (2016) found relationship management to be the highest contributing factor in high levels of organizational commitment. A study conducted by Webb (2014) also found an increase in both employee job satisfaction and organizational commitment when positive leadership is present. Research conducted by ElKordy (2013) found confirmation

of the importance of employee job satisfaction in creating organizational commitment, thus confirming there is a positive relationship between job satisfaction and organizational commitment (Irving & Berndt, 2017; Jit et al., 2017; Raina & Britt Roebuck, 2016; Yang, 2012).

Organizational Citizenship Behavior

Decreased organizational citizenship behavior accompanies lowered job satisfaction and increased counterproductive work behavior under toxic leadership as has been shown in prior studies (Gkorezis et al., 2015). Creating an ethical climate under a positive leadership motivates employees to follow the company's ethical policies creating organizational citizenship behavior (Zehir et al., 2014). Organ's research (as cited in Paez & Salgado, 2016) purports organizational citizenship behavior is made up of five types of behavior: "altruism, courtesy, sportsmanship, civic virtue, and general compliance" (p. 541). Paez and Salgado (2016) then explain each of these behaviors as follows: altruism is shown when an individual helps others with work-related problems or tasks; courtesy is about preventing problems for another employees by being aware of how actions taken could cause problems for them; sportsmanship is shown when circumstances may not meet one's own standards but the outcome is accepted; civic virtue is shown when an employee participates in and is concerned about life within the organization; general compliance is shown by following the rules and policies of the organization giving beyond what is required. Satisfied employees are most likely to exhibit these citizenship behaviors (Paez & Salgado, 2016). Additionally, Paez and Salgado (2016) found a positive correlation between employee job satisfaction, organizational citizenship behavior, and ethical leadership.

Leadership Training and Job Orientation-A Solution

In the nineteen eighties, Zemke (1989) acknowledged in an ever-changing work place, receiving job training, combined with employee orientation has come to be the norm and remains so in today's world. This was not always the case; in the mid 1970's Texas Instruments (TI), Inc. was a pioneer in the training and development area of the employee orientation concept. Armed with what could be viewed as a more progressive line of thought of their day, Texas Instruments, Inc., conducted an extensive two-year longitudinal study on the impact of two different types of training/orientation. Randomly assigning new employees into one of two groups; one group received a two-hour new hire training/orientation overview, the customary training method then used by Texas Instruments, Inc., only addressing the high spots, such as payroll dates and benefits, while the second group received an entire day of more in-depth training and orientation according to Zemke (1989).

The thought behind the longer training/orientation time period was to integrate the employee with a more corporate TI mind think. This approach delved more deeply into the internal workings and the importance of networking and service within the company as well as the global community. The most significant finding from this study, implementing the day long training, was the decrease of employee turnover. Employees stayed longer in their jobs and possessed a greater sense of job satisfaction as opposed to the two-hour training session (Zemke, 1989). In adding leadership training to this method of orientation as a component to the new hire process, companies minimize faulty communication and expand new learning frontier (Akdere & Schmidt, 2008).

Integrating leadership training to the orientation process can have a powerful impact. Developing leadership in people takes time and effort (Maxwell, 1998). Leadership skills are

needed in everyday life; typically, management jobs require leadership skills (Schuchardt, 2006) as a prerequisite for hiring. Cultivating leadership skills are suggested as having a positive impact on surroundings (“Controlling Their Own,” 2007), so the need to implement these in orientation can have great value. Mastering leadership skills can assist a person in the journey to reaching their full potential (Parish, 2006), as there are no short cuts to leadership according to Heifetz (1994).

Each company has its own rhythm, the internal corporate heartbeat; in Burkhart’s (1995) article the researcher stresses the importance of a company’s culture and its impact on the employees. Organizational culture includes a mission statement, a declaration of their philosophy, and is coupled with a values and belief system, in collaboration with other pertinent items such as advancement, achievement and communication style.

As suggested in Hafner and Kibble-Smith’s (1988) article, the authors discuss a few reasons for engaging in training, some of them being, policy overview, performance evaluations, discipline and grievance procedures and termination protocol. However, these researchers support the opinion that a positive and fair work environment is the most productive.

Well-known leadership coach Covey (2004) espouses the belief that leadership practices reflect in a person’s values, morals, ethics and integrity. How we apply these leadership skills will determine how far we go; these are linked to motivation in ourselves as well as motivating others, and indirectly creates self-confidence for all concerned. A valuable piece of leadership guidance can be gleaned from Collin’s (2001) suggestion of establishing a relationship with a mentor or role model and putting to rest the old myth that leaders are born, not made.

Training and orientation add an extra layer of skills to the workforce; one of note is the ethical side of employee development. Lankard (1991) suggests this element should not be omitted from the employee training/orientation environment, as it not only aids in protecting the employee, but aids in the protection of the company and their approach to resolving ethical dilemmas in the work place.

According to Leibowitz et al. (1991), the average cost of a business to take into service a new employee through the hiring and training/orientation process is in excess of \$6,000, with as many as half of the employees leaving within the first year or sooner. This dollar amount keenly impacts the company's profit margin, which figures heavily into annual budget concerns.

Investigators Cirilo and Kleiner's (2003) report examines the importance of employee training incorporating a three-step process, by distilling their steps toward a good training program: policies and services provided, company history, and internal operations, which intrinsically reinforces Zemke's (1989) narrative approach to lessening the employee turnover number.

Authors Kanouse and Warihay (1980) research embraces employees reaching various levels of self-actualization on Maslow's pyramid as shown by Zastrow and Kirst-Ashman (2004, p. 391), focusing on personal development and fulfillment. Jobs often provide a sense of self-achievement. Beneficial job training/orientation enables the employee to move forward to meet other goals in their quality of life, not only at the job, but in other aspects as well.

Akdere and Schmidt's (2008) survey examined training/orientation through a theoretical lens, using multiple outlines from established theories: adult learning theory, which supports the premises of critical thinking and problem-solving skills; social learning theory, which examines

the social dynamic and interaction of a company including team work, mentoring, and networking; organizational theory, which focuses on productivity, service competence, and meeting project goals in terms of cost and time management.

Researchers Akdere and Schmidt (2008) produced and conducted a survey measurement at three different times during the first month of orientation with an $N = 81, 77, 63$ consecutively. The first survey was conducted before orientation, the second survey was taken as the end of the second day of training; both surveys were proctored by researchers Akdere and Schmidt. The third and final survey was conducted one month after the completion of orientation training. Ultimately, the results reflected the need for continuing education on the job, either through professional conferences or continued training held in house. Additionally, the research illustrates the need for employees to apply and validate what they have learned through their training to gain a fuller understanding and promote employee development.

Respectively, the addition of Theory Y in the workforce advocates the idea that employees are inherently committed in their dedication at work, which in spirit believes that employees are self-motivated and ready to work. Coupled with management's role and leadership training, this provides an environment able to promote better and more effective links to self-development, company growth and team enhancement (Kettner, 2002).

Author's Wehrmann et al. (2002) looked at the importance the employee assigns to their ability to convey information to their work environment gained by attending training/orientation programs through the use of a multi-administered longitudinal survey instrument, and a large number of employees, an $N = 254$. Wehrmann et al. (2002) created a survey using a Likert scale system of [1] meaning strongly disagree to [6] strongly agree scale, they presented the first

survey at the end of the training, followed by an employee self-reexamination of the same survey six months later.

After Wehrmann et al. (2002) administered their first survey, they revealed that training/orientation is a productive mechanism to bring about company changes, in addition to aiding in the role of accountability. Their study examined the application of knowledge gleaned from training/orientation and being able to implement the knowledge learned through participation, on the job. In other words, did the training/orientation they received in the beginning of their employment still have merit in their employment six months later?

To answer this question, Wehrmann et al. (2002) were able to survey 129 of the original 254 employees who responded to the follow-up survey administered six months later after the training/orientation program. This number reflects that over half of the original survey staff completed the follow-up survey. The authors considered the limitation that all employees are required to complete training/orientation and are unable to pick the sections which they can attend as all sections are obligatory. The results showed effective supervision is deemed more impactful when compared to training, as supervision is more on-going, coupled with the self-efficacy component in completing a task, tying into the internal and external locus of control prevalent in human beings.

Wehrmann et al. (2002) study examined more than one variable in relationship to training. Focusing on the employees understanding of the topic being presented and what is expected, they learn in conjunction with how this knowledge will be transmitted to them. Other parameters examined were the method of instruction and the design of the curriculum.

Winters (1999) research resonates with Wehrmann et al. (2002) study, in the assertion that learning is a living method to growth and change; without it, limited advancement would take place in any environment. Winters (1999) research examined three intentions to training/orientation, those being the ability to impart the knowledge needed for the employee to perform their jobs effectively, enhance critical thinking skills and finally to encourage and impart the employee with a source of knowledge to aid them in becoming an even more effective employee. In addition, Winters (1999) research supports the belief that cross training is an added benefit, not only to the company, but to the employee as well, viewing this from a strength's perspective; goals can be more easily met increasing the elasticity of the employee.

Longman (1988), points out the key to any successful training/orientation program is consistency, coupled with hiring a competent, well informed training staff, thus promoting quality sessions and enhanced learning. Putting into practice a variety of learning methods, such as visual, audio, and kinetic movement will give support to the training/orientation program in use. In some instances, providing employees with a speaker (beyond the trainer) who is deemed knowledgeable in a particular field can reinforce or drive home the importance of the subject and add a variety and credibility component to the training session with a question-and-answer session with an expert.

Twenty years after Longman's (1988) report, researchers Berings et al. (2008) conducted a study in which they focused on learning techniques, this applies readily to the adult learning theory, suggesting the employee be cognizant of the method or methods in which they learn most effectively. With the employee in possession of this knowledge, they are better able to sharpen their learning style, resulting in a longer lasting impact. Company training programs incorporate

various keystones in which they present the companies materials, once again tying back to Longman's incorporation of various approaches to long-term learning.

In Berings et al. (2008) study the researchers strongly suggest it is the responsibility of the employees to be conscious of their own personal learning approach. Their study reveals that it is important for the employee to ascertain their own personal style of learning, as well the trainers to create a training program that includes a multifaceted approach to instruction. Is the employee's preferred method of learning gained by repeating the process several times before they feel comfortable with the procedure? Or does the employee build on the steps they have learned previously in order to move to the next rung on the ladder? Does the employee function more effectively in a solitary environment? Or do they need support from fellow co-workers? Does the employee need to look and learn from a whole system point of view, or do they need to learn from an individual or linear process perspective in order to see how the components fit together? Finally, how does the employee ingest or mimic what they have just learned in previous actions? These are questions only the employee can ask themselves, thereby enhancing the learning process taking it to an individual learning level.

Huang (2000) examines the effect that previous job training can have on the new employee, referring to the concept that much of real job training occurs on the job or prior to that employment environment and typically should not be underrated as part of the current training process. Employees come to the work place with knowledge in hand, some more extensive than others, some less. However, learning has already taken place at some level; it was Huang's intention to examine the premises that learning and training are a collaborative effect, not independent of each other.

Additionally, Huang's (2000) study chose to look at pre-job training, such as college or technical training, with results reflecting that specialized training did contain a positive wage and salary impact as opposed to no training. Further, this revealed that the average worker had attended school slightly less than 17 years and earned only moderately higher wages. Huang (2000) did view the limitations to this study as being age, gender and level of education, ranging from technical school to Ph.D. status.

Chapter 3

Methodology

Research Design

The purpose of this quantitative study using a survey is to understand the impact of preferred leadership style on job satisfaction. The independent variable, preferred leadership style is defined in the manner that leaders behave typically toward staff. The dependent variable is job satisfaction defined as the individuals' attitudes toward their jobs and organizational commitment as defined by Lam's (1998) definition views organizational commitment "as an individual's identification with and involvement in a particle organization" (p. 787).

Sample

A census of current employees is 48. Participants utilized for this study included faculty ($n = 16$), administration ($n = 5$), and support staff ($n = 27$), at a Native American Great Plains State Community College. The use of a single-stage sampling design was used in the gathering of this data.

Inclusion criteria

Staff are employed for at least on month by the Community College. All staff have access to a computer in order to complete the survey. Each staff has access to their own log in information and computer. The study included both part-time and full-time employees.

Recruitment

All participants were emailed a notice (Appendix A) inviting participation from the researcher prior to emailing the survey. Included with the survey was the Informed Consent document received from Marywood University (Appendix B). The survey was voluntary to complete.

Instrumentation

Three surveys were utilized in the study: Northouse's Preferred Leadership Style Survey, (Northouse, 2009) and Billingham's Job Satisfaction Survey (Billingham, 2004) and questions concerning demographics. The Preferred Leadership Style survey will discern preferred leadership style; authoritarian, democratic or laissez-faire. It contains 18 questions using a 5-point Likert scale: 1) strongly disagree 2) disagree 3) Neutral 4) agree and 5) strongly agree (Appendix C). These questions are used to determine participants primary style of preferred leadership, followed by their least preferred style of leadership. Totaling the number of responses for questions 1, 2, 6, 10, 15, and 16 reflect authoritarian leadership. The total of questions 4, 5, 8, 11, 14, and 18 show democratic leadership style. Questions totaled for numbers 3, 7, 9, 12, 13, and 17 reveal laissez-faire leadership style. Score interpretation is *very high* in the range of 26-30, followed by 21-25 as *high* range. A *moderate* score is viewed as 16-20 followed by a 11-15 as the *low* range of scoring and finally, 6-10 in the *very low* range. This instrument has been used by Pace University (n.d.) in open-source format and has been adapted using Northouse (2009) survey. Northouse's (2009) survey is well known for its reliability and validity in the industry with results using Cronbach's alpha ranging from .92 to .95, which is interpreted as being in the upper range for internal consistency. Additionally, Jaworski et al. (2022) study found that the use of Northouse's instrument also produced a reliable source of consistency using Cronbach's alpha as reflected in their data of .84 (p. 3) which confirmed the stability of the instrument.

The job satisfaction survey developed by Richard Bellingham (2004) was published in the journal, *Absolute Advantage* by the Wellness Council of America (WELCOA). This survey now has decades of knowledge. The survey consists of 30 questions where participants are to give a Yes or No answer (Appendix D). The scoring is as follows: two-points for each statement

that was answered positively, and zero points for each question answered negatively: Scores range 0 points to 60 points, with higher scores indicative of greater job satisfaction. The scale is scored such that: 50-60 points great job, 40-49 points good job, 30-39 points OK job, 20-29 points bad job, and 1-19 points depressing job.

Gupta et al. (2022) found Bellingham's instrument to be valid in their research assessing job satisfaction among employees. Job satisfaction using Bellingham's instrument ranges in the average score of 3.15 to 3.29.

The following demographic information was collected on the survey including: gender, age range, highest level of education, race, and years worked at the college (Appendix E).

Procedure

As a requisite, the researcher requested an exempt review from the Exempt Review Committee (ERC) at Marywood University (Appendix F). The researcher also requested an exempt review from the IRB process at the Native American College under the study (Appendix G). The researcher was granted an exemption as this study showed no greater risk than commonplace events and no identifiable information. Once approval was granted, Administration Services on behalf of the researcher sent out an initial email to the staff at the Native American College for an invitation to participant (Appendix A). The email requested participants who are willing to complete the survey must agree to the informed consent before taking the survey (Appendix A and B). Survey Monkey was used to create the survey. The survey took no more than 15 minutes to complete. Second and third follow-up emails (See Appendix H and Appendix I) were sent out one week after the previous request. Data was analyzed using SPSS Version 30. All records of this study are password protected and kept private. The data will

be destroyed after three years through electronic deletion. Access to this data is for the researcher alone and not accessible to anyone else.

Analysis

1. Subproblem one, what is the preferred leadership style, among employees at a Native American College in a Great Plains State, was analyzed using a frequency distribution and other descriptive statistics.
2. Subproblem two, what is the employee job satisfaction among employees at a Native American College in a Great Plains State, was analyzed using a frequency distribution and other descriptive statistics.
3. Subproblem three, what is the relationship between the preferred leadership style, and job satisfaction among employees at a Native American College in a Great Plains state, was analyzed using Pearson's correlation.

Supplemental Analysis

Demographic information was used to examine differences/relationships with preferred leadership style and employee job satisfaction.

1. What are the differences in preferred leadership style and job satisfaction by gender using an independent samples t-test?
2. What are the differences in preferred leadership style and job satisfaction by age was analyzed using an ANOVA or independent samples t-test?
3. What are the differences in preferred leadership style and job satisfaction by education was analyzed by using an ANOVA or independent samples t-test?

4. What are the differences in preferred leadership style and job satisfaction by race was analyzed by an ANOVA or independent samples t-test?
5. What are the differences in preferred leadership style and job satisfaction by years on the job was analyzed by an ANOVA or independent samples t-test?

Chapter 4

Results

Introduction

In the Fall of 2025, a survey was sent out via Survey Monkey that included demographic questions, Northouse's Preferred Leadership Style (2009) and Billingham's Job Satisfaction (2004) instruments. Several analyses were conducted to examine the impact of preferred leadership style and job satisfaction.

This researcher is an employee at the college surveyed, however, this study was independently conducted as a part of doctoral studies program. The results and conclusions are solely those of the author. The investigator upheld a professional distance during the collection of data and analysis to ensure the findings were not bent by biases and to avoid any conflict of interest. This chapter will contain the data and information concerning this study and the supplemental analysis.

Response Rate

Forty-eight surveys were sent out via email resulting in 18 responses. The data was cleaned, and missing data was updated based on the previous responses of the survey. A total of two responses were updated for only one missing response each.

Demographic Information

Male participants measured slightly more reflecting 47.06% with female participants at 35.29%. The majority (61.1%) of the staff's ages were 46 and over. The education levels reflected 16.7% of the participants had a bachelor's degree and 50% of participants have a graduate degree. Participants consisted of Native Americans (27.8%), while prefer not to answer

and other categories combined to total 72.2% of those surveyed. Most participants (61.1%) worked at the college for ten or more years.

Table 1

Demographic of Participant Population (n = 18)

Variable		N	%
Gender			
	Male	8	47.1
	Female	6	35.3
	Prefer not to answer	3	17.6
	Total	17	100%
Age			
	26 to 35	2	11.1
	36 to 45	3	16.7
	46 and over	11	61.1
	Prefer not to answer	2	11.1
	Total	18	100%
Highest Level of Education			
	High School/GED	4	22.2
	Associates	2	11.1
	Bachelors	3	16.7
	Graduate degree	9	50.0
	Total	18	100%
Race			
	Native American	5	27.8
	Other	8	27.8
	Prefer not to answer	5	44.4
	Total	18	100%
How Long Have You Worked At The College			
	More than one month to less than one year	2	11.1
	More than one year to less than five years	4	22.2
	More than five years to less than ten years	1	5.6
	More than ten years to less than fifteen years	6	33.3
	Fifteen years or more	5	27.8
	Total	18	100%

Subproblem One – Preferred Leadership Style

Sub problem one, what is the preferred leadership style, among employees at a Native American College in a Great Plains State, was analyzed using a frequency distribution and other descriptive statistics. The mean leadership score was 53.67 ($SD = 4.13$), while the median score was 52.50 (range = 47-63).

Table 2

Preferred Leadership Style (n = 18)

Preferred Leadership Style	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Q1. Members need to be supervised closely or they are not likely to do their work.	1(5.6%)	11(61%)	5(27.8%)	1(5.6%)	—	18(100%)
Q2. It is fair to say that most members in the general population are lazy.	5(27.8%)	10(55.6%)	1(5.6%)	2(11%)	—	18(100%)
Q3. In complex situations, leaders should let members work out problems on their own.	1(5.6%)	8(44.4%)	7(38.9%)	2(11.1%)	—	18(100%)
Q4. Members want to be a part of the decision-making process.	—	—	1(5.6%)	16(88.8%)	1(5.6%)	18(100%)
Q5. Providing guidance through pressure is the key to being a good leader.	1(5.6%)	7(38.9%)	—	8(44.4%)	2(11.1%)	18(100%)
Q6. As a rule, members must be given rewards or punishments in order to motivate them to achieve organizational objectives.	1(5.6%)	9(50%)	4(22.2%)	4(22.2%)	—	18(100%)
Q7. Leadership requires staying out of the way of members as they do their work.	—	6(33.3%)	6(33.3%)	6(33.3%)	—	18(100%)
Q8. Most members want frequent and supportive communication with their leaders.	—	—	—	16(88.9%)	2(11.1%)	18(100%)

Q9. As a rule, leaders should allow members to appraise their own work.	—	2(11.1%)	8(44.4%)	7(38.9%)	1(5.6%)	18(100%)
Q10. Most members feel insecure about the work and need direction.	—	11(61.1%)	4(22.2%)	3(16.7%)	—	18(100%)
Q11. Leaders need to help members accept responsibility for completing their work.	—	4(22.1%)	3(16.7%)	10(55.6%)	1(5.6%)	18(100%)
Q12. Leaders should give members complete freedom to solve problems on their own.	—	5(27.8%)	7(38.9%)	6(33.3%)	—	18(100%)
Q13. In important situations members prefer little input from the leader.	—	10(55.6%)	5(27.8%)	3(16.6%)	—	18(100%)
Q14. It is the leader's job to help members find their "passion".	1(5.6%)	8(44.4%)	3(16.7%)	4(22.2%)	2(11.1%)	18(100%)
Q15. The leader is the chief judge of the achievements of the members of a group.	1(5.6%)	9(50.0%)	4(22.2%)	4(22.2%)	—	18(100%)
Q16. Effective leaders give orders and clarify procedures.	—	4(22.2%)	2(11.1%)	11(61.1%)	1(5.6%)	18(100%)
Q17. In general, it is best to leave members alone.	1(5.6%)	13(72.2%)	2(11.1%)	2(11.1%)	—	18(100%)
Q18. People are basically competent and if given a task will do a good job.	—	3(16.7%)	3(16.7%)	11(61%)	1(5.6%)	18(100%)

Northouse's Preferred Leadership Style (2009)

The Preferred Leadership Style table revealed several findings. After combining categories of Agree and Strongly Agree, the highest percentages were found in: Want frequent and supportive communication (100%); Want to be a part of the decision making process (94.4%); Effective leaders give orders and clarify procedures (66.7%); People are basically competent and if given a task will do a good job (66.7%); Leaders need to help member accept responsibility for completing their work (61.2%); and Providing guidance through pressure is the key to being a good leader (55.5%).

Conversely, when combining Disagreed to Strongly Disagreed, the greatest percentages were found in: Most members in the general population are lazy (83.4%); It is best to leave members alone (77.8%); Members need to be supervised closely or they will not do their work (66.6%); Assert that members feel insecure about their work (61%); Leaders are the chief judge of achievements of the group (55.6%); and Leaders should let members work out problems on their own in complex situations (50.0%).

Subproblem Two – Job Satisfaction

Subproblem two, what is the employee job satisfaction among employees at a Native American College in a Great Plains State, was analyzed using a frequency distribution and other descriptive statistics. The mean job satisfaction score was 33.56 ($SD = 4.204$), while the median score was 33 (range 30-45) using the scoring guidelines participant's total mean score would fall within the "OK Job" satisfaction grading schedule.

Examining the resulting Yes or No answers reflected a clear line resulting in: Participants find most interactions at work positive (100%), Know what is expected of them at work (100%); They look forward to coming to work on Monday (94%); Feel positive most of the time (94%); Feel valued at work and their principles fit the organizational values and mission statement (94%); Respect their peers (94%); Showed they are committed to doing quality work as well as having someone at work who encourages them (94%); Expressed they have the opportunity to learn, be creative, (94%); View work a real plus in their lives (88.9%); Indicated that (83.3%) have good friendships at work; State they had the materials and equipment in order to do their work (94%); and revealed trust in the leadership (77.8%).

On the other hand, participants stated they did not have the energy at end of each work day to attend to people they care about (77.8%); They did not have the vim to engage in personal activities (77.8%); Felt they did not have the time or verve to read a book that interests them (72.2%); Did not feel informed about what is going on (44%); Did not feel involved in decisions that affect the community culture (33%); and did not feel recognized and appreciated at work, as well as do not feel fairly compensated (22%).

Table 3

Job Satisfaction (n = 18)

Job Satisfaction	Yes	No	Total
Q1. I look forward to going to work on Monday morning.	17(94.4%)	1(5.6)	18(100%)
Q2. I feel positive and up most of the time I am working.	17(94.4%)	1(5.6%)	18(100%)
Q3. I have energy at the end of each work day to attend to the people I care about.	14(77.8%)	4(22.2%)	18(100%)
Q4. I have energy at the end of each work day to engage in personal interests.	14(77.8%)	4(22.2%)	18(100%)
Q5. I have the time and energy in my life to read books that interest me.	13(72.2%)	5(27.8%)	18(100%)
Q6. Most interactions at work are positive	18(100%)	—	18(100%)
Q7. I have good friends at work.	15(83.3%)	3(16.7%)	18(100%)
Q8. I feel valued and affirmed at work.	17(94.4%)	1(5.6%)	18(100%)
Q9. I feel recognized and appreciated at work.	14(77.8%)	4(22.2%)	18(100%)
Q10. Work is a real plus in my life.	16(88.9%)	2(11.1%)	18(100%)
Q11. I'm engaged in meaningful work.	17(94.4%)	1(5.6%)	18(100%)
Q12. I feel free to be who I am at work.	16(88.9%)	2(11.1%)	18(100%)
Q13. I feel free to do things the way I like at work.	17(94.4%)	1(5.6%)	18(100%)

Q14. My values fit with the organizational values.	17(94.4%)	1(5.6%)	18(100%)
Q15. I am aligned with the organizational mission.	17(94.4%)	1(5.6%)	18(100%)
Q16. I trust our leadership team.	14(77.8%)	4(22.2%)	18(100%)
Q17. I respect the work of my peers.	17(94.4%)	1(5.6%)	18(100%)
Q18. I have opportunities to learn what I want to learn.	17(94.4%)	1(5.6%)	18(100%)
Q19. I feel involved in decisions that affect our organizational community.	12(66.7%)	6(33.3%)	18(100%)
Q20. Creativity and innovation are supported.	17(94.4%)	1(5.6%)	18(100%)
Q21. I feel informed about what is going on.	10(55.6%)	8(44.4%)	18(100%)
Q22. I know what is expected of me at work.	18(100%)	—	18(100%)
Q23. I have the materials and equipment that I need in order to do my work right.	17(94.4%)	1(5.6%)	18(100%)
Q24. I have the opportunity to do what I do best every day at work.	17(94.4%)	1(5.6%)	18(100%)
Q25. My manager cares about me as a person	16(88.9%)	2(11.1%)	18(100%)
Q26. I know someone at work who encourages my development.	17(94.4%)	1(5.6%)	18(100%)
Q27. My opinions count.	16(88.9%)	2(11.1%)	18(100%)
Q28. My coworkers are committed to doing quality work.	17(94.4%)	1(5.6%)	18(100%)
Q29. My manager reviews my progress	17(94.4%)	1(5.6%)	18(100%)
Q30. I am fairly compensated	14(77.8%)	4(22.2%)	18(100%)

Billingham's Job Satisfaction (2004)

Subproblem Three

Subproblem three, what is the relationship between the preferred leadership style and job satisfaction among employees at a Native American College in a Great Plains state, was analyzed using Pearson's correlation. A weak correlation was not significant ($r(16) = .465, p > .05$).

Leadership style is not related to job satisfaction. Thus, the null hypothesis, there is no relationship between leadership style and job satisfaction, was supported.

Supplemental Analysis

A series of Pearson's correlations to examine the relationships between the three types of leadership styles and job satisfaction were tested. A moderate positive correlation was found between authoritarian and job satisfaction ($r(16) = .491, p = .038$), indicating a significant linear relationship between the two variables. Higher authoritarian scores were related to higher job satisfaction scores.

A weak correlation was not significant between democratic style and job satisfaction ($r(16) = -.197, p > .05$). Democratic style is not related to job satisfaction. Likewise, a weak correlation was not significant between laissez-faire style and job satisfaction ($r(16) = -.094, p > .05$). Laissez-Faire style is not related to job satisfaction.

The differences in preferred leadership style and job satisfaction by gender were examined using independent samples t-tests. No significant difference in leadership style was found ($t(11.061) = .171, p > .05$). The mean leadership style score of the females ($M = 54.67, SD = 4.457$) was not significantly different from that of the males ($M = 54.25, SD = 4.559$). No significant difference in job satisfaction was found ($t(12) = .508, p > .05$). The mean job satisfaction score of the females ($M = 35.00, SD = 5.404$) was not significantly different from that of the males ($M = 33.75, SD = 3.845$).

The differences in preferred leadership style and job satisfaction by age, with age coded as 26-45 for the younger group and 46 and over for the older group, were examined using independent samples t-test. No significant difference in leadership style was found ($t(.562)$

= .583, $p > .05$). The mean leadership style score of the younger group ($M = 54.80$, $SD = 5.541$) was not significantly different from that of the older group ($M = 53.45$, $SD = 3.908$). No significant difference in job satisfaction was found ($t(369) = .718$, $p > .05$). The mean job satisfaction score of the younger group ($M = 34.60$, $SD = 6.025$) was not significantly different from that of the older group ($M = 33.73$, $SD = 3.524$).

The differences in preferred leadership style and job satisfaction by education, with education coded include high school through bachelor's degree for one group and graduate degree or higher for the other, were examined using independent samples t-test. No significant difference in leadership style was found ($t(16) = -.908$, $p > .05$). The mean leadership style score of the high school through bachelor's degree ($M = 52.78$, $SD = 3.563$) was not significantly different from that of the graduate degree group ($M = 54.56$, $SD = 4.667$). No significant difference in job satisfaction was found ($t(16) = .119$, $p > .05$). The mean job satisfaction score of the high school to bachelor's degree ($M = 35.11$, $SD = 5.159$) was not significantly different from that of the graduate degree group ($M = 32.00$, $SD = 2.345$). However, there was a trend ($p = .12$) toward the bachelor's grouping participant's scoring higher on job satisfaction compared to postgraduates.

The differences in preferred leadership style and job satisfaction by race were examined using independent samples t-tests. No significant difference in leadership style was found ($t(11) = .815$, $p > .05$). The mean leadership style score of the Native American group ($M = 54.6$, $SD = 3.578$) was not significantly different from that of the other group ($M = 54.0$, $SD = 4.781$). No significant difference in job satisfaction was found ($t(1.647) = .119$, $p > .05$). The mean job satisfaction score of the Native American group ($M = 33.80$, $SD = 3.962$) was not significantly different from that of the other grouping ($M = 33.88$, $SD = 3.314$).

The leadership style and job satisfaction of participants who have been employed for three different time periods (more than one month to less than ten years, ten years to less than 15 years, and 15 years or more) were compared using a one-ANOVA. No significant difference in leadership style was found ($F(2,15) = .388, p > .05$). The participants who have been employed for three different time periods did not differ significantly. Participants who were employed for up to ten years had a mean score of 53.43 ($SD = 2.82$), while participants employed for up to 15 years had a mean score 54.83 ($SD = 5.845$), and, finally, participants employed for more than 15 years had a mean score of 52.60 ($SD = 3.782$).

Additionally, no significant difference in job satisfaction was found ($F(2,15) = .927, p > .05$). The participants who have been employed for three different time periods did not differ significantly. Participants who were employed for up to ten years had a mean score of 32.14 ($SD = 1.773$), while participants employed for up to 15 years had a mean score 35.53 ($SD = 6.186$), and finally participants employed for more than 15 years had a mean score of 33.40 ($SD = 3.782$).

Chapter 5

Discussion

Introduction

This study was conducted to determine if there was a relationship between the preferred leadership style and job satisfaction among employees ($n = 18$) at a Native American College in a Great Plains State. The study used Northouse's Preferred Leadership Style Survey (Northouse, 2009) and Billingham's Job satisfaction Survey (Billingham, 2004) and questions concerning demographics. After careful examination of the data the null hypothesis stating there is no relationship between leadership style and job satisfaction was supported.

Discussion

Leadership comes in many different styles and traits; many have been discussed within this paper. This research examined three of the several leadership styles: authoritarian, democratic and laissez-faire. This study found no relationship between leadership style and job satisfaction. Muhdar et al. (2022) in a study that also examined leadership and job satisfaction among vocational college lectures ultimately concluded that leadership and job satisfaction were not necessarily linked, which reflects a similar conclusion supported within this paper. The results of the present study also showed no connection between leadership and job satisfaction; a conclusion can be drawn that leadership weighs on performance without having an impact on employees' job satisfaction.

A number of studies have been completed that examined different types of leaders and job satisfaction. Notarnicola et al. (2024) found no relationship was established between laissez-faire leadership and job satisfaction among nursing managers. That conclusion aligns with the

results in this present study. While the present study found no relationship between democratic style of leadership and job satisfaction, Nassani et al. (2024) in a study of staff hoping to aid participants in creating work-life balance did find an association between the two variables. Their findings show a connection which expresses work-life balance and organizational support are indeed connected with job satisfaction. While their research does reflect that employees like to be a part of the decision-making process and valued for their ideas, the responses did agree with the responses in the present study in that no correlation was found between democratic leadership style and job satisfaction. To build such an organizational culture as mentioned in the Nassani et al. (2024) article it does take commitment, stability, perseverance, and support.

Cumar et al. (2025) study showed a moderate positive link between authoritarian/directive leadership style and job satisfaction among academic staff. This is similar to the results discovered in the present study. Additionally, Du et al. (2020) in a study which was composed of managerial staff enrolled in a training program at a university in China, concluded the use of authoritarian leadership in conjunction with trust in the leadership found employees are more involved within the organizational structure when it is linked to limited job mobility, flexibility and job satisfaction.

Hancock et al. (2023) in an analysis of the role that leadership plays in job satisfaction examined employees' perceptions of their jobs and roles as well as whether they felt valued and their overall well-being. Likewise, the present study revealed the importance of feeling valued on the job, feeling supported, and believing they are producing relevant work.

The employees in the present study show a high level of organizational commitment as reflected in the years on the job category where more than 61% have been on the job for more than ten years. The time on the job has the potential to reflect loyalty, commitment to the

community and organization. As Tsai (2011) notes, organizational commitment plays a serious role in job satisfaction; its impact on attitude and behavior underscoring the importance of a healthy work environment that in turn echoes Raina and Britt Roebuck's (2016) research stating that longevity creates a sense of belonging. The participants in the present study within the various length of employment categories did not differ in relationship to leadership style or job satisfaction. The higher level of tenure reflecting 61% of years on the job suggests the college has fostered strong connections and consistent work culture, which have remained consistent.

Winters (1999) mentioned the importance of the vast wealth of knowledge that long-term staff have, while Wehrmann et al. (2002) notes the importance of employee efficacy and creativeness, as well as the sharing of skills and knowledge with others. These studies as well as the present study, lend support to the social learning theory and the role it has in shaping our work settings leaning into collaboration, observation and engagement for staff resulting in a richer learning experience (Li et al., 2023).

As Dominguez-Whitehead (2018) research suggests organizational learning theory takes into account individual differences and personal attributes and realizes that learning is universal and is occurring all the time and at any location or setting. Akdere and Schmidt (2008) note "organizational learning adds dimensions to the individual learning process, however, in that what is learned by the individual is shared with the group" (p. 1). This connection is made within the present study in that over 94% stated have the opportunity to learn what they would like to learn followed by having the materials with which to learn and the support.

The survey responses concerning job satisfaction suggest as a whole employees look forward to coming to work, and believe their work assists the community. Additionally, they felt valued, encouraged, respected and underscored the importance of communication. As Madlock

(2012) states communication is a two-way street that requires both input and output, not only hearing the employee but being encouraging, helpful, non-judgmental and accepting opinions and ideas (Lloyd et al., 2017).

Over 88% of the participants want to be a part of the decision-making process, while supportive communication scored equally high at 88%. These results are similar to Akdere and Schmidt (2008) who found that employees are learning through communication. Additionally, Raina and Britt Roebuck (2016) recognize that communication is key not only to the organization, but to staff as well. One could postulate that people like to be heard, which has the opportunity to cause a ripple effect developing higher morale and idea sharing. Additionally, it allows for a diverse point of view and the potential for creative solutions along with increased emotional well-being and empowerment giving the staff openness to take a calculated risk on an idea, and, ultimately, the opportunity to implement those ideas.

While the study found there is no correlation between preferred leadership style and job satisfaction, the data does underscore several important points. Overall, the participants scored in the mid-range viewing their job as an “OK Job” as opposed to “Bad Job” or “Depressing Job” but did not score high enough to meet “Good Job” or “Great Job” criteria (Billingham, 2004).

Of those surveyed 94.4% stated they look forward to coming to work on Monday. Moreover, the same percentage, of participants felt positive most of the time, have ideas that are aligned with organizational values and mission statement, feel respected by their peers, feel supported and can be creative and have the technology to do so. These responses reflect a strong work culture. Furthermore, collective goals are present, and employees can flourish creating a sense of engagement, connection and innovation. These findings are similar to research by Elshout et al. (2014) who found that job satisfaction by employees increases with leadership

support. In contrast 22.2% of participant's felt they had little energy at the end of the day to pursue interests or assist people they care about. This data could reflect stress on the job and the many hats that participant's wear daily.

However, on balance it appears that participants in the present study are positive and know their expectations at work. They reveal an overall strength and indicator of a healthy work environment. Those surveyed are working as a team.

Conversely, a weak correlation was not significant between democratic leadership style and job satisfaction reflecting that democratic leadership style is not related to job satisfaction. This result is supported by Rosing et al. (2022) research found that democratic leadership style is unrelated to the followers' perceptions of the leaders abilities in action phases. Possibly democratic leadership style is not important for job satisfaction and that the likelihood of job satisfaction responses were influenced by other reasons. Perhaps it leans into commitment to the job, the community, or the fact they are employed and able to support their families.

Additionally, a second weak non-significant correlation was discovered between laissez-faire style and job satisfaction. Belias and Koustelios (2015) research showed that a laissez-faire approach to management is less popular. Likewise, Aydin et al. (2013) found a negative relationship between laissez-faire leadership and job satisfaction, performance on the job and motivation. Thus, it appears that with a laissez-faire style of leadership there is limited interaction and communication. This present research study also highlights a weak link between laissez-faire leadership style and job satisfaction, which might suggest that the employees with much experience and longer length of time on the job require less direction.

Demographics seems to have little impact on the results of this study, as participants were generally satisfied with their jobs. Differences in gender, age, education levels, or race did not evidence significant differences in job satisfaction nor leadership style. These results reveal stable numbers across all groups surveyed.

Implications

Implications include the opportunity for administration to have a conversation concerning job satisfaction and how to improve it and what employees might need or find useful. A suggestion could be leadership trainings or workshops for staff. Additional thoughts for events might also include offering course work for employees for college credit, or the possibility of creating continuing education units (CEUs) for various fields of study for continued licensure or certification. Additionally, university or college leaders should consider holding conference events for employees, as well as the community at large to bridge the gap between town and gown.

Lastly, there should be an exploration of the impact that Artificial Intelligence (AI) has on leadership when identifying employee training, also the potential for crafting strategies, creating data-driven analytics and the ability to identify new trends.

Limitations

A lack of generalizability to other Native American colleges due to the small sample size ($n = 18$), which was narrowed to include administration staff, faculty, and support staff is a definite issue. The sample size is not representative of the entire Native American College community. Although 48 surveys were sent out via email, including a letter to participate and reminder emails the response rate of 18 did fall in line with other emailed surveys that are typically conducted by the college.

Future Research

The purpose of this study was to address the literature gap between preferred leadership style and job satisfaction at a Native American college. While much research has been done at other higher education institutions, there is very limited research at Native American colleges concerning this topic.

Thus, future research should include working with other Native American colleges using the current survey instruments, as well as others that might tap into different ways to measure leadership style and job satisfaction. Not only does it expand the field of knowledge but also expands the field geographically, as there are other Native American colleges located throughout the United States. This in turn may lead to a larger sample size. Future studies should not be limited to administrative staff, faculty and support staff but include other areas such as Head Start or other programs under the college umbrella.

The present research has shown that gender, age, level of education, race and length of employment has no significant impact on preferred leadership style and job satisfaction. This is insightful, but perhaps it gives an opportunity for additional research to study what impact would look like in these demographics at other college and universities.

Examining toxic leadership and the impacts on employee health would also be very worthwhile.

Conclusion

This research study set out to examine the relationship between preferred leadership style and job satisfaction. Although, the sample size was small ($n = 18$) the researcher discovered there was not a relationship between preferred leadership style and job satisfaction. However, a

moderate positive relationship between authoritarian leadership style and job satisfaction was found. This was surprising as authoritarian leadership is not universally viewed as a stellar style of leadership; it typically means my way or the highway model of leadership style. The research reflected that communication is paramount and employees viewed inclusion in the decision-making process also a key element. Furthermore, this study highlights the need for more leadership opportunities for all staff, as well as begs the question, what can be done to increase job satisfaction score above the “OK job.”

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Appendix A

Request to Participate

Dear Cankdeska Cikana Community College,

My name is Galynn Lindemann, and I am a doctoral student at Marywood University. I am conducting a research study. Its purpose is to explore the link between preferred leadership style and job satisfaction.

You are invited to participate if you qualify. To qualify you must be 18 years of age or older. You must be employed by the college for one month or longer. The research will take place at Cankdeska Cikana Community College, via email in an online survey, using Survey Monkey. It will take about 15 minutes to complete.

Benefits of this research study may add an increased level of understanding of leadership style, and job satisfaction

This study has been approved by Marywood University's Exempt Review Committee.

Sincerely,

Galynn Lindemann

Galynn Lindemann

Email: galynn.lindemann@littlehoop.edu

Appendix B

Exempt Review Committee (ERC) at Marywood University

Marywood University
Exempt Review Committee
APPROVED

DATE: 08/01/25

ERC Informed Consent Form

What is the Relationship Between the Preferred Leadership Style, and Job Satisfaction at Native American College in a Great Plains State

Principal Investigator (PI): Galynn Lindemann, Student at Marywood University

Principal Investigator Contact Information: galynn.lindemann@littlehoop.edu

Research Advisor: Dr. Alan Levine, Marywood University

Research Advisor Contact Information: levine@marywood.edu

Invitation for a Research Study

You are invited to participate in a research study about preferred leadership style and job satisfaction. Please read this form. Ask any questions you may have before agreeing to take part in this study. To qualify you must be 18 years of age or older. You must be employed by the college for one month or longer. Please read this form. Ask any questions you may have before agreeing to take part in this study.

Purpose – About the Study

Its purpose is to explore the link between preferred leadership style and job satisfaction.

Procedures - What You Will Do

The research will take place online, you will take a survey through Survey Monkey sent to your college email address. It will take less than 15 minutes to complete.

Risks and Benefits

This survey method shows no greater risk than commonplace events. Benefits of this research study may add an increased level of understanding of leadership style, and job satisfaction.

Confidentiality

The records of this study kept private. Information used in any written or presented report will not make it possible to identify you. Only the PI will have access to the research records. All records of this study will be password protected and kept private. The data will be destroyed after 3 years through electronic deletion. Access to this data is for the researcher alone and not accessible to anyone else.

Taking Part is Voluntary

Participation is voluntary. Your decision whether or not to participate will not affect your current or future relationship with the investigator. It will not affect your relationship with Cankdeska Cikana Community College. You may withdraw at any time. There will be no penalty to withdraw. Your information will be private.

Contacts and Questions

If you have questions about this study at any time, contact the principal investigator or the advisor. Their contact information appears at the top of this form. If you have questions related to the rights of research participants or research-related injuries (where applicable), please contact the Institutional Review Board at (570) 961-4782 or irbhelp@marywood.edu. You may save or print a copy of this form for your records.

Statement of Consent

By Proceeding:

- You understand what the study involves
- You have asked questions if you had them
- You agree to participate in the study

Appendix C

Leadership Style Survey

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Members need to be supervised closely or they are not likely to do their work.	1	2	3	4	5
2. It is fair to say that most members in the general population are lazy.	1	2	3	4	5
3. In complex situations, leaders should let members work out problems on their own.	1	2	3	4	5
4. Members want to be apart of the decision-making process.	1	2	3	4	5
5. Providing guidance withough pressure is the key to being a good leader.	1	2	3	4	5
6. As a rule, members must be given rewards or punishments in order to motivate them to achieve organizational objectives.	1	2	3	4	5
7. Leadership requires staying out of the way of members as they do their work.	1	2	3	4	5
8. Most members want frequent and supportive communication with their leaders.	1	2	3	4	5
9. As a rule, leaders should allow members to appraise their own work.	1	2	3	4	5
10. Most members feel insecure about their work and need direction.	1	2	3	4	5
11. Leaders need to help members accept responsibility for completing their work.	1	2	3	4	5
12. Leaders should give members complete freedom to solve problems on their own.	1	2	3	4	5
13. In most situations members prefer little input from the leader.	1	2	3	4	5
14. It is the leader's job to help members find their "passion".	1	2	3	4	5
15. The leader is the chief judge of the achievements of the members of a group.	1	2	3	4	5
16. Effective leaders give orders and clarify procedures.	1	2	3	4	5
17. In general, it is best to leave members alone.	1	2	3	4	5
18. People are basically competnet and if given a task will do a good job.	1	2	3	4	5

Scoring

Sum the responses for items 1, 2, 6, 10, 15, and 16
(authoritarian leadership)

Sum the responses for items 4, 5, 8, 11, 14, and 18
(democratic leadership)

Sum the responses on items 3, 7, 9, 12, 13, and 17 (laissez-
faire leadership)

Total Scores

Authoritarian Leadership _____

Democratic Leadership _____

Laissez-Faire Leadership _____

Scoring Interpretation

This questionnaire is designed to measure three common styles of leadership: authoritarian, democratic, and laissez-faire. By comparing your score, you can determine which styles are most dominant and least dominant in your own style of leadership.

Authoritarian Leadership - Leader needs to control members and what they do. They emphasize that they are in charge and exert influence and control over group members. Authoritarian leaders prefer communication be directed up.

Democratic Leadership - Leaders treat members as fully capable of doing work on their own. They work with group members, try hard to treat everyone fairly, and do not be above others. Their main goal is to help group members reach personal goals. Communication is interactional between leader and members.

Laissez-Faire Leadership - Leaders do not try to control member and do not try to nurture and guide members wither. Instead, this leader engages in minimal influence and has a "hands-off" approach.

If your score is 26-30, you are in the very high range.

If your score is 21-25 you are in the high range.

If your score is 16-20, you are in the moderate range.

If your score is 11-15, you are in the low range.

If your score is 6-10, you are in the very low range.

Adapted from *Introduction to Leadership: Concepts and Practice* by Peter G. Northouse (2009). Thousand Oaks, CA: SAGE

Appendix D

W E L L N E S S C O U N C I L O F A M E R I C A

JOB SATISFACTION SURVEY

	YES	NO
1. I look forward to going to work on Monday morning.	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel positive and up most of the time I am working.	<input type="checkbox"/>	<input type="checkbox"/>
3. I have energy at the end of each work day to attend to the people I care about.	<input type="checkbox"/>	<input type="checkbox"/>
4. I have energy at the end of each work day to engage in personal interests.	<input type="checkbox"/>	<input type="checkbox"/>
5. I have the time and energy in my life to read books that interest me.	<input type="checkbox"/>	<input type="checkbox"/>
6. Most interactions at work are positive.	<input type="checkbox"/>	<input type="checkbox"/>
7. I have good friends at work.	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel valued and affirmed at work.	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel recognized and appreciated at work.	<input type="checkbox"/>	<input type="checkbox"/>
10. Work is a real plus in my life.	<input type="checkbox"/>	<input type="checkbox"/>
11. I'm engaged in meaningful work.	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel free to be who I am at work.	<input type="checkbox"/>	<input type="checkbox"/>
13. I feel free to do things the way I like at work.	<input type="checkbox"/>	<input type="checkbox"/>
14. My values fit with the organizational values.	<input type="checkbox"/>	<input type="checkbox"/>
15. I am aligned with the organizational mission.	<input type="checkbox"/>	<input type="checkbox"/>
16. I trust our leadership team.	<input type="checkbox"/>	<input type="checkbox"/>
17. I respect the work of my peers.	<input type="checkbox"/>	<input type="checkbox"/>
18. I have opportunities to learn what I want to learn.	<input type="checkbox"/>	<input type="checkbox"/>
19. I feel involved in decisions that affect our organizational community.	<input type="checkbox"/>	<input type="checkbox"/>
20. Creativity and innovation are supported.	<input type="checkbox"/>	<input type="checkbox"/>
21. I feel informed about what's going on.	<input type="checkbox"/>	<input type="checkbox"/>
22. I know what is expected of me at work.	<input type="checkbox"/>	<input type="checkbox"/>
23. I have the materials and equipment that I need in order to do my work right.	<input type="checkbox"/>	<input type="checkbox"/>
24. I have the opportunity to do what I do best every day at work.	<input type="checkbox"/>	<input type="checkbox"/>
25. My manager cares about me as a person.	<input type="checkbox"/>	<input type="checkbox"/>
26. I know someone at work who encourages my development.	<input type="checkbox"/>	<input type="checkbox"/>
27. My opinions count.	<input type="checkbox"/>	<input type="checkbox"/>
28. My coworkers are committed to doing quality work.	<input type="checkbox"/>	<input type="checkbox"/>
29. My manager reviews my progress.	<input type="checkbox"/>	<input type="checkbox"/>
30. I am fairly compensated.	<input type="checkbox"/>	<input type="checkbox"/>

Give yourself two points for each statement you answered positively. Use the following scale to evaluate your job.

50-60 points: Great Job	40-49 points: Good Job	30-39 points: OK Job	20-29 points: Bad Job	1-19 points: Depressing Job
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Appendix E

Demographics

What is your gender?

Female _____

Male _____

Prefer not to answer _____

What is your age range?

18 to 25 _____

26 to 35 _____

36 to 45 _____

46 and over _____

Prefer not to answer _____

What is your highest level of education?

High School/GED _____

Associates _____

Bachelors _____

Graduate Degree or Higher _____

What is your race?

Native American _____

Black _____

White _____

Other _____

Prefer not to answer _____

How long have you worked at the college?

More than one month to less than one year _____

More than one year to less than five years _____

More than five years to less than ten years _____

More than ten years to less than fifteen years _____

Fifteen years or more _____

Appendix F

Exempt Review Committee (ERC) at Marywood University



**MARYWOOD UNIVERSITY
EXEMPT REVIEW COMMITTEE**
Immaculata Hall, 2300 Adams Avenue, Scranton, PA 18509

DATE: August 1, 2025

TO: Gail Draper-Lindemann

FROM: Marywood University Exempt Review Committee

STUDY TITLE: [2314175-2] *What is the Relationship Between the Preferred Leadership Style, and Job Satisfaction at a Native American College in a Great Plains State?*

MU ERC #:

SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVED

APPROVAL DATE: August 1, 2025

CHECK IN DUE DATE: August 1, 2026

REVIEW TYPE: Exempt Review

EXEMPT CATEGORY: 45 CFR 46.104 (d)()

Dear Mr./Mrs/Ms./Dr. Draper-Lindemann:

Thank you for your submission of Amendment/Modification materials to your Exemption Request for this research study. Marywood University's ERC has **APPROVED** your submission. The project meets federal exemption criteria and involves minimal risk to subjects participating in the research. All research must be conducted in accordance with this approved submission.

Please remember that informed consent is a process beginning with a complete description of the study and assurance of subject understanding.

We have applied the ERC's approval stamp to the following documents, which have been uploaded with this letter in IRBNet. The stamp must appear on versions shared with subjects wherever possible. If it is not feasible to use the stamped versions online (e.g. some email

systems or survey platforms), please ensure that the language in the transmitted versions is identical to the stamped versions.

1. Informed Consent Form
2. Advertisement

Please also note that:

- **CLOSURE REPORTING:** Upon completion of the research, you must file a closure report form via IRBNet.
- **CHECK IN REPORTING:** While there is no expiration date for exempted studies, the ERC maintains oversight of open projects. If activities will continue beyond your approval's one-year anniversary of _08/01/26__, file a check in form by that date.
- **RECORDS RETENTION:** While there is no minimum retention period for exempted studies, you must retain records for the length of time stated in your application and informed consent form.
- **DEVIATION, UNANTICIPATED PROBLEM OR SERIOUS ADVERSE EVENT REPORTING:** If any of these events occur, you must file the appropriate form immediately via IRBNet.
- **REVISION REQUESTS:** If you decide to make procedural or document changes to your approved project, you must file a revision request form for review and approval prior to implementation, except when necessary to eliminate apparent, immediate hazards to the subjects. In hazardous situations, you must file the form immediately afterward.

Forms for the reports mentioned above may be found on the [ERC's website](#) or in IRBNet's Forms library. The library appears after you begin a follow-up package within your existing project and then click the Designer button on the left menu, followed by the blue "Need forms" link on the main screen (opens library under Step 1).

If you have any questions, please contact the Research Office at 570-348-6211, x.2418 or irbhelp@marywood.edu. Please include your study title and IRBNet number in all correspondence with this office.

Thank you and good luck with your research!

Regards,
Exempt Review Committee

Appendix G

Institutional Review Board Native American College



**CANKDESKA CIKANA
COMMUNITY COLLEGE**
Spirit Lake Tribe

PO Box 269, Fort Totten, ND 58335
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March 31st 2025

To whom it may concern,

This letter serves as record of IRB approval at Cankdeska Cikana Community College for the research request titled: "What is the Relationship Between the Preferred Leadership Style, and Job Satisfaction at a Native American College in a Great Plains State?" and proposed by PI Galynn Lindemann.

This request was reviewed during the IRB meeting held on 3/28/25. A quorum of members reviewed the materials and a majority of members voted to approve the research, protocol, and survey as is.

This letter of approval is valid from 3/31/25 to 3/30/26, and the PI has agreed to share data and disseminate their findings with Cankdeska Cikana Community College.

Brent Voels Ph.D.
IRB Chair
Cankdeska Cikana Community College
214 1st Ave, Fort Totten, ND 58335

Think Dakota • Live Dakota

CCCC is an EO/AA college.

Appendix H

Second Notice: Letter to Participant in Research Study

Dear Cankdeska Cikana Community College,

If you already filled out this questionnaire thank you. However, if you have not please take the 15 minutes to fill it out now.

Just a reminder, my name is Galynn Lindemann, and I am a doctoral student at Marywood University. I am conducting a research study. Its purpose is to explore the link between preferred leadership style and job satisfaction.

You are invited to participate in the study if you qualify. To qualify you must be 18 years of age or older. You must be employed by the college for one month or longer. The research will take place online, you will complete the survey using Survey Monkey.

Benefits of this research study may add an increased level of understanding of leadership style, and job satisfaction.

Kind Regards,

Galynn Lindemann

Galynn Lindemann

Email: galynn.lindemann@littlehoop.edu

Appendix I

Final Notice: Letter to Participant in Research Study

Dear Cankdeska Cikana Community College,

Once again, if you already filled out this questionnaire thank you. However, this is your last chance to take part in my research. So, if you have not already completed the survey, please take the 15 minutes to fill it out now.

Once again, my name is Galynn Lindemann, and I am a doctoral student at Marywood University. I am conducting a research study. Its purpose is to explore the link between preferred leadership style and job satisfaction.

You are invited to participate in the study if you qualify. To qualify you must be 18 years of age or older. You must be employed by the college for one month or longer. The research will take place online, you will complete the survey using Survey Monkey.

Benefits of this research study may add an increased level of understanding of leadership style, and job satisfaction.

Kind Regards,

Galynn Lindemann

Galynn Lindemann

Email: galynn.lindemann@littlehoop.edu