Examining the Relationship Between Supervisor Leadership Style and Job Satisfaction in a Contingent Fire Department Environment

by

William N. Bauer

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Approved by

James Witte, Professor of Aviation Management
Maria Witte, Professor of Educational Foundations, Leadership and Technology
Chih-hsuan Wang, Associate Professor of Educational Foundations, Leadership and Technology
Jonathan Taylor, Associate Professor of Educational Foundations, Leadership and Technology

Abstract

The purpose of this study was to examine the relationship between Leadership Style and Job Satisfaction in a contingent fire department environment. This was a nonexperimental research study and it utilized a convenience sample of 94 (N = 94) participants. The Multifactor Leadership Questionnaire (MLQ 5X-Short) was used to assess employee's perception of their supervisors' leadership style while employee's job satisfaction level was assessed using the Abridged Job Descriptive Index (aJDI) and the Abridged Job in General (aJIG) (Bass & Avolio, 2004; Bowling Green State University, 2009). Transformational Leadership was the strongest predictor of Satisfaction with Work on the Present Job, Satisfaction with Supervision, and Satisfaction with the Job in General. The more the employee perceived their supervisor's leadership behavior as Transformational the more satisfied the employee was with the work, supervision, and the job in general. Passive Avoidant Leadership was a predictor of Satisfaction with Work on the Present Job, Satisfaction with Supervision, and Satisfaction with the Job in General. The more the employee perceived their supervisor's leadership behavior as Passive Avoidant the less satisfied the employee was with the work, supervision, and the job in general. The study concluded that Transformational Leadership was positively related to Job Satisfaction in a contingent fire department environment. An additional finding from the study shows that Passive Avoidant Leadership was negatively related to Job Satisfaction.

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Chapter 1

Introduction

It is common knowledge that the public safety sector consumes a large share of budget expenditures for most local governments. More specifically, staffing costs are the largest single element found in the budget. Personnel costs, including benefits, oftentimes consume in excess of ninety percent of a fire department's non-capital budget (Watson, 1997). As a result, many municipalities seek innovative approaches to maintain full-staffing while minimizing the inherent budget demands. One such approach is supplementing fire department staffing with student workers. A well-documented student firefighter program began in the late 1980s in the City of Auburn, Alabama. Since then, other similar programs have developed in cities all over the nation (i.e. Manhattan, KS, Fairbanks, AK, and Davis, CA). A program originally designed to be utilized as a staffing supplement has since morphed into a workforce that is heavily relied upon in some cities. Wilkin et al. (2018) found that staffing flexibility and cost reduction associated with temporary work is attractive to organizations, but this perspective focuses on immediate benefits to the bottom line and ignores the potential downside to hiring temporary workers for team functioning. One of the largest threats to team functioning, when utilizing contingent workers, is job satisfaction. Poor job satisfaction can lead to less motivated employees, decreased worker productivity, higher rates of absenteeism, and increased employee turnover (Wilkin et al., 2018).

Transformational Leadership and Job Satisfaction are widely researched concepts within the framework of leadership, largely because of the awareness of the destructive impacts of bad leadership (Schyns & Schilling, 2013). This study will narrow the focus on the impact of Transformational Leadership on Job Satisfaction in a contingent fire department environment.

An anonymous on-line survey was utilized that requested demographics such as age, gender, ethnicity, and tenure. In addition, the Multifactor Leadership Questionnaire (MLQ) 5X Short Form, the abridged Job Description Index, and abridged Job in General instruments were used (Bass & Avolio, 2004; Bowling Green University, 2009).

Statement of the Problem

Every organization requires quality employees to achieve its goals and objectives. The higher the level of employee's satisfaction with their jobs, the more likely they are to exert more effort to achieve the objectives of the company (Blakely et al, 2003). Currently, there is a lack of literature relating to contingent workers employed as firefighters and job satisfaction based on their supervisor's leadership style.

Contingent employment has been shown to influence the social relationship employees' form at work, such as with their leaders (Flickinger et al., 2016). Interestingly, research in contingent environments has produced mixed results. Researchers have suggested that contingent workers prefer a transactional leadership style due to the task oriented and temporary nature of the work (Flickinger et al., 2016; Winkler, 2011). Svenson et al. (2015) determined; however, that transactional leadership may bring about unnecessary stress on workers which ultimately may lead to increases in turnover. Moreover, DeLotell and Cates (2016) found negative correlations between transactional leadership styles on work commitment.

It is expected that 50% of the American workforce will be employed on a contingent basis by 2030 (Brainard, 2016; Katz & Krueger, 2016; Manpower Group Solutions, 2017a, 2017b). As a result, an understanding of the relationship between leadership style and contingent worker job satisfaction stands to benefit employees in various industries, not just the fire service. Failing to capture the relationship between leadership style and job satisfaction may lead to a

reduction in motivation, decreased productivity, higher absenteeism rates, and increased employee turnover.

Purpose of the Study

The purpose of this quantitative study was to examine the relationships between perceptions of supervisor leadership styles (i.e., transformational, transactional, or passive avoidant) and contingent fire department employee's job satisfaction. Transformational, transactional, and passive avoidant leadership styles were the independent variables. Employee job satisfaction was the dependent variable.

Research Questions

The following research questions were used in this study:

1. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with People on the Present Job as perceived by contingent fire department employees?

2. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Work on the Present Job as perceived by contingent fire department employees?

3. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Pay as perceived by contingent fire department employees?

4. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Opportunities for Promotion as perceived by contingent fire department employees?

5. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Supervision as perceived by contingent fire department employees?

6. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with the Job in General as perceived by contingent fire department employees?

Significance of the Study

This study helps to link the gap in research discussing contingent firefighters, job satisfaction, and supervisor leadership styles. Understanding the relationship between leadership and job satisfaction in a contingent fire department setting could contribute to changes in leadership practices aimed at increasing organizational performance in nonstandard work arrangements.

Limitations

The study population was limited to United States fire departments that utilize college students as a staffing supplement. The study may not be applicable to fire departments utilizing traditional career staffing strategies.

Assumptions

The following assumptions were made:

(1) The participants responded accurately and honestly to the survey.

(2) There would be a difference based on length of service as a contingent employee.

(3) The greater the perceived transformational leadership style, the greater the job satisfaction.

Definitions

The following definitions of terms are furnished to provide meanings of terms as used in this study.

Contingent work: Any job in which an individual does not have an explicit or implicit contract for long-term employment or one in which the minimum hours worked can vary in an unsystematic matter (Polivika & Nardone, 1989).

Fire department: An organization providing rescue, fire suppression, and related activities, including any public governmental, private, industrial, or military organization engaging in this type of activity (NFPA 1001, Chapter 3, Section 3.3.2, 2013 ed.).

Job Satisfaction: pleasurable or positive emotional state resulting from the appraisal for one's job or job experiences (Lock, 1976; Schneider and Snyder, 1975).

Leader: Someone who can influence others and who has managerial authority (Robbins and Coulter, 2005).

Leadership: The process of influencing a group towards the achievements of goals (Robbins and Coulter, 2005).

NFPA: National Fire Protection Association

Passive-Avoidant Leadership: The absence of leadership where the leader waits until mistakes are made before acting or fails to take any type of action (Bass & Avolio, 1994).

Staffing: The number of on-duty fire suppression members shall be sufficient to perform the necessary fire-fighting operations given the expected fire-fighting conditions (NFPA 1710, Chapter 5, Section 5.2.2, 2016 ed.)

Student firefighter: full-time college student and temporary full-time firefighter (City of Auburn, 2020).

Student Firefighter Program: A Student Firefighter Program (SFP) allows students to be trained and work as state-certified firefighters. Fire stations have separate dormitory-style rooms for the students where they can live rent free. Tuition is paid by the city and students are paid as temporary, full-time employees who leave the program when they graduate (Lawrence, 1997).

Team: Two or more members who have been assigned a common task and are in communication with each other, coordinate their activities as a work group, and support the safety of one another (NFPA 1710, Chapter 3, Section 3.3.52, 2016 ed.).

Transactional Leadership: A transaction or exchange that takes place among leaders and followers where the leader discusses what is required and rewards the followers if the requirement is fulfilled (Bass & Avolio, 1994).

Transformational Leadership: Describes leaders who are successful in inspiring and developing followers to contribute to the organization's goals (Burns, 1978).

Organization of the Study

Chapter 1 introduces the study, provides a statement of the problem, purpose of the study, the research questions, the significance of the study, limitations of the study, assumptions of the study, definitions of terms used in the report, and the organization of the study. Chapter 2 contains a review of literature pertaining to the contingent worker, job satisfaction, job satisfaction in a contingent work environment, leadership styles, and a contingent fire department model. Chapter 3 addresses the methods that will be used to conduct the study including the sampling methods and the research question. Chapter 4 presents the results of the study and an interpretation of the data analysis of the study. Chapter 5 providers a summary, conclusions, and implications and recommendations for future studies pertaining to the research topic.

Chapter 2

Literature Review

Introduction

This chapter will cover a literature review on the contingent worker, job satisfaction, job satisfaction in contingent work environments, leadership, the student firefighter program, and adult learning. Transformational, transactional, and passive avoidant were the three leadership styles evaluated.

Purpose of the Study

The purpose of this study was to examine the relationships between perceptions of supervisor leadership styles (i.e., transformational, transactional, or passive avoidant) and contingent fire department employee's job satisfaction. This quantitative study investigated the relationship between perceived leadership style and job satisfaction in contingent fire department employees. Transformational, transactional, and passive avoidant leadership styles were the independent variables. Employee job satisfaction was the dependent variable.

Research Questions

The following research questions were used in this study:

1. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with People on the Present Job as perceived by contingent fire department employees?

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3. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Pay as perceived by contingent fire department employees?

4. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Opportunities for Promotion as perceived by contingent fire department employees?

5. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Supervision as perceived by contingent fire department employees?

6. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with the Job in General as perceived by contingent fire department employees?

The Contingent Worker

In the beginning, the phrase "contingent workers" was used with a negative connotation and often referred to workers simply not being able to secure a more traditional job given the conditions of the labor market and; therefore, accepting contingent employment as a "second-best" alternative to a permanent employment arrangement (Bernasek & Kinnear, 1999). Some have pointed to the vulnerabilities of contingent workers, who often are marginalized and used merely to achieve organizational flexibility (Jakobsen & Rasmussen, 2009). It has also been argued that contingent work arrangements have grown as a response to employers' limited abilities to legally terminate employees and to the imposed high cost associated with termination actions (Gallagher & Connelly, 2008).

Contingent employment pertains to alternative work arrangements, in which the employee is hired to provide stipulated services for a limited period of time, is under no contractual obligations with a company, and, as a part-time worker, is typically ineligible for benefits (Jeszeck, 2015). Cost reduction, flexibility in meeting industry needs, and increases in revenue are all reasons noted as to why a contingent workforce is popular among employers (Jeszeck, 2015). Today, the phrase "contingent worker" is increasingly used with a positive connotation for workers holding temporary jobs for personal reasons or as a voluntary choice in response to, for example, high work pressure (Hipple, 2001). Some workers voluntarily choose to engage in temporary work arrangements as a way to exploit the possibilities at hand to create, for example, a satisfactory work-life balance (Jakobsen and Rasmussen, 2009). The term "contingent worker" today has morphed from a second-best alternative to a boundary-less career strategy stemming from employees emphasis on flexibility, autonomy, and freedom (Vaiman, 2010).

There appears to be an absence of an operational definition of contingent worker. In the U.S., the most widely accepted definition of contingent work is "any job in which an individual does not have an explicit or implicit contract for long-term employment or one in which the minimum hours worked can vary in an unsystematic matter" (Polivika & Nardone, 1989, p. 11). According to Polivika and Nardone (1989), flexible work schedules were a fundamental attribute of contingent work. Therefore, the desire for flexible work schedules influences an individual's desire for contingent employment and, as a result, some individuals welcome this type of work (Sverke & Hellgren, 2002). However, work flexibility is also associated with negative aspects such as low levels of organizational commitment (Van Dyne & Ang, 1998).

Changes in the labor market create an increase in contracting work and the growth of a professional contingent workforce (Raassuli, 2005). In 2015, 40% of the American workforce was comprised of contingent workers. Interestingly, it is expected that 50% of the American workforce will be employed on a contingent basis by 2030 (Brainart, 2016; Katz & Krueger, 2016; Manpower Group Solutions, 2017a, 2017b). Research conducted by the Manpower Group (2017a, 2017b) showed that the contingent workforce comprised 58% of the total workforce in Bolivia, 57% of Thailand's total workforce, 49% of Peru's total workforce, and 48% of the total workforce in Columbia.

Wilkins (2013) explained that contingent work arrangements are generally broken down into four categories: agency work, direct-hire work, contractors, and seasonal workers. Agency work is an intermediated relationship where staffing companies provide employees requiring temporary increase in staff (Wilkin, 2013). Direct-hire work typically consists of casual work, fixed term contracts, and on-call work. Contractors are those workers who sell their services to their clients based on a fixed-term contract. Lastly, seasonal workers are employed during certain times of the year with the intention of boosting production or keeping up the seasonal demands (Wilkin, 2013).

Multiple researchers have assumed that contingent workers are less committed, less satisfied, and less likely to exhibit extra role behaviors. According to Beard and Jeffrey (1995), it was determined that job insecurity and lack of control had a negative impact on job satisfaction and commitment among contingent workers. In contrast, a study conducted of workers in the National Park Service found that contingent workers had significantly higher levels of job satisfaction and organizational commitment than the permanent employees (Lee & Johnson,

1991). An additional study compared full-time nurses with their contingent colleagues and found no difference in satisfaction and commitment (Ingersoll, et al., 2002).

Contingent workers are known to experience challenges in the workplace. The major disadvantages that most contingent workers experience are uncertainty of income and lack of company benefits (Barker & Christensen, 1998). Contingent workers often lack basic protection from minimum wage, health and safety, and retirement security (Olsen, 2003). In addition, all unions have few incentives to include non-traditional workers' preferences in collective bargaining (Malo, 2006). It has been documented that contingent workers point to the feeling of loneliness in the job (Rogers, 2000; Smith, 1998). Contingent workers are regularly on their own as it relates to handling contracts, legal issues, accounting, marketing, and other business functions. Moreover, they often must supply the work tools and office equipment (i.e. office supplies and computer equipment) that they themselves need in order to perform the job or service (Malo, 2006).

There are quite a few organizational advantages that are brought about by the contingent workforce. Typically, contingent employment practices are utilized to reduce costs and improve flexibility (Bolton, Houlinan, & Laaser, 2012). In using contingent workers when needed for a specific project or to meet increased demand, organizations save on a variety of employment costs associated with hiring full-time employees who would need to be retrained for another project or reassigned to a different department (Cappelli & Keller, 2013).

As mentioned previously, organizations have mainly adopted contingent employment practices to reduce cost and improve flexibility (Bolton, Houlinan, & Laaser, 2012; Cappelli & Keller, 2013). When using contingent workers as needed for a specific project or to meet increased demand, organizations save on a variety of employment costs associated with hiring

full-time employees who would need to be retrained for another project or reassigned to a different department (Cappelli & Keller, 2013).

Organizations crave the expertise that contingent employees possess that ultimately helps them remain competitive. This is especially apparent in today's workplace where the skill's gap continues to grow. When expertise is required to develop a new product or process, organizations hire external professional experts who bring new knowledge and share knowledge with full-time employees who then disseminate it in the organization (Matusik & Hill, 1998). In addition, organizations seek contingent workers to stimulate innovation to help organizations stay on top of different fields of expertise and compete effectively in the market (Matusik & Hill, 1998). Contracting is one of the strategies that organizations utilize to bring expertise to and compete in the market (Rassuli, 2005).

Employee turnover has been noted as a possible issue associated with a contingent workforce. As a result, there are direct costs associated with replacing employees: cost of hiring, screening, and training (Pitts, Marvel, & Fernandez, 2011). Ultimately, the best practice in avoiding these costs is to reduce turnover. Intent to leave has been associated with the employee's level of overall job satisfaction (Chien, 2013; Taormina & Bauer, 2000). You would assume that research would provide organizational strategies to increase job satisfaction; however, several studies yield varying results (Boswell, et al.,2012; Costa, 2003; Tamosaitis & Schwenker, 2002). Regardless, it is important to understand the group of employees and their motivations so as to aid the overall success of the contingent workforce relied upon.

Boswell et al. (2012) explored the relationship between contract workers' perceived employment status to the client organization's employees and whether or not this had a mediating effect on commitment to both client and employer organizations. The researcher

found support for this hypothesis. The results of the study indicated a strong relationship between perceived status as a contractor and its mediating effect on commitment and intent to leave. Ultimately, it was concluded that contractors hold their employer responsible for how they are treated at work. If the contingent employee feels that they are treated as lesser than traditional full-time employees, then they will hold this against the employer and will be more likely to leave the organization voluntarily (Boswell et al., 2012).

Another factor to consider is cultural differences between groups, which was highlighted in Costa (2003). This study determined that several factors, such as advancement, recognition, and relationships with peers were identified as both satisfiers and dis-satisfiers depending on the demographics measured. Costa (2003) does present a thorough analysis of the impact cultures have on factors associated with job satisfaction. This study goes further and found that a common performance improvement strategy across all cultural groups is not advised.

In 2020, the labor market became fractured and the economy volatile due to the COVID-19 pandemic. This ultimately led to the Great Resignation, where millions of Americans quit their jobs (Williamson, 2021). This evolution created massive labor shortages and increased demand for skilled contingent workers. Internal data from Toptal shows that contingent sourcing requests grew by more than seventy percent between September 2019 and September 2021(Toptal, n.d.). The Great Resignation has increased the number of skilled professionals who chose to go freelance.

This review of contingent workers explains that the growth seen in this realm was primarily developed by firms' demand for workers with specialized skills. This is a vast contrast from the early years of contingent work where this area was dominated by low-skill occupations.

Regardless, this area will continue to require our attention due to the projections that show the increased reliance on contingent workers in the coming decades.

Job Satisfaction

Most organizations strive for employee job satisfaction, but not all attain this goal. This is why it is important that human resources professionals know more about the factors that can increase employee satisfaction, and how it fits into a company's overall success (Schneider & Snyder, 1975). Reasons for job satisfaction include achievement, recognition, responsibility, growth, and other matters associated with the motivation of the individual in his/her job.

Job satisfaction is one of the most researched topics in the domain of human resource management and organizational behavior. Job Satisfaction is commonly defined as a "pleasurable or positive emotional state resulting from the appraisal for one's job or job experiences" (Lock, 1976; Schneider and Snyder, 1975). Given this definition, job satisfaction can be understood as "the congruence between what employees want from their job and what employees feel they receive" (Wright & Davis, 2003, p. 70). Hoppock (1935) defines job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say that they are satisfied with their job. This approach is all about how the employee feels. Vroom (1964) defined job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying.

In general, job satisfaction appears to lead to positive and desired organizational behaviors and outcomes (Harrison et al., 2006). For instance, job satisfaction is negatively associated with absenteeism, turnover, and perceived job stress (Bright, 2008). Additionally, public management scholars argue that public employees have many obstacles to job satisfaction such as lack of promotional opportunities, low pay, red tape, and goal ambiguity (Finlay et al.

1995; Light, 2008). Although researchers have explored how work environments affect job satisfaction, they have paid very little attention to interactions between individuals and their work environment as it relates to job attitudes and behaviors.

The importance of job satisfaction is brought to the forefront when looking at the negative consequences associated with job dissatisfaction such as loyalty, increased absenteeism, etc. Spector (1997) identified three important features of job satisfaction. First, organizations should be guided by human values. Such organizations will be oriented towards treating workers fairly and with respect. In such cases the assessment of job satisfaction may serve as a good indicator of employee effectiveness. High levels of job satisfaction may be a sign of a good emotional and mental state of employees. Second, the behavior of workers depending on their level of job satisfaction will affect the functioning and activities of the organization's business. From that it can be concluded that job satisfaction will result in positive behavior and vice versa, dissatisfaction from the work will result in negative behavior of employees. Third, job satisfaction may serve as indicators of organizational activities (Spector, 1997).

In the 1930's, Fredrick Taylor pioneered the principles of scientific management, which turned over organizational responsibility to management and set the framework for future studies on job satisfaction (Wagner, 2010). Taylor encouraged businesses to utilize more scientific methods when determining the best way to perform a task (Biggs, 2010). Hawthorne's studies, in the 1950's, brought about a tremendous breakthrough for organizational behaviorists by inadvertently revealing that the positive treatment of employees improved motivation, which resulted in increased productivity (Daft, 2013). These studies brought about a humanistic revolution that lead to future research in job satisfaction, leadership, motivation and human resources management (Daft, 2013).

A well-known theory of motivation that highlights the importance of focusing on satisfying intrinsic factors to increase performance is known as Herzberg's two-factor theory of motivation (Basset-Jones & Lloyd, 2005). Herzberg (1959) developed a motivational model for job satisfaction and through research he found that the job related factors can be divided into two categories, hygiene factors and motivation factors. This theory analyzes the nature of employee needs and identifies specific factors that motivate employees to perform at an elevated level (Herzberg et al., 1993). This two-factor theory distinguishes between factors that affect both job satisfaction and dissatisfaction. Job satisfaction has been shown to have a mediating effect on multiple workplace behaviors such as job performance motivation, organizational commitment, and turnover intention (Davar & Bala, 2012). Baah and Amoako (2011) described the motivational factors (e.g. the nature of work, the sense of achievement from the work, the recognition, the responsibility that is granted to them, and opportunities for personal growth and advancement) helps employees to find their worth with respect to value given to them by the organization. Additionally, this can elevate the motivational level of employees, raise the internal happiness of employees and enhance satisfaction levels. Hygiene factors can only cause external happiness, but are not powerful enough to convert dissatisfaction into satisfaction (Herzberg et al., 1959).

Bakotic and Babic (2013) found that working conditions have a direct impact on job satisfaction. For instance, poor working conditions would equate to dissatisfaction. Ultimately, the only way to improve job satisfaction would be for management to improve working conditions. Once working conditions are improved, overall job satisfaction will improve and job performance will elevate. Chandrasekar (2011) argued that an organization must pay attention to employees to increase overall productivity. He also stated that interpersonal relationships are

playing a larger role in overall job satisfaction. According to Pincus (1986), supervisor-subordinate communication is essential to employees' satisfaction in the workplace. This communication has been found to clarify the role of subordinates and remove obstacles in their paths (Schuler, 1979).

Pincus (1986) examined the relationship between job satisfaction with organizational communication and job satisfaction and job performance among 327 hospital nurses. They studied three dimensions of communication satisfaction: the informal/relational dimension comprising of supervisor communication; the relational dimension comprising of top management communication, horizontal communication, and subordinate communication; and the informational dimension comprising of organizational integration, media quality, and organizational perspective. The results indicated that communication satisfaction with these dimensions explained 19.4% of the variance in job satisfaction, of which the majority (14%) was explained by the informal/relational dimension.

Job satisfaction levels can range from overly satisfied to overly dissatisfied. However, this level is considered a dependent situation level, implying that it is based on individual functions and emotional and organizational variables (Ali, 2001). Job recognition, advancement opportunities, salary, and achievement of personal goals have all been documented as important factors in job satisfaction (Abad-Jorge & Butcher, 2016). Salary is considered the primary influence for increasing the job satisfaction levels of employees (George et al., 2005). Also, researchers agree that job satisfaction and financial rewards are strongly connected with promotional opportunities (Kianto et al., 2016). Job satisfaction seems to mean different things to different people. Job satisfaction can be found linked with motivation, but that relationship is

not overly clear. Mullins (2015) found that satisfaction is not the same as motivation. Job satisfaction is more of an attitude, or an internal state.

Demographic Characteristics and Job Satisfaction

This section will review results from studies relating to gender and job satisfaction, age and job satisfaction, tenure and job satisfaction and ethnicity and job satisfaction,.

The differences in job satisfaction, among male and female employees, were examined by Yazici and Altun (2013). In this study, 308 instructors were utilized. The conclusions indicated that male instructors had greater job satisfaction scores (M=104.03, SD = 21.81 (p < .05) than female instructors (M=102.94, SD=19.72, p < .05).

A meta-analysis on the effect of gender on job satisfaction of teachers in Turkey between 2005-2009 was conducted by Aydin et al. (2012). In this meta-analysis, the effect sizes from eleven different studies were analyzed. The results found a significant relationship of gender to job satisfaction, indicating that males were more satisfied than females. The mean effect size was d=-.02. In this meta-analysis, the small effect of gender on job satisfaction favored males.

Characteristics associated with caregivers and their relationship to job satisfaction was explored (Castle et al., 2006). The Job Descriptive Index was administered to two-hundred and fifty one caregivers in two nursing homes in Pennsylvania. Overall, males were found to be less satisfied with their jobs than females (r =-.25, p =.03).

Multiple meta-analysis' were analyzed to determine if there was a correlation between age and job satisfaction. The first was a meta-analysis utilizing ten studies published in public administration literature since 1969 (Catarelli et al., 2016). No significant correlation was found between age and job satisfaction (k = 10, N = 22, 233). Another meta-analytic review of sixty-two studies of job satisfaction (between 1980 and 2009) found statistically significant results

(Saber, 2014). However, there was a small (.04) effect size for age as a predictor of nurse job satisfaction ($k = 17$, $N = 9,063$, $p < .02$). Additionally, Ng and Feldman (2010) conducted a meta-analysis of eight-hundred and two articles on the correlation between age and job attitudes. There was a positive correlation shown between age and job satisfaction.

Equity theory was combined with an aging population, through a multi-source study, to determine if there were any age-based shifts in goals and motives related to young vs. old employees' overall job satisfaction (Kollman et. al, 2020). One hundred and sixty-six German managers that were employed by a logistics company were utilized in the study. The results showed that job satisfaction was not significantly affected by monetary rewards in older employees', ($\beta = -.20$, ns). Monetary rewards, under high task contributions, were more strongly positively related to job satisfaction ($\beta = .54$; $p < .05$) than among older employees ($\beta = .40$; $p < .05$). Task contributions, however, were positively related to job satisfaction for older employees (β .59, $p < .05$). Monetary rewards, age, and task contributions were determined to have an overall significant effect on job satisfaction ($\beta = .16$, $p < .05$).

The simultaneous relationship between positive attitude, job satisfaction, and wage were examined to assess how relationships vary when comparing matured adult and younger samples (Mohanty, 2018). The data for this study was obtained from surveys of the National Longitudinal Survey of Youth from the years 1987 to 2006. Regression results found a statistically significant relationship between job satisfaction and tenure in younger employees in the sample, but not the older employees in the sample from 2006. Longer tenure accumulations resulted in overall job satisfaction declines.

Carillo-Garcia et. al (2013) studied age and job satisfaction by way of five hundred and forty-six healthcare professionals from the University Hospital in Murica, Spain. The

interviewees were mostly female (73.4% female; 26.6% male) and 66.7% were between the ages of 31-50 years of age. Results from the study showed a significant positive correlation between job satisfaction and age (p < .05) for the participants that were older.

A meta-analytic analysis was conducted looking at the effect of age on human resources practices and job satisfaction and affective commitment (Kooij et. al, 2010). The moderate effect of age on the relationship between human resources practices and job satisfaction while controlling for tenure was tested utilizing weighted least squares (WLS) regression. Information sharing, rewards, performance management, flexible work schedules, and teamwork were positively correlated with job satisfaction ($k = 56$, $N = 37,261$, $p = .34$).

A meta-analytic review was conducted of two-hundred and three studies with 240 samples between 1970 and 2006 (Williams et. al, 2006). The focus was on different variables related to overall satisfaction with pay. The findings showed a positive relationship between age and pay satisfaction ($k = 74$, $N = 82,249$, $p < 04$). The older the follower, the more satisfied with pay they are.

Dobrow et. al (2014) studied the effect of age and tenure on job satisfaction over a forty year period. The initial sample had 12,686 participants and the second sample had 8,984 participants. The initial sample was grouped as part of the 1979 cohort of the National Longitudinal Survey of Youth and labeled NLSY79. The second sample was grouped as part of the 1997 cohort of the National Longitudinal Survey of Youth and labeled NLSY97. Positive correlations were found between job satisfaction and age in the NLSY79 ($r = .14$, $p < .01$) and the NLSY97 ($r = .11$, $p < .01$).   Job satisfaction increased as age increased.

The relationship among job satisfaction, wage, and positive attitude was examined to determine if the relationships differ between younger and matured adults (Mohanty, 2018). The

samples were gathered from 1987 and 2006 surveys of the National Longitudinal Survey of Youth, 1979 (NLSY79). The 1987 sample showed a significantly significant relationship between tenure and job satisfaction in younger employees ($R^2 = -.0459$, $p < .05$). Additionally, accumulation of longer tenure resulted in job satisfaction declines.

The relationship between turnover, job satisfaction, and organizational commitment was explored though use of the Minnesota Satisfaction Questionnaire, the Organizational Commitment Questionnaire, the Intention to Quit Questionnaire, and the Scale of Perceived Alternative Employment (Udeckukwu, 2007). The participants consisted of female employees from the Georgia Department of Corrections. A negative relationship between tenure and followers' intent to leave was shown ($r = -.30$, $p < .05$). In addition, a positive relationship was shown between total job satisfaction and tenure ($r = .29$, $p < .05$). Overall, this demonstrated that accrued tenure increased overall job satisfaction and reduced the intention to leave the organization.

The relationship between commitment, tenure, and job satisfaction was studied by interviewing 57 college graduate employees (Cramer, 2001). The results showed that tenure was more strongly correlated with age at joining the company ($r = -.63$). than age ($r = -.43$). In addition, being employed at a younger age was correlated with longer tenure ($R^2 = .400$). Lastly, higher satisfaction with career structure was correlated with higher job satisfaction ($R^2 = .216$).

Orpen (1977) examined tenure, job satisfaction, and role ambiguity among supervisors in a factory in South Africa. The results showed that role ambiguity was negatively related with feelings of job satisfaction. Tenure and job satisfaction were correlated positively, but not significant at the .05 level. Feelings of job satisfaction were negatively related to increased tenure and increased tenure was correlated with reduced perceptions of role ambiguity.

A meta-analysis was conducted of 63 studies to examine the differences between job satisfaction among Caucasians and African Americans in the United States (Koh et. al, 2016). Whites were slightly happier with their jobs than African Americans ($k = 63$, $N = 753,791$, g corrected = .09) with a confidence level of 95%.

Lundquist (2008) examined work satisfaction and racial and gender interactions in the US military. A sample of 30,489 active duty personnel participated in the survey. Findings showed that white males were less satisfied with quality of life in the military than black females, black males, and Latinas. Additionally, White females, Black males, Latinos, and Latinas reported higher satisfaction with military employment opportunities than White males. In turn, Latinas, Latinos, and Black males showed a greater career commitment to the military than their White counterparts.

Leadership

Leadership is a topic with a vast appeal as most of the people are directly or indirectly, consciously or unconsciously, involved in the process of being influenced or influencing others in the role of leadership (Robbins & Coulter, 2005). Robbins and Coulter (2005) defined leadership as process of influencing a group towards the achievements of goals and a leader as someone who can influence others and who has managerial authority. People are always interested in knowing the components that contribute in making an ordinary person a great leader (Bateman & Snell, 2002). Burns (1978) introduced the concept of transformational leadership which soon grabbed the attention of the researchers and practitioners. This concept was studied and redefined to building a Full Range Leadership Model (Avolio & Bass, 2004; Bass, 1998). Leaders influence their followers and achieve superior results by applying all aspects of the Full

Range Leadership Model, which include: Transformational, Transactional and Passive-Avoidant Leadership.

The full range leadership model proposed by Burns (1978) has been a topic of much interest and research in the literature. Robbins and Coulter (2005) termed the model as cutting-edge leadership theory. According to Kirkbride (2006) the full range leadership model is probably the most researched and validated leadership model currently in use. This theory suggests that the leaders who are charismatic, motivate employees by inspiring them, consider them individually, and stimulate their individual needs are transformational leaders. Transactional leaders specify tasks and monitor performance to achieve the task by providing a reward system. A third category in this model is the style of leadership which avoids involvement and is called passive-avoidant (Bodla & Nawaz, 2010).

The term Transformational Leadership was utilized to describe leaders who are successful in inspiring and developing followers to contribute to the organization's goals (Burns, 1978). According to Bass and Avolio (1994), transformational leaders serve as role models for their followers and move their followers out of their comfort zone by presenting them with real problems that have undefined boundaries and solution, and that require collaboration as well as competition. Transformational leadership is a leadership style where the leader motivates followers, fosters awareness of vision, develops followers to meet their full potential, and motivates followers to exceed their own expectations (Bass & Avolio, 1994). According to Avolio et al. (1999), there are four components referred to as higher order construct of transformational leadership:

Idealized influence. These leaders are admired, respected, and trusted. Followers identify with and want to emulate their leaders. Among the things the leader does to earn

credit with followers is to consider followers needs over his or her own needs. The

leader shares risks with followers and is consistent in conduct with underlying ethics,

principles, and values.

Inspirational motivation. Leaders behave in ways that motivate those around them by

providing meaning and challenge to their followers' work. Individual and team spirit is

aroused. Enthusiasm and optimism are displayed. The leader encourages followers to

envision attractive future states, which they can ultimately envision for themselves.

Intellectual stimulation. Leaders stimulate their follower' effort to be innovative and

creative by questioning assumptions, reframing problems, and approaching old situations

in new ways. There is no ridicule or public criticism of individual members' mistakes.

New ideas and creative solutions to problems are solicited from followers, who are

included in the process of addressing problems and finding solutions.

Individualized consideration. Leaders pay attention to each individual's need for

achievement and growth by acting as a coach or mentor. Followers are developed to

successively higher levels of potential. New learning opportunities are created along

with a supportive climate in which to grow. Individual differences in terms of needs and

desires are recognized.

Transformational leaders focus on nurturing and positively motivating their employees

while fostering an independent workplace that promotes creativity, desires innovative thinking

and empowers employees to make their own decisions in their work (Bass & Avolio, 1994).

Transformational leaders emphasize personal and professional growth and encourage all

employees to think creatively in developing solutions to longstanding challenges, but they can be

most impactful in leading younger employers, helping to integrate them into the company culture

and giving them a sense that their work is part of something special (Bass and Avolio, 1994).

This style works well in organizations or teams where the goals include developing the talent of

the employees, and not just meeting an immediate production quota or sales goal.

The term Transactional Leadership is defined as an exchange that takes place among

leaders and followers where the leader discusses what is required and rewards the followers if

that requirement is fulfilled (Bass & Avolio, 1994). The subscales associated with transactional

leadership include contingent reward and management-by-exception. Management-by-exception

describes leaders who take corrective action against followers when rules are violated (Bass &

Avolio, 1994). This leadership style implies closely monitoring for deviances, mistakes, and

errors and then taking corrective action as quickly as possible when they occur (Bass et al.,

2003). Contingent reward is none other than an exchange process between leaders and

followers where effort is rewarded.

A transactional leadership style follows a managerial philosophy of reinforcement and

exchanges, managing employees by establishing specific goals and then offering a reward for

achieving them. That is the "transaction" in transactional leadership (Bass & Avolio, 1994).

Transactional leaders are often found in manufacturing and sales, where the team and individual

members are driving to make specific sales goals or quotas. Transactional leadership can also be

most effective in situations where teams are working under strict time constraints to deliver on a

project and/or where financial resources are limited (Bass & Avolio, 1994). This leadership style

tends to work best with self-motivated employees who do not seek or need inspiration from their

managers or company executives.

Prior to the introduction of transformational leadership theory into literature, most

researchers referred to transactional contingent reinforcement as the core component of effective

leadership behavior in organizations (Burns, 1978). Exhibiting transactional leadership meant that followers agreed with, accepted, or complied with the leader in exchange for praise, rewards, and resources or avoidance of disciplinary action (Podsakoff, Todor, & Skov, 1982).

The term Passive-Avoidant leadership is defined simply as the absence of leadership, where failing to take action is the norm (Bass & Avolio, 1994). The subscales associated with this type of leadership are: management-by-exception and laissez-faire. Management-by-exception describes leaders who intervene only after standards of practice have not been met or problems have arisen. Laissez-faire represents the absence of leadership or a total lack of responsible decision making and managing (Bass & Avolio, 1994).

Multiple studies of school administrator leadership style and the impact on teachers' organizational commitment and job satisfaction were conducted in Turkey between January 1, 2005 and December 21, 2010 (Aydin et al., 2012). All of the research results analyzed found a positive correlation between transformational leadership style and job satisfaction of teachers. As a result, as leadership style changed from transactional to transformational, overall job satisfaction among teachers increased.

Judge and Piccolo (2004) conducted a meta-analysis to examine the relationship between transformational, transactional, and passive-avoidant leadership and follower leader satisfaction, follower job satisfaction, follower motivation, rated leader effectiveness, leader job performance and organizational performance. The analysis found a strong positive true score correlation between transformational and transactional leadership and follower job satisfaction ($k = 18$, $N = 5,279$, $p < .05$; $k = 6$, $N = 1,933$, $p < .05$). There was also a strong positive correlation found between transformational and transactional leadership to follower satisfaction with leader ($k = 23$, $N = 4,349$, $p <.01$; $k = 14$, $N = 4,076$, $p <.01$). There were negative relationships between

passive-avoidant leadership and follower job satisfaction ($k = 2$, $N = 392$, $p < .05$) and satisfaction with leader ($k = 5$, $N = 838$, $p < .05$).

Rowold (2008) examined pastors' transactional and transformational leadership approach on different outcome criteria over two studies separate studies. In the first study, regression analysis found transformational leadership to be positively correlated with followers' extra effort ($r = .75$, $p \leq .01$), effectiveness ($r = .72$, $p \leq .01$), satisfaction with leader ($r = .73$, $p \leq .01$), and job satisfaction ($r = .52$, $p \leq .01$) while controlling for transactional leadership. The two studies, independently, found that transformational leadership behaviors have a positive impact on being effective in pastoral work. For example, positive effects of transformational leadership ($\beta = .43$) led to congregations enhanced levels of satisfaction ($R^2 = .11$; $p \leq .05$) with the worship service (Rowold, 2008).

Borgmann et al. (2006) did a meta-analysis using 286 leadership studies. The researchers tested the theoretical proposition, postulated by Yukl et al. (2002). They grouped Transformational Leadership, Transactional Leadership, Laissez-Faire Leadership, Initiation of Structure and Consideration into meta-categories of leadership. The categories were relations, task, and change-oriented leadership. Their research analysis revealed a significant positive correlation between Transformational Leadership and Job Satisfaction ($K = 39$, $N = 10839$, $r = .45$, $p < .05$). There was also a significant positive correlation between Transactional Leadership and Job Satisfaction ($K = 64$, $N = 15,678$, $r = .40$, $p < .05$). A significant negative relationship was found between Laissez-Faire and Job Satisfaction ($K = 35$, $N = 9,459$, $r = -.37$, $p > .05$). The more the leader used Laissez-Faire, the less the employee job satisfaction (Ojeiduma, 2020).

The Student Firefighter Program – The Auburn Model

College students have been utilized by local municipalities throughout the United States to supplement the firefighter ranks cost effectively. These firefighters are employed on a temporary full-time basis and are considered contingent workers. On top of their full-time employment status, they must also be a full-time student and maintain satisfactory grades. Team leadership proves critical for student firefighters as this is what ensures that the employee grows in the firefighting profession and graduates from the university with their degree. Furthermore, transformational leadership at the company officer rank leads the best and brightest student firefighters to seek career employment with the department.   Watson and Hassett (2005) and Lawrence (1997) explained that the backbone of the Auburn student firefighter program (ASFP) was effective training and experienced team leadership.

Over the past several decades, there has been an overwhelming pressure for governments to be more innovative. The critics of government blame government for the ills of society (Watson. 1997). This criticism has resulted in governments taking strides to reinvent themselves. The fire department is one such area that has seen significant reform in key areas. The public safety sector, as a whole, consumes a large share of the budget expenditures for most governments. Note that these expenditures, when adjusted for in inflation, have risen 196% from 1980 to 2015 (Evarts & Stein, 2020). Lawrence (1997) reporting in their study:

> Combating and preventing fire requires a sufficient number of trained personnel. Salaries in the public safety services have to be adequate to attract capable people. Additional costs may be generated by Fair Labor Standards Act impositions, higher insurance costs to offset the job risks, aging of the work force, pay inflation, and other indirect costs. (p. 34)

Traditionally, governments would offset fire department personnel costs by utilizing volunteers. One such current example of this is found in the City of Fairhope, Alabama. In Fairhope, an approximate population of 22,000 residents is protected by an all-volunteer fire department consisting of fifty volunteers spread over four stations (Fairhope Volunteer Fire Department, n.d.). Unfortunately, the model found in the City of Fairhope appears to be the exception and not the rule. According to Evarts and Stein (2020), the 2017 U.S. Fire Department Profile report states:

> There were 682,600 volunteer firefighters in the United States in 2017. That is down
>
> significantly from the 814,850 and 729,000 volunteer firefighters that the National Fire
>
> Protection Agency (NFPA) estimates were active in the U.S. in 2015 and 2016,
>
> respectively. The volunteer firefighter numbers for 2016 and 2017 are the lowest
>
> recorded levels since the NFPA began the survey in 1983. (p. 2)

The City of Auburn, Alabama is home to an innovative and well documented program that utilizes temporary workers to make up their student firefighter program. In the late 1980's, the city decided to hire students from Auburn University and other nearby colleges as firefighters to provide manpower for the fire department to serve the community and university (Lawrence, 1997). The city manager modeled the Auburn program after a program that was witnessed at the University of Maryland and other similar programs around the nation.

The Auburn Student Firefighter Program (ASFP) allows students to be trained and work as state-certified firefighters. Fire stations have separate dormitory-style rooms for the students where they can live rent free. Tuition is paid by the city as long as the students earn at least a 2.5 grade point average. This program has been cost effective for the city and the source of tuition

assistance for hundreds of college students. The students are paid as temporary, full-time employees who leave the program when they graduate (Lawrence, 1997).

The cost effectiveness of the Auburn Student Firefighter Program (ASFP) has been well documented. If the city were to staff every student slot with a career firefighter, it would spend at least three times as much on salary and benefits (Lawrence, 1997). Lawrence (1997) continued with a plan to staff future fire stations with students, thereby, increasing the number of student firefighters employed by the city exponentially. This has since occurred as fire stations 3, 4 and 5 were all staffed with temporary student workers.

Watson and Hassett (2005) detailed an annual cost differential between career and student firefighters:

Table 1

Annual Cost Comparison between Traditional and Student Fire Station Manning (in U.S. dollars)

	Traditional Fire Station	Student Firefighter Fire Station
Lieutenant	63,903.13	-----
Team Leader	-----	63,903.13
4 career FFs (X 3 Shifts)	624,062.04	-----
4 student FFs (X 3 Shifts)	-----	316,930.92
Total cost	687,965.17	380,834.05
Cost savings		307,131.12

Table 2

Annual Cost Differential Between Career and Student Firefighters (in U.S. dollars)

	Cost of Career FF	Cost of Student FF
Average annual salary	31,692.39	16,536
Retirement	1,638.50	854.91
Health Insurance	2,220.00	-----
FICA	2,424.47	1,265.00
Life insurance	190.15	-----
Annual leave	2,579.62	576.00
Sick leave	2,579.62	-----
Holidays (9)	1,460.16	-----
Employee assistance programs	41.26	-----
Tuition reimbursement[a]	7,179.00	7,179.00
Total Cost	$52.005.17	$26,410.91
Cost Differential per Year	25,594.26	

Note: a. All regular employees are eligible for tuition reimbursement if they make a B in a

course. Student firefighters are eligible for tuition payment if they make a 2.5 GPA each

semester.

In the late 1980's and early 1990's, the early successes of the student firefighter program

were credited to five very experienced and educated employees known as Team Leaders

(Lawrence, 1997). These Team Leaders were ultimately responsible for leading and training the

early student firefighters. Watson and Hassett (2005) and Lawrence (1997) explained that the

backbone of the Auburn student firefighter program was effective training and experienced team

leadership. Since these publications, all of the senior leadership has retired and everyone

currently employed in leadership roles within the fire division are products of the ASFP (J.M. Datnoff, personal communication, April 14, 2019). The initial Team Leader positions have since been dissolved and duties assigned to others, the student program has grown exponentially in numbers, and the city itself has seen rapid growth.

The ASFP has long been the model that many organizations have attempted to emulate. The successes are wide-ranging as the city, citizens and the student firefighters have all expressed satisfaction. Citizens of the City of Auburn have rated the overall quality of fire protection and fire personnel emergency response times high every year since the inception of the citizen survey in 1985. According to the City of Auburn (2020), citizens rated the overall quality of fire protection at 92% and rated fire personnel emergency response time at 90%.

According to Watson and Hassett (2005), students who have participated in the program typically express appreciation. Excerpts from some of the resignation letters are below:

- I want to thank the Auburn Fire Division for allowing me the opportunity to gain such a great education and to serve with such an outstanding group of men. Not only has this experience allowed me to complete my college education, but also it provided me with some of the most exciting and memorable moments of my life. I will certainly remember this experience and all who were a part of it with great excitement and affection. (L.B., July 27, 2002)

- My experience with the City of Auburn and the Fire Division has been very valuable in work related experiences and life lessons. The student program came along at the perfect time for me and allowed me to grow as a person and a firefighter. (M.H., June 13, 2003)

- I would like to express my gratitude to the Auburn Fire Division for what has been a great opportunity and an excellent experience. It has been a pleasure working with everyone in the Division and I appreciate the Captains, Team Leaders, Firefighters, and fellow students that have helped train me and teach me to be a better and more knowledgeable firefighter. My work here has inspired me to pursue a career in the fire serve. (L.W., April 9, 2003)

- The experiences that I have had have done so much more than allow me to help others. They have helped me to grow as a person and to see parts of life that I otherwise may have remained blind to. They have helped me along the way through my undergraduate career and have allowed me to achieve great heights in the academic realm. Not only have I helped others directly, but also through this job I have been allowed to grow into someone with potential to help many more people. Beginning July 29, 2003, I will attend the University Of Alabama School Of Medicine (p. 189). (J.W., 2003)

Auburn student firefighters are employed to be students first and firefighters second, as demonstrated in the name Student Firefighter. According to Bruce (1980), an essential ingredient in the effectiveness of teamwork is the extent to which team members are willing to subordinate their own interests to the shared interests of the group. The student-first design of the ASFP provides student firefighters the ability to leave for class during the day, in the middle of their assigned shift. This means that another student firefighter must be shifted from another station to cover the manpower short fall. This shifting of personnel is done daily to accommodate staffing shortages experienced from students leaving to attend class at Auburn University or other neighboring colleges. An organization's benefit can prove elusive if temporary employees are

less skilled or less committed to their work (Von Hippel et. al, 1997). Watson and Hassett (2005) detailed that the Auburn Fire Division in 2005 employed thirty career employees and fifty six student employees. This model has continued and the student to career ratio in the year 2020 was approximately fifty percent students and fifty percent career.

The Auburn Fire Division, like other organizations that are dependent on temporary student workers for staffing, has experienced challenges associated with the overreliance on student workers.   Student worker reliance for staffing has created a transient workforce where teams are constantly being shuffled due to students graduating and leaving, students leaving for class, and personnel shifting to cover shift shortages.

In 1993 *Time* magazine boldly announced that the United States had entered a new economic era. America has entered the age of the contingent or temporary worker and the contingent worker is the future (Morow, 1993). In reality, the savings by temporary student workers can be considered an illusion. According to Lewis (1998), part-time workers generally impose higher overhead costs per hour worked in hiring, training, supervision, and administration than do full-time workers. Lewis's ideology contradicts that of Watson and Hassett (2005) and Lawrence (1997) as the foundation of the Auburn Student Firefighter Program was based on a career vs. student wage savings. Both Watson and Hassett (2005) and Lawrence (1997) fail to address hidden costs associated with such a program.

According to Gerlich (2002), there were significant costs associated with investing too strongly into temporary student workers:

1. Poor productivity. Temporary workers are less dedicated and less motivated. As student employee managers, we are expected to make concessions for these contingent workers who are only passing through and whose real focus is their

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academic achievement. We ponder ways to motivate these personnel who are not inclined to work any harder for a meager wage.

2. Minimal return on training investment. It takes time to recover any investment in training, but contingent workers, by definition, do not stay on the job long. Even student employees who return every semester need retraining after an extended vacation. Student supervisors find themselves retraining, even doing the work in the absence of a contingent employee, and their own work may suffer as a result.

3. Hampering teamwork. These teams require sound memberships, cross-training, and institutional unity. It's almost impossible to achieve optimal performance if team members come and go quickly and professionals can't participate because they are covering or retraining a contingent position. (p. 148)

In summary, the Auburn Student Firefighter Program (ASFP) continues to be a successful program for the City of Auburn and a source of tuition assistance to many student firefighters. All literature on the program; however, merely addresses the direct benefits associated with wages of students as compared to career personnel, the favorability of the program as expressed by former student firefighters, and the favorability of the fire division as expressed by the citizenry. Lawrence (1997) explained the foundation of the program, its early successes, and explained how a move to expand the program would continue to prove beneficial for the city. Watson and Hassett (2005) continued to highlight the same benefits, but did identify that the fire division's make-up in 2005 was 35% career firefighters as compared to 65% student firefighters. Though unintentional, this was the first time that the overreliance on student workers was highlighted. The Auburn Fire Division's reliance on student workers for staffing has created a transient workforce where teams were constantly being shuffled due to students graduating and

leaving, students leaving for class, and personnel shifting to cover shift shortages. The effects of such a transient system can prove challenging to the overall team dynamic that is so essential in the fire service.

<div align="center">**Adult Learning**</div>

Student firefighters are full-time college students, but also hold employment as full-time firefighters. For this reason, they are considered adult learners. Continued learning and education, whether done formally or informally, is a common experience for most adults. Knowles offered two criteria for evaluating whether or not a learner should be considered an adult. First, the person occupies roles (such as parent or worker) that have been traditionally defined as adult roles. Second, the person's self- concept is that of adult. According to Knowles (1980), he becomes an adult psychologically at the point at which his concept of himself changes from one of dependency to one of autonomy (Knowles, 1980). An adult perceives himself or herself to be essentially responsible for his or her own life (Knowles, 1980). According to Knowles (1980), his central argument was that we learn differently as adults from how we learn as children so we should tailor adult education accordingly. Adult development and learning is different from youth development and learning in four key ways: adults challenge new information, adults pursue education with immediate application, adults accept responsibility for their own learning, and adult learning is self-directed (Knowles, 1980).

> 1. Younger students are usually quick to accept new information, while adults are quick to challenge this new information. In elementary education, there would be a serious problem if a child challenged the fact that chlorophyll was the green coloring matter of leaves and plants. Similarly, there would be great concern in a middle school classroom if a student questioned the fact of their being twenty three linking verbs. However, in the

adult classroom, disbelieving is part of learning. Adult students learn best by utilizing past experiences to challenge new ideas. This way of learning solidifies the material in the adult learner's head by making learning experiential.

2. Younger students typically lack educational direction and simply 'engage' in education. In contrast, adults are able to pursue education and lean on past experiences simultaneously. It is no secret that an elementary student does not have their career path ironed out. This realistically limits their ability to draw parallels between life experiences and the material. By contrast, most adults are well into their career path and their education has immediate application to their daily life.

3. Younger students place their parents responsible for their education, whereas adults accept responsibility for their own learning. Many individuals in K-12th grade lack the motivation and see school as merely something their parents want them to complete. As a result, education and learning can seem forced. As children become adult learners they begin to gradually accept responsibility for their own education.

4. Younger students are more adult-dependent learners while adults are more self-directed. Children, overall, thrive in an environment where monologic instruction is the norm and where dependence on the teacher is paramount. In contrast, the adult learner requires less interference from the instructor. The adult classroom's instructor is more of a facilitator and a dialogic approach to learning is the typically the norm.

Much of the early work in adult learning focused on intelligence, and whether intelligence declined with age (Merriam & Caffarella, 1999). We know today that intelligence is not reduced as we age. According to Ratey & Galaburda (2002), intelligence can actually increase with intellectual exercise. Children and adults have many developmental differences

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that impact their learning. Children develop because meaningful experiences are had at important times. Timing is important for children as they must possess critical foundational skills in order to capitalize on new experiences. The learner is ever changing and each new experience creating new perspective. For example, once a child is able to master the skill of talking they are able to solve speech problems and are able to communicate challenges in vastly different ways than they did as non-speakers (Merriam & Caffarella, 1999). The outcome of a child's development is not pre-written and is subject to the influences of their ongoing experiences. This means that a child's development could be delayed if they lack exposure to life altering events and/or 'miss' on critical foundational skills. A complex dynamic between learners and their environments shape their developmental outcomes. Hence, the reason we see barriers to educational success in lower socioeconomic areas. Growth in children occurs when physical, social, educational, and personal gains are made. A child's development weighs heavily on the teacher to arrange conditions to maximize positive developmental trends and to provide protective barriers for potential threats to healthy development (Merriam & Caffarella, 1999). For adults, the physical and psycho-social conditions impact how adults learn (Merriam & Caffarella, 1999). Life events and experiences can determine if and how an adult will participate in the learning process. In addition, there are also some biological changes that seriously affect the learning process (e.g. loss of sight, hearing loss, disease, etc.). Children learn from their surroundings without asking too many questions and typically lack relevant experience. In contrast, adults learn in a more selective manner and rely on what they already know to enhance their learning.

When planning programs for adult learners there are three factors to consider: gaining the students' attention, developing self-directed learners, and making learning experiential. Gaining and managing a student's attention will always be the first priority when planning an adult

education program. A good way of managing a student's attention is to introduce a topic, build on that topic, then conclude the topic prior to moving to another topic. This approach enhances the overall effectiveness of adult learning. When you move too quickly, from one topic to the next, the effectiveness of the learning process diminishes.

It is important to develop a learning program that enhances one's ability to recall previously learned information. The best way to accomplish this is through self-directed learning. Self-directed learning allows the learner to control how and what they learn. According to Knowles (1980), self-directed learning describes a process where individuals take initiative in diagnosing their learning needs, formulating learning goals, and identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. Knowles continues by describing self-directed learners as better learners and learners that do not require a teacher.

Learning being experiential allows the individual to utilize any resource at his or her disposal, not just those found in an institutional setting. When planning programs for adult learners, it is important that it sparks the right emotions in the learner to enhance the learning process. According to Dirkx (1996), the role of emotions is critical in adult learning as they are closely linked with the construction of meaning and knowledge. Developing self-directed learners means that the teacher moves to a role as a facilitator. This means that the teacher must remove themselves from the compulsion to pose as an expert who had mastered any given body of content and, instead, join the students as a co-learner (Knowles, 1980).

In closing, an understanding of the adult group that you are planning the educational program for is key. The goal is to allow the group to learn from each other's experiences. This is what makes the student firefighter concept so great. Not only is the individual a full-time college

student, but they are able to learn from others through their employment as a full-time firefighter. With this group, a dialogic approach to instruction would be key in lieu of the traditional monologic approach. As mentioned previously, this instructional approach will then shift the teacher's role, or in this case the supervisor, to that of a facilitator.

Summary

This chapter reviewed selected literature relating to the following areas of emphasis: the contingent worker, job satisfaction, leadership, the student firefighter program, and adult learning. This chapter provided a broad overview of the contingent employee and a review the organizational benefits found in job satisfaction. This literature review showed a positive relationship between transactional leadership and overall job satisfaction, pay, opportunities for promotion, and satisfaction with supervision and co-workers. Additionally, transactional leadership had mixed results while passive avoidant leadership was shown to be negatively related to job satisfaction and supervision. The literature review was concluded by analyzing existing literature related to the Auburn Fire Division and their use of contingent fire department employees to supplement their workforce. The Auburn Student Firefighter Program (ASFP) continues to be a successful program for the City of Auburn and a source of tuition assistance to many student firefighters. All literature on the program; however, merely addresses the direct benefits associated with wages of students as compared to career personnel, the favorability of the program as expressed by former student firefighters, and the favorability of the fire division as expressed by the citizenry. Lastly, when looking at adult education, an understanding of the adult group that you are planning the educational program for is key. The goal is to allow the group to learn from each other's experiences. This is what makes the student firefighter concept

so great. Not only is the individual a full-time college student, but they are able to learn from

others through their employment as a full-time firefighter.

Chapter 3

Methods

A quantitative, descriptive research design was used in this study. In addition, this chapter describes the sample population, demographics of the sample, the research data collection instrument, reliability of the instrument produced data, data collection procedures, and the summary.

Purpose of the Study

The purpose of this quantitative study was to examine the relationships between perceptions of supervisor leadership styles (i.e., transformational, transactional, or passive avoidant) and contingent fire department employee's job satisfaction. Transformational, transactional, and passive avoidant leadership styles were the independent variables. Employee job satisfaction was the dependent variable.

Research Questions

The following research questions were used in this study:

1. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with People on the Present Job as perceived by contingent fire department employees?

2. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Work on the Present Job as perceived by contingent fire department employees?

3. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Pay as perceived by contingent fire department employees?

4. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Opportunities for Promotion as perceived by contingent fire department employees?

5. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Supervision as perceived by contingent fire department employees?

6. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with the Job in General as perceived by contingent fire department employees?

Sample Population

The population sample was taken from multiple fire departments across the United States of America that employ firefighters on a temporary full-time basis. Around ten fire departments were sampled and each was similar in that they employed local college students as certified firefighters. The sample was taken during the fall semester of 2021. All firefighters whose responses were used in this survey were at least nineteen years of age or older. The response rate was 81.7%.

Demographics

The demographics of the sample population was as follows: gender (male/female), age, employment status (temporary full-time), years worked at the company, and ethnicity.

Research Data Collection Instrument

There were two instruments used in this study. The first was the Multifactor Leadership Questionnaire (See Appendix A), which consisted of 36 items with each scored on Likert scale

responses ranging from 1 (not at all), 2 (once in a while), 3 (sometimes), 4 (fairly often), and 5 (frequently, if not always). Additionally, the Abridged Job Descriptive Index and Abridged Job in General (See Appendix B) consisted of 38 items with each scored on a Likert scale responses ranging from 1 (strongly disagree) to 5 (strongly agree). Approval was granted by the Institutional Review Board at Auburn University to conduct this study (See Appendix D).

The instrument utilized in this study was composed of eight types of questions:

1. Items 1-6 focusing on demographic information

2. Items 7-42 focusing on the supervisory being described

3. Items 43-48 focusing on the majority of people with whom you work or meet in connection with your work

4. Items 49-54 focusing on the work you do at present

5. Items 55-60 focusing on present pay

6. Items 61-66 focusing on opportunities for promotion

7. Items 67-72 focusing on the kind of supervision you get on the job

8. Items 73-80 focusing on the job in general.

The first six questions of the instrument requests responses regarding the participant's demographic information. The participant was asked to complete the six questions in a multiple-choice format and two were asked in a fill-in-the-blank format. The answer that most described the participant was marked with an X next to the appropriate answer.

The next section of the survey, questions 7-42, was designed to measure a broad range of leadership types from passive leaders, to leaders who give contingent rewards to employees, to leaders who transform their followers into becoming leaders themselves. They required choice

from a five-point Likert type scale with responses of strongly agree, agree, neither agree or disagree, disagree, and strongly disagree.

The third section of the survey consisted of five questions (43-48). These questions were intended to measure the participants' perception of the majority of people with whom they work or meeting in connection with their work. They required choice from a five-point Likert scale with responses of strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.

The fourth section consisted of five questions (49-54) that focus on the participants' attitude toward the work they do at present. The questions were designed requiring a choice from a five-point Likert scale with responses from strongly agree, agree, neither agree nor disagree, disagree, strongly disagree.

The fifth section consisted of five questions (55-60) that focus on the participants' perception of the pay that they receive presently. The questions were designed requiring a choice from a five-point Likert scale with responses from strongly agree, agree, neither agree nor disagree, disagree, strongly disagree.

The sixth section consisted of five questions (61-66) that focus on the participants' opportunity for promotion that they have right now. The questions were designed requiring a choice from a five-point Likert scale with responses from strongly agree, agree, neither agree nor disagree, disagree, strongly disagree.

The seventh section consisted of five questions (67-72) that focus on the participants' perception of the supervision that they receive on the job. The questions were designed requiring a choice from a five-point Likert scale with responses from strongly agree, agree, neither agree nor disagree, disagree, strongly disagree.

The eighth section consisted of seven questions (73-80) that focused on the participants' perception what the job is like most of the time. The questions were designed requiring a choice from a five-point Likert scale with responses from strongly agree, agree, neither agree nor disagree, disagree, strongly disagree.

The questionnaire items were reviewed and approved by the dissertation committee for usefulness to the study and clarity. See Appendix A for a copy of the Multifactor Leadership Questionnaire and Appendix B for the Abridged Job Descriptive Index and Abridged Job in General.

The Multifactor Leadership Questionnaire (MLQ-5X) contains five subscales for transformational leadership style, inspirational motivation, idealized influence (attributed), idealized influence (behavior), intellectual stimulation, and individualized consideration; two subscales for transactional leadership style, contingent reward and management by exception (active); and two subscales for passive avoidant leadership, management by exception (passive) and laissez-faire (Avoilio & Bass, 2004). The MLQ-5X rater form was utilized in this study to assess employee perceptions of leadership style. The survey consisted of questions where 36 questions measured leadership type. Based on previous studies in which the MLQ-5X was used, the Cronbach coefficient alpha for internal reliability of the three leadership scales (transformational, transactional, and passive avoidant) range between .71 and .93 and construct validity was high (Ramchunder & Martins, 2014).

The Job Descriptive Index (JDI)/ Job in General (JIG) survey has been noted as one of the most popular and carefully constructed measures of job satisfaction (Judge & Kammeryer-Mueller, 2012). The JIG/JDI consists of "short lists of phrases and adjectives that describe different facets of the job or the job overall" (Brodke et al., 2009, p. 3). The Cronbach

coefficient alpha for JIG/JDI, measure of overall job satisfaction, has been measured between .83 and .92 and construct validity is high (Gillespie et al., 2016; Starbuck, 2015).

Research Data Collection Instrument

Auburn University granted permission to collect data (see Appendix D). According to Salkind (2011), reliability can be stated as "whether a test, or whatever you use as a measurement tool, measures something consistently" (p. 106). The internal consistency reliability coefficient of this instrument was a Cronbach's alpha, which was .844, n = 74 . Content validity is "whether a sample of items truly reflects an entire universe of items in a certain topic" (Salkind, p.118). A panel of three members of the Orange Beach Fire Department verified the instrument content validity through the Delphi method. The group members all agreed that this survey had good content validity, measuring all facets of the construct. In addition, they agreed that the survey had good face validity.

Data Collection Procedures

The researcher worked with multiple Fire Chiefs' of various fire departments through the continental United States. Each fire chief would then distribute the Multifactor Leadership Questionnaire (see Appendix A) and the Abridged Job Descriptive Index and Abridged Job in General Index (see Appendix B) to their fire department staff. Participants voluntarily provided information through the Qualtrics survey provided. Consent was received when participants began the survey. The total time commitment was approximately ten to twelve minutes. The identity of the participants remained anonymous throughout the data collection process. All data was stored using AU Box, SPSS, and Microsoft Office. Furthermore, all electronic equipment needed for the project was password protected.

Analysis of Data

Simple linear regression analysis was utilized to identify patterns with this study. Descriptive statistics were used to summarize and describe relevant data.

The procedures for content validation and data gathering supported the overall purpose of the study.   The methods were specifically designed to address the following research questions:

1. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with People on the Present Job as perceived by contingent fire department employees?

2. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Work on the Present Job as perceived by contingent fire department employees?

3. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Pay as perceived by contingent fire department employees?

4. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Opportunities for Promotion as perceived by contingent fire department employees?

5. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Supervision as perceived by contingent fire department employees?

6. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with the Job in General as perceived by contingent fire department employees?

The MLQ-5X, JDI, and JIG questions produced a means to gather data relevant for this study. When analyzed, this data will provide insight related to the perceptions and attitudes of the participants.

Summary

This chapter covered the introduction, purpose of the study, sample population, demographics, research data collection instrument, reliability of instrument produced data, data collection procedures, and analysis of data.

Chapter 4

Findings

This chapter presents and discusses the statistical analysis of the data collected in this study.

Purpose of the Study

The purpose of this quantitative study was to examine the relationships between perceptions of supervisor leadership styles (i.e., transformational, transactional, or passive avoidant) and contingent fire department employee's job satisfaction. Transformational, transactional, and passive avoidant leadership styles were the independent variables. Employee job satisfaction was the dependent variable.

Research Questions

The following research questions were used in this study:

1. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with People on the Present Job as perceived by contingent fire department employees?

2. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Work on the Present Job as perceived by contingent fire department employees?

3. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Pay as perceived by contingent fire department employees?

4. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Opportunities for Promotion as perceived by contingent fire department employees?

5. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Supervision as perceived by contingent fire department employees?

6. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with the Job in General as perceived by contingent fire department employees?

The instrument used in this study consisted of six demographic variables (questions 1-6) about the participants, supervisory variables (questions 7-42), five variables focusing on co-workers, five variables focusing on current work, five variables focusing on present pay, five variables focusing on opportunities for promotion, five variables focusing on supervision received, and seven variables focusing on the job in general.

Demographics

The population sample was taken from multiple fire departments across the United States of America that employ firefighters on a temporary full-time basis. The sample was taken during the fall semester of 2021. The sample population consisted of 94 participants, nearly ninety eight percent of them were male ($n = 92$), while the rest were female ($n = 2$). Gender information is shown in Table 3:

Table 3

Participant's Gender

	Frequency	Percent
Female	2	2.1%
Male	92	97.9%
Total	94	

The race of the participants was as follows: 84% of the sample was White ($n = 79$), 7.4% was

Hispanic ($n = 7$), 6.4% was African American ($n = 6$), 1.1% was Pacific Islander ($n = 1$), and

1.1% was Other ($n = 1$). Race information is shown on Table 2.

Table 4

Participant's Race

	Frequency	Percent
White (non-Hispanic)	79	84%
Hispanic/Latino	7	7.4%
Black/African American	6	6.4%
Pacific Islander	1	1.1%
Other	1	1.1%
Total	94	

The participants ages showed a range of 25 years with ages between 18 and 43 ($n = 94$), with

80.9% of the participants being between 18-25 years of age. See Tables 5 and 6 for detailed

information related to age, frequency and percent of participation in research.

Table 5

Participant's Age Range

	Frequency	Percent
18-25	76	80.9%
26-33	16	17.0%
34-40	1	1.1%
41-46	1	1.1%
Total	94	

Table 6

Participant's Age

	Frequency	Percent
18	6	6.4%
19	17	18.8%
20	12	12.8%
21	12	12.8%
22	10	10.6%
23	10	10.6%
24	2	2.1%
25	6	6.4%
26	11	11.7%
27	4	4.3%
28	1	1.1%
34	1	1.1%
43	1	1.1%
Total	93	

Figure 1 histogram provides a pictorial representation of the participants' ages and the age frequency. Figure 1 histogram also provides the mean (22.26), the standard deviation (3.718), and the number of participants (N = 93).
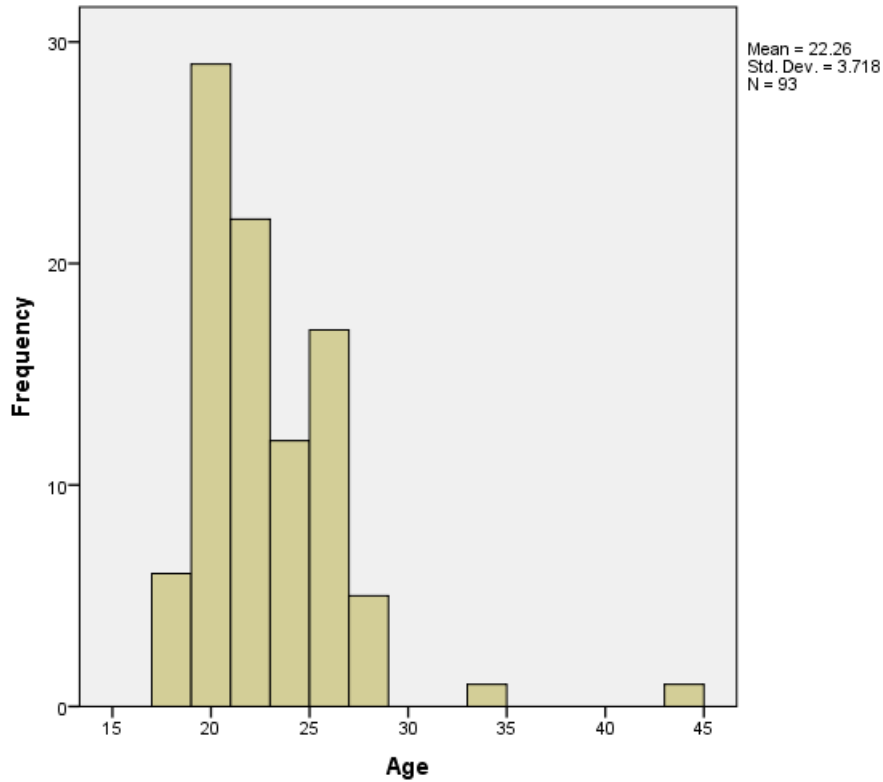
Figure 1: *Age of Participants*

Transformational Leadership

The descriptive statistics for participants rating Transformational Leadership are shown in Table 7. The graphical representation shows that 94 participants (N=94*)* responded to the 20 items measuring leader's Transformational Leadership behavior. The Likert scale responses ranged were: 1 (not at all), 2 (once in a while), 3 (sometimes), 4 (fairly often), and 5 (frequently, if not always). The mean score was 3.7087 and the standard deviation was 0.87045.

Table 7

Transformational Leadership Behavior

Source	Number(N)	mean(*M*)	Standard Deviation (*SD*)
TransF	94	3.7087	0.893
Valid N	93		

Passive Avoidant Leadership

The descriptive statistics for participants rating Passive Avoidant Leadership are shown in Table 8. The graphical representation shows that 94 participants (N=94*)* responded to the 8 items measuring leader's Passive Avoidant Leadership behavior. The Likert scale responses were: 1 (not at all), 2 (once in a while), 3 (sometimes), 4 (fairly often), and 5 (frequently, if not always). The mean score was 2.1943 and the standard deviation was 1.04323.

Table 8

Passive Avoidant Leadership Behavior

Source	Number(N)	mean(*M*)	Standard Deviation (*SD*)
PassAvoid	94	2.1943	1.04323
Valid N	94		

Transactional Leadership

The descriptive statistics for participants rating Transactional Leadership are shown in Table 9. The graphical representation shows that 94 participants (N=94*)* responded to the 8 items measuring leader's Transactional Leadership behavior. The Likert scale responses were: 1 (not at all), 2 (once in a while), 3 (sometimes), 4 (fairly often), and 5 (frequently, if not always). The mean score was 3.4664 and the standard deviation was 0.52787.

Table 9

Transactional Leadership Behavior

Source	Number(N)	mean(*M*)	Standard Deviation (*SD*)
TransaC	94	3.4664	0.52787
Valid N	94		

Satisfaction with People on Your Present Job

The descriptive statistics for participants rating of Satisfaction with People on your Present Job is shown on Table 10 and Table 11. The graphical representation shows that 94 participants (N=94*)* responded to the 6 items measuring employees Satisfaction with People on your Present Job. The Likert scale responses were: 1 (not at all), 2 (once in a while), 3 (sometimes), 4 (fairly often), and 5 (frequently, if not always). Four of the questions asked were negative in nature: boring, slow, lazy, and frustrating. The mean score was 2.0931 and the standard deviation was 0.69849.   The remaining two questions were positive in nature: responsible and smart. The mean score was 4.0957 and the standard deviation was 0.70435.

Table 10

People on Your Present Job – Questions

Questions	N	Mean	Std. Deviation
Boring	92	1.79	0.621
Slow	92	2.02	0.711
Responsible	94	4.02	0.747
Smart	94	4.17	0.757
Lazy	94	2.23	0.966
Frustrating	94	2.24	1.013
Valid N	92		

Table 11

People on Your Present Job – Positive & Negative Perceptions

Questions	N	Mean	Std. Deviation
POPJ-Negative	94	2.0931	0.69849
POPJ-Positive	94	4.0957	0.70435
Valid N	94		

Satisfaction with Work on Present Job

The descriptive statistics for participants rating of Work on Present Job is shown on

Table 12 and Table 13. The graphical representation shows that 94 participants (N=94*)*

responded to the 6 items measuring employees Satisfaction with Work on Present Job. The

Likert scale responses were: 1 (not at all), 2 (once in a while), 3 (sometimes), 4 (fairly often),

and 5 (frequently, if not always). One of the questions asked was negative in nature: uninteresting. The mean score was 1.6882 and the standard deviation was 0.72199. The remaining five questions were positive in nature: fascinating, satisfying, good, exciting, and rewarding. The mean score was 4.1473 and the standard deviation was 0.65468.

Table 12

Work on Present Job – Questions

Questions	N	Mean	Std. Deviation
Fascinating	94	4.11	0.748
Satisfying	94	3.98	0.722
Good	94	4.08	0.663
Exciting	94	4.27	0.782
Rewarding	94	4.30	0.805
Uninteresting	94	1.69	0.722
Valid N	94		

Table 13

Work on Present Job – Positive & Negative Perceptions

Questions	N	Mean	Std. Deviation
WOPJ-Negative	94	1.6882	0.72199
WOPJ-Positive	94	4.1473	0.65468
Valid N	94		

Satisfaction with Pay

The descriptive statistics for participants rating of Satisfaction with Pay is shown on

Table 14 and Table 15. The graphical representation shows that 94 participants (N=94)

responded to the 6 items measuring employees Satisfaction with Pay. The Likert scale responses

were: 1 (not at all), 2 (once in a while), 3 (sometimes), 4 (fairly often), and 5 (frequently, if not

always). Three of the questions asked were negative in nature: barely live on, bad, and

underpaid. The mean score was 3.7174 and the standard deviation was 0.90977. The remaining

three questions were positive in nature: well paid, comfortable, and enough to live on. The

mean score was 2.5616 and the standard deviation was 0.77180.

Table 14

Pay – Questions

Questions	N	Mean	Std. Deviation
Barely live on	94	3.61	1.005
Bad	94	3.67	1.091
Well paid	94	2.17	0.820
Underpaid	94	3.87	0.986
Comfortable	94	2.68	0.864
Enough to live on	94	2.83	1.001
Valid N	94		

Table 15

Pay – Positive & Negative Perceptions

Questions	N	Mean	Std. Deviation
Pay-Negative	94	3.7174	0.90977
Pay-Positive	94	2.5616	0.77180
Valid N	94		

Satisfaction with Opportunity for Promotion

The descriptive statistics for participants rating of Satisfaction with Opportunity for Promotion is shown on Table 16 and Table 17. The graphical representation shows that 94 participants (N=94*)* responded to the 6 items measuring employees Satisfaction with Opportunity for Promotion. The Likert scale responses were: 1 (not at all), 2 (once in a while), 3 (sometimes), 4 (fairly often), and 5 (frequently, if not always). Two of the questions asked were negative in nature: somewhat limited and dead-end job. The mean score was 3.2742 and the standard deviation was 0.88624.   The remaining four questions were positive in nature: good, good chance for promotion, fairly good chance for promotion, and regular promotions. The mean score was 2.8226 and the standard deviation was 0.86570.

Table 16

Opportunity for Promotion – Questions

Questions	N	Mean	Std. Deviation
Good	94	2.81	1.076
Somewhat limited	94	3.59	0.769
Dead-end job	94	2.96	1.197
Good chance for promotion	94	2.71	0.984
Fairly good chance for promotion	94	2.97	0.994
Regular promotions	94	2.81	0.850
Valid N	94		

Table 17

Opportunity for Promotion – Positive & Negative Perceptions

Questions	N	Mean	Std. Deviation
Promotion-Negative	94	3.2742	0.88624
Promotion-Positive	94	2.8226	0.86570
Valid N	94		

Satisfaction with Supervision

The descriptive statistics for participants rating of Satisfaction with Supervision is shown on Table 18 and Table 19. The graphical representation shows that 94 participants (N=94*)* responded to the 6 items measuring employees Satisfaction with Supervision. The Likert scale responses were: 1 (not at all), 2 (once in a while), 3 (sometimes), 4 (fairly often), and 5 (frequently, if not always). One of the questions asked was negative in nature: annoying. The

mean score was 2.1702 and the standard deviation was 0.91155.   The remaining five questions

were positive in nature: praises good work, tactful, influential, up-to-date, and knows job well.

The mean score was 3.8043 and the standard deviation was 0.85307.

Table 18

Supervision – Questions

Questions	N	Mean	Std. Deviation
Praises good work	94	3.67	0.920
Tactful	94	3.79	0.815
Influential	94	3.71	1.224
Up-to-date	94	3.80	0.923
Annoying	94	2.17	0.912
Knows job well	94	4.05	0.884
Valid N	94		

Table 19

Supervision – Positive & Negative Perceptions

Questions	N	Mean	Std. Deviation
Supervision-Negative	94	2.1702	0.91155
Supervision-Positive	94	3.8043	0.85307
Valid N	94		

Satisfaction with the Job in General

The descriptive statistics for participants rating of Satisfaction with the Job in General is

shown on Table 20 and Table 21. The graphical representation shows that 94 participants (N =

94) responded to the 8 items measuring employees Satisfaction with the Job in General. The

Likert scale responses were: 1 (not at all), 2 (once in a while), 3 (sometimes), 4 (fairly often), and

5 (frequently, if not always). Three of the questions asked were negative in nature: undesirable,

disagreeable, and poor. The mean score was 1.8582 and the standard deviation was 0.64571.

The remaining five questions were positive in nature: good, better than most, makes me content,

excellent, and enjoyable. The mean score was 3.9106 and the standard deviation was 0.71519.

Table 20

Job in General – Questions

Questions	N	Mean	Std. Deviation
Good	94	4.06	0.669
Undesirable	94	1.81	0.766
Better than most	94	4.16	0.780
Disagreeable	94	1.99	0.664
Makes me content	94	3.36	0.982
Excellent	94	3.87	0.942
Enjoyable	94	4.10	0.868
Poor	94	1.78	0.735
Valid N	94		

Table 21

Job in General– Positive & Negative Perceptions

Questions	N	Mean	Std. Deviation
JIG-Negative	94	1.8582	0.64571
JIG-Positive	94	3.9106	0.71519
Valid N	94		

Addressing the Research Questions

Research Question 1

1. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with People on the Present Job as perceived by contingent fire department employees?

A linear regression was conducted. Results were as follows:

Dependent variable: Employee Job Satisfaction

Independent variable: Transformational, transactional, and passive avoidant leadership styles

Results from the regression analysis on Table 22, Table 23, and Table 24 revealed that Transformational, Transactional, and Passive-Avoidant Leadership were all significant predictors of Satisfaction with People on the Present Job with all having a significant p value less than .05 (Transformational p =.000, Transactional p = .025 and Passive Avoidant p = .011). Therefore, because the p value for each test is less than .05, we reject the null hypothesis that there was no relationship between Transformational, Transactional, and Passive Avoidant leadership styles and satisfaction with People on the Present Job as perceived by contingent fire department employees.

Table 22

Model Summary for RQ#1 – Satisfaction with People on the Present Job (Transformational)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.376[a] 0.141		0.141	-0.376	<0.001

a. Predictor: Transformational Leadership

Transformational Leadership accounted for 14% of the total variance for Satisfaction with People on the Present Job (R^2 = .141, β = -.376, $p < .05$). Figure 2 shows that the more the employee perceived their leader's Transformational Leadership behavior (TransF) the less satisfied the employee was with People on the Present Job (POPJ).
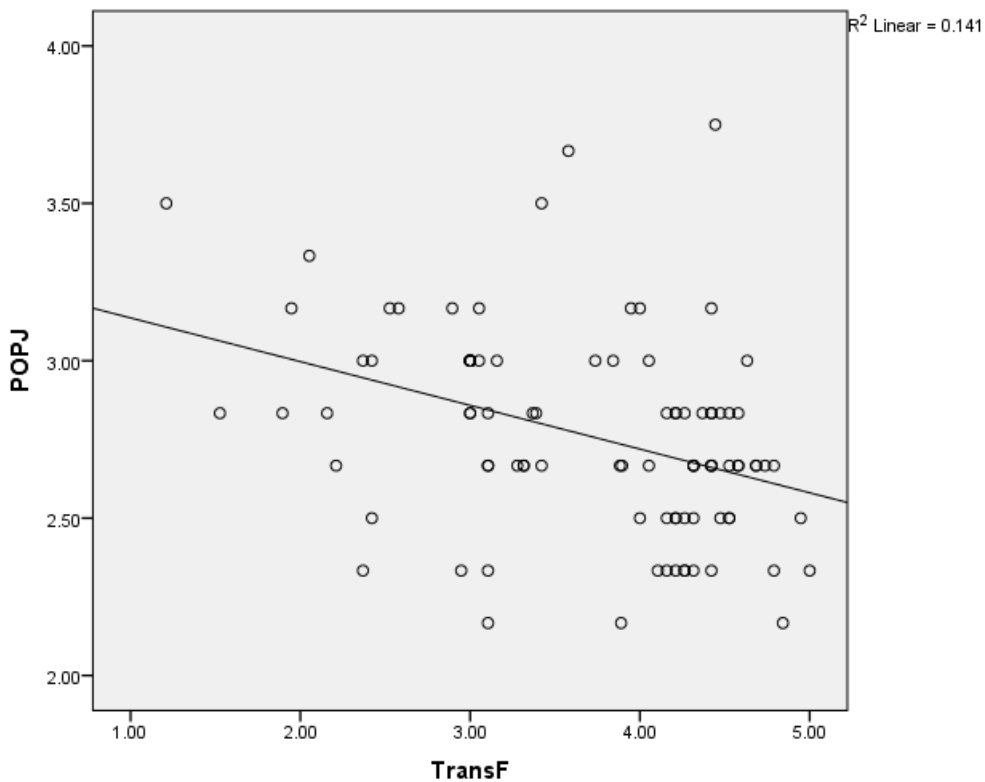
Figure 2: *Transformational Leadership and Employee Satisfaction with People on Present Job*

Table 23

Model Summary for RQ#1 – Satisfaction with People on the Present Job (Transactional)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.231[a]	0.053	0.053	-0.231	0.025

a. Predictor: Transactional Leadership

Transactional Leadership accounted for 5% of the total variance for Satisfaction with People on the Present Job (R^2 = .053, β = -.231, $p < .05$). Figure 3 shows that the more the employee perceived their leader's Transactional Leadership behavior (TransaC) the less satisfied the employee was with People on the Present Job (POPJ).
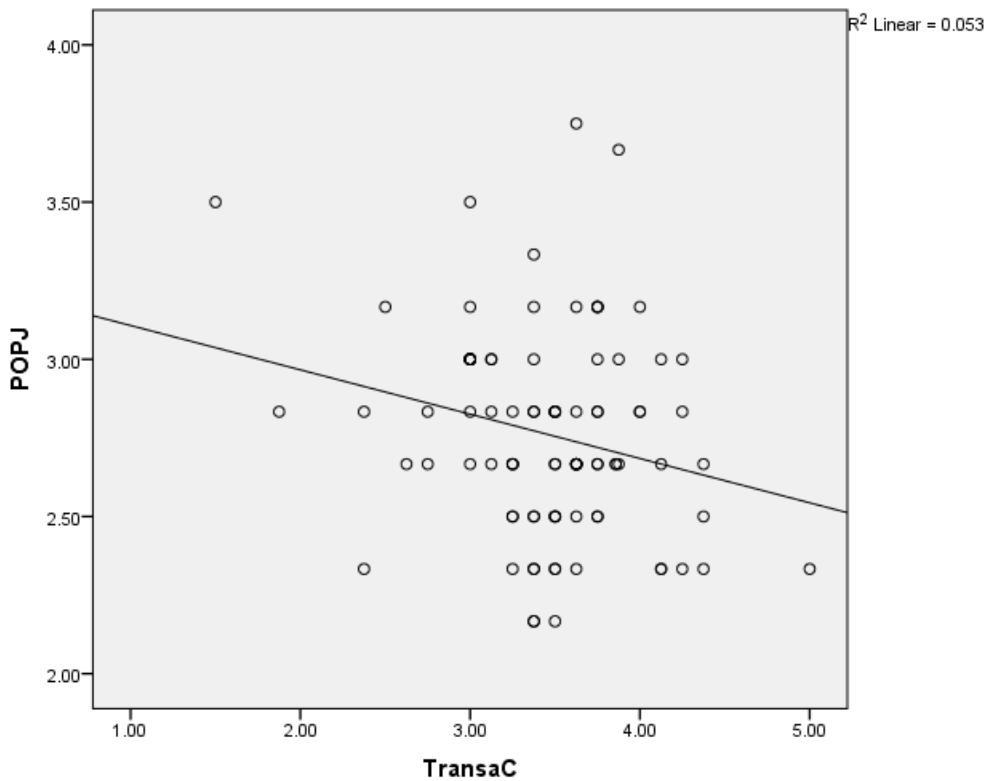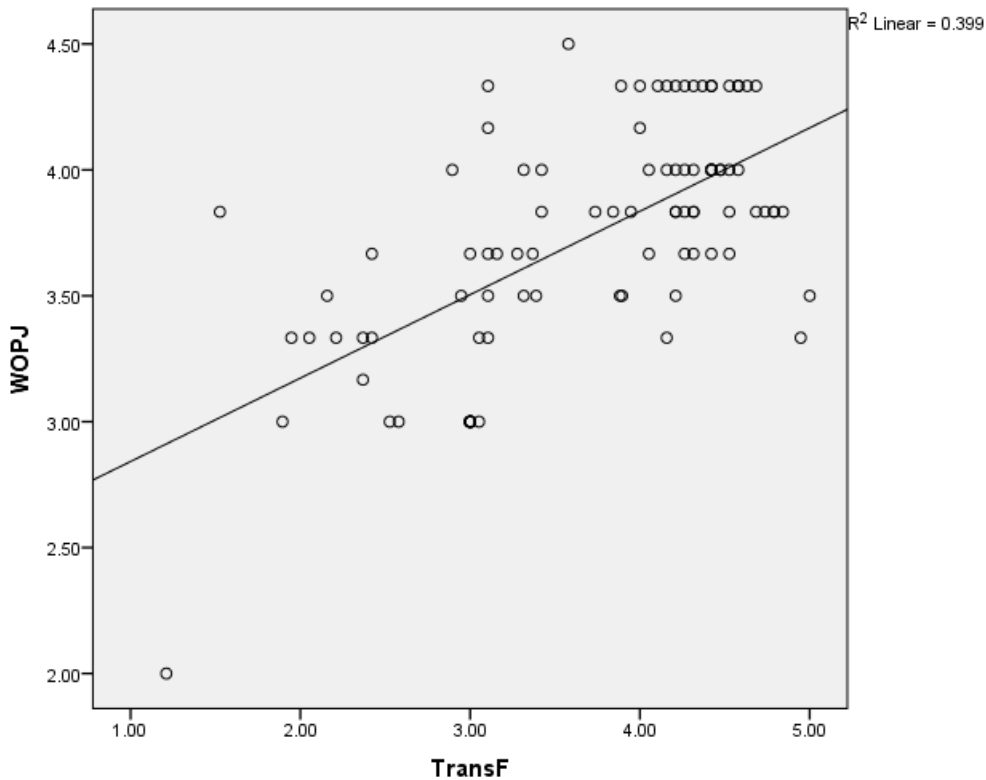

Figure 3: *Transactional Leadership and Employee Satisfaction with People on Present Job*

Table 24

Model Summary for RQ#1 – Satisfaction with People on the Present Job (Passive Avoidant)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.260ª	0.067	0.067	0.260	0.011

a. Predictor: Transactional Leadership

Passive Avoidant Leadership accounted for 6% of the total variance for Satisfaction with People on the Present Job (R^2 = .067, β = .260, $p < .05$). Figure 4 shows that the more the employee perceived their leader's Passive Avoidant behavior (PassAvoid) the more satisfied the employee was with People on the Present Job (POPJ).
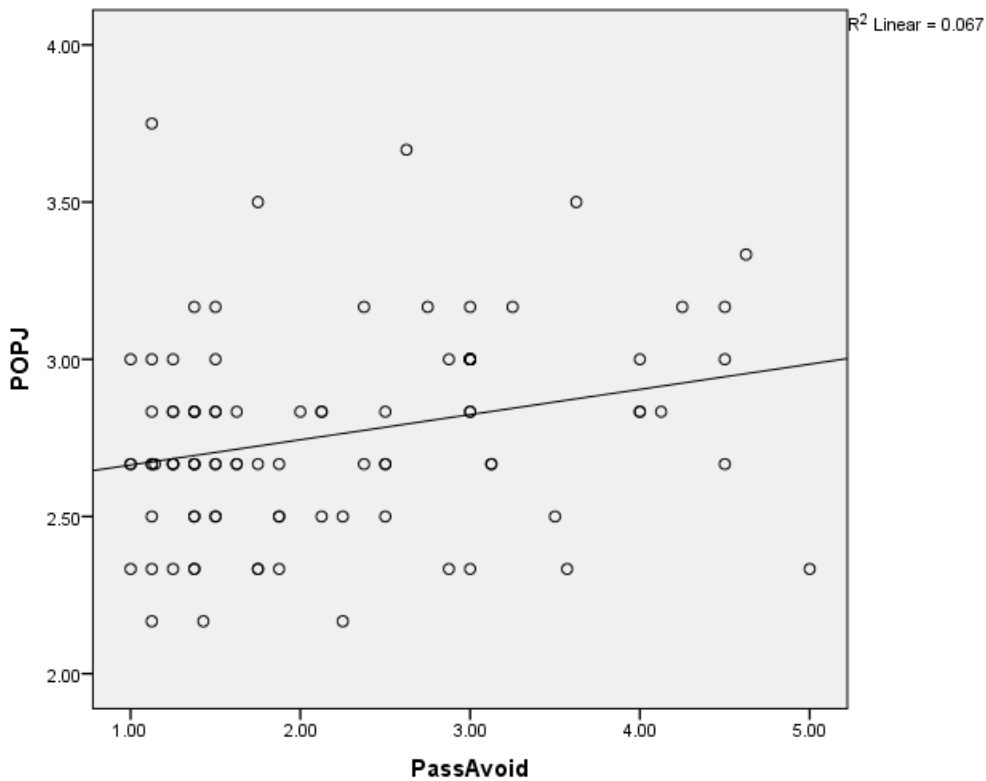
Figure 4: *Passive Avoidant Leadership and Employee Satisfaction with People on Present Job*

Research Question 2

2. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Work on the Present Job as perceived by contingent fire department employees?

A linear regression was conducted. Results were as follows:

Dependent variable: Employee Job Satisfaction

Independent variable: Transformational, transactional, and passive avoidant leadership styles

Results from the regression analysis on Table 25 , Table 26 , and Table 27 revealed that Transformational, Transactional, and Passive-Avoidant Leadership were all significant predictors of Satisfaction with Work on the Present Job with all having a significant p value less than .05 (Transformational $p < .001$, Transactional $p = .001$ and Passive Avoidant $p < .001$). Therefore, because the p value for each test is less than .05, we reject the null hypothesis that there was no relationship between Transformational, Transactional, and Passive Avoidant leadership styles and satisfaction with Work on the Present Job as perceived by contingent fire department employees.

Table 25

Model Summary for RQ#2 – Satisfaction with Work on the Present Job (Transformational)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.631[a] 0.392		0.399	0.631	<0.001

a. Predictor: Transformational Leadership

Transformational Leadership accounted for 39% of the total variance for Satisfaction with Work on the Present Job ($R^2 = .392$, β = .631, $p < .05$). Figure 5 shows that the more the

employee perceived their leader's Transformational Leadership behavior (TransF) the more

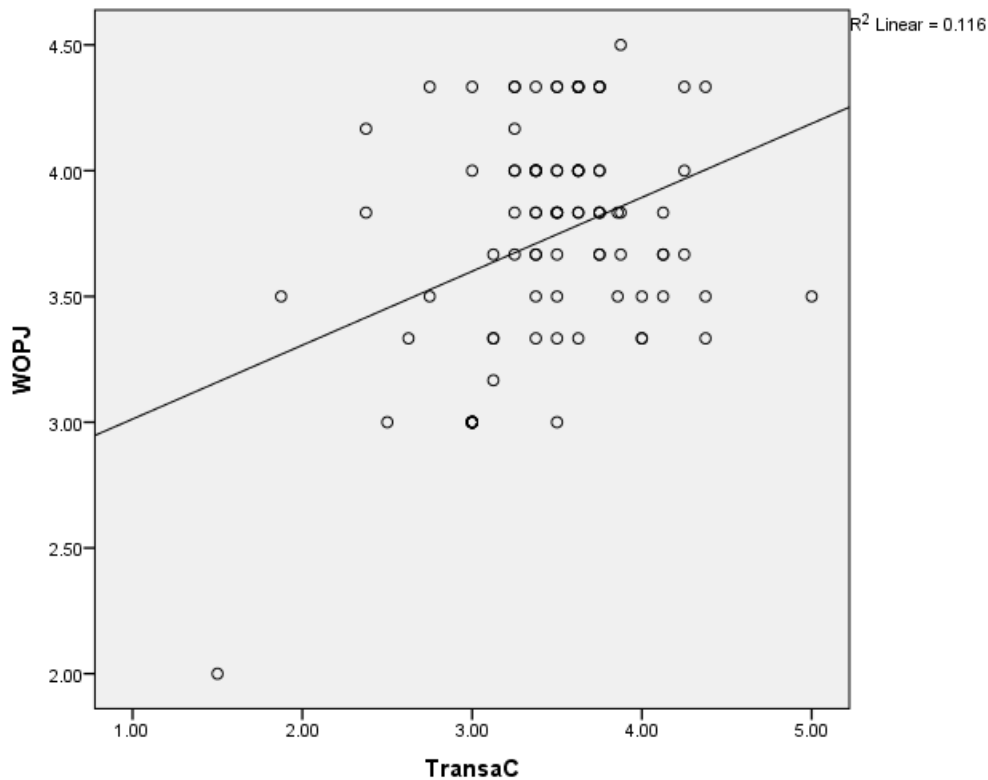satisfied the employee was with Work on the Present Job (WOPJ).

Figure 5: *Transformational Leadership and Employee Satisfaction with Work on Present Job*

Table 26

Model Summary for RQ#2 – Satisfaction with Work on the Present Job (Transactional)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.341[a] 0.116		0.116	0.341	0.001

a. Predictor: Transactional Leadership

Transactional Leadership accounted for 11% of the total variance for Satisfaction with

Work on the Present Job ($R^2 = .116$, $\beta = .341$, $p < .05$). Figure 6 shows that the more the

employee perceived their leader's Transactional Leadership behavior (TransaC) the more

satisfied the employee was with Work on the Present Job (WOPJ).

Figure 6: *Transactional Leadership and Employee Satisfaction with Work on Present Job*

Table 27

Model Summary for RQ#2 – Satisfaction with Work on the Present Job (Passive Avoidant)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.548[a]	0.300	0.300	-0.548	<0.001

a. Predictor: Passive Avoidant

Passive Avoidant Leadership accounted for 30% of the total variance for Satisfaction with Work on the Present Job (R^2 = .300, β = -.548, $p < .05$). Figure 7 shows that the more the employee perceived their leader's Passive Avoidant Leadership behavior (PassAvoid) the less satisfied the employee was with Work on the Present Job (WOPJ).
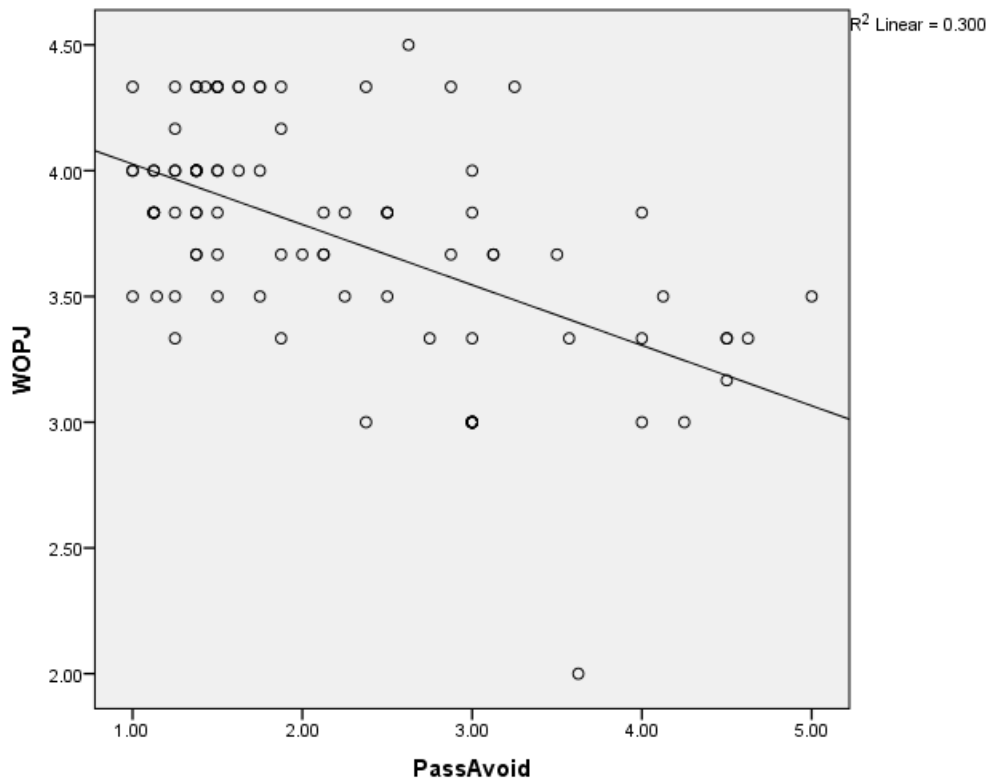
Figure 7: *Passive Avoidant Leadership and Employee Satisfaction with Work on Present Job*

Research Question 3

3. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Pay the Present Job as perceived by contingent fire department employees?

A linear regression was conducted. Results were as follows:

Dependent variable: Employee Job Satisfaction

Independent variable: Transformational, transactional, and passive avoidant leadership styles

Results from the regression analysis revealed on Table 28, Table 29 , and Table 30 that Transformational, Transactional, and Passive-Avoidant Leadership were not significant predictors of Satisfaction with Pay on the Present Job with all having a significant $p > .05$

(Transformational $p = .680$, Transactional $p = .823$ and Passive Avoidant $p = .202$). Therefore, because the p value for each test is more than .05, we accept the null hypothesis that there was no relationship between Transformational, Transactional, and Passive Avoidant leadership styles and satisfaction with Work on the Present Job as perceived by contingent fire department employees.

Table 28

Model Summary for RQ#3 – Satisfaction with Pay on the Present Job (Transformational)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.044[a]	0.002	0.022	-0.044	0.680

a. Predictor: Transformational

Table 29

Model Summary for RQ#3 – Satisfaction with Pay on the Present Job (Transactional)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.024[a]	0.001	0.001	-0.024	0.823

a. Predictor: Transactional

Table 30

Model Summary for RQ#3 – Satisfaction with Pay on the Present Job (Passive Avoidant)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.134[a]	0.018	0.018	0.134	0.202

a. Predictor: Passive Avoidant

Research Question 4

4. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Opportunities for Promotion on the Present Job as perceived by contingent fire department employees?

A linear regression was conducted. Results were as follows:

Dependent variable: Employee Job Satisfaction

Independent variable: Transformational, transactional, and passive avoidant leadership styles

Results from the regression analysis revealed on Table 31, Table 32, and Table 33 that Transformational, Transactional, and Passive-Avoidant Leadership were not significant predictors of Satisfaction with Opportunities for Promotion on the Present Job with all having a significant $p >.05$ (Transformational $p =.087$, Transactional $p = .058$ and Passive Avoidant $p = .175$). Therefore, because the p value for each test is more than .05, we accept the null hypothesis that there was no relationship between Transformational, Transactional, and Passive Avoidant leadership styles satisfaction with Opportunities for Promotion on the Present Job as perceived by contingent fire department employees.

Table 31

Model Summary for RQ#4 – Satisfaction with Opportunities for Promotion on the Present Job (Transformational)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.178[a] 0.032		0.032	0.178	0.087

a. Predictor: Transformational

Table 32

Model Summary for RQ#4 – Satisfaction with Opportunities for Promotion on the Present Job (Transactional)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.197[a] 0.039		0.039	0.197	0.058

a. Predictor: Transactional

Table 33

Model Summary for RQ#4 – Satisfaction with Opportunities for Promotion on the Present Job (Passive Avoidant)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.142[a]	0.020	0.020	-0.142	0.175

a. Predictor: Passive Avoidant

Research Question 5

5. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Supervision on the Present Job as perceived by contingent fire department employees?

A linear regression was conducted. Results were as follows:

Dependent variable: Employee Job Satisfaction

Independent variable: Transformational, transactional, and passive avoidant leadership styles

Results from the regression analysis revealed on Table 34, Table 35, and Table 36 that Transformational, Transactional, and Passive-Avoidant Leadership were significant predictors of Satisfaction with Supervision on the Present Job with all having a significant $p < .05$ (Transformational $p < .001$, Transactional $p = .001$ and Passive Avoidant $p < .001$). Therefore, because the p value for each test is less than .05, we reject the null hypothesis that there was no relationship between Transformational, Transactional, and Passive Avoidant leadership styles and satisfaction with Supervision on the Present Job as perceived by contingent fire department employees.

Table 34

Model Summary for RQ#5 – Satisfaction with Supervision on the Present Job (Transformational)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.845[a] 0.714		0.714	0.845	<0.001

a. Predictor: Transformational

Transformational Leadership accounted for 71% of the total variance for Satisfaction with Supervision on the Present Job ($R^2 = .714$, $\beta = .845$, $p < .05$). Figure 8 shows that the more the employee perceived their leader's Transformational Leadership behavior (TransF) the more satisfied the follower was with Supervision on the Present Job (Super).
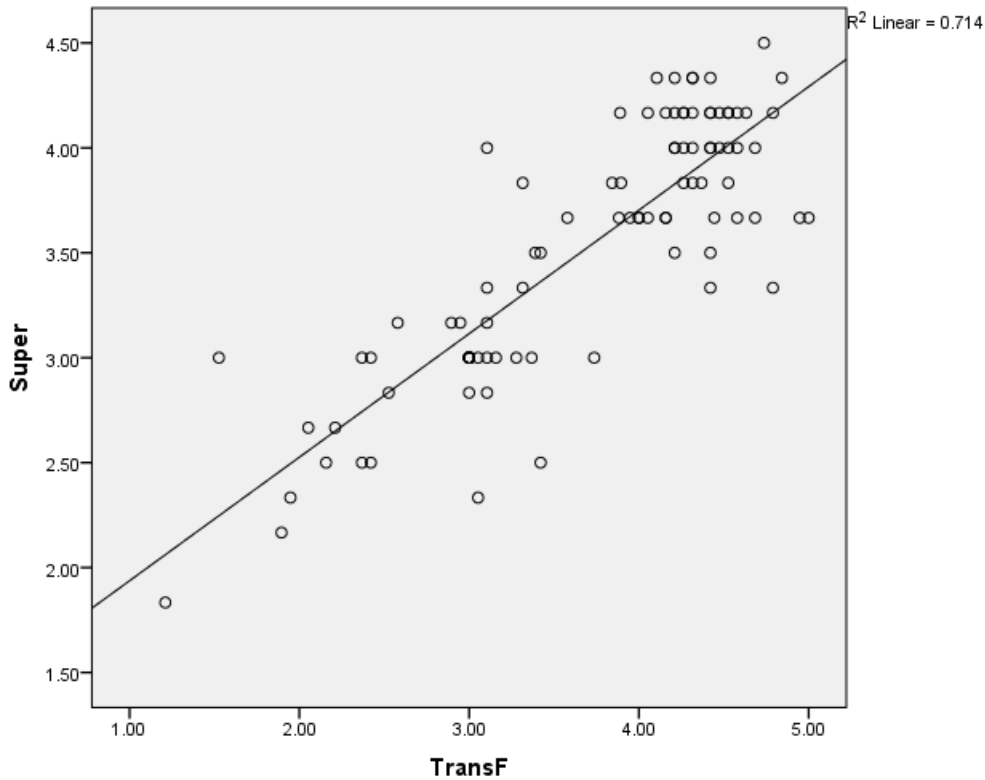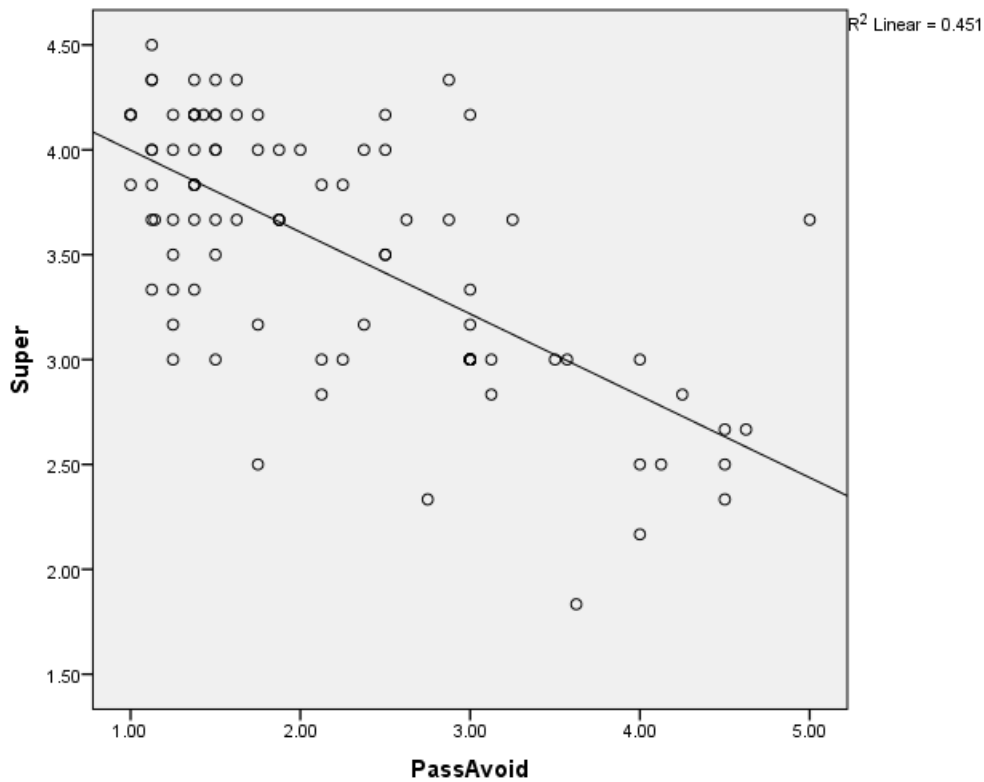

Figure 8: *Transformational Leadership and Employee Satisfaction with Supervision on Present Job*

Table 35

Model Summary for RQ#5 – Satisfaction with Supervision on the Present Job (Transactional)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.350[a]	0.122	0.122	0.350	0.001

a. Predictor: Transactional

Transactional Leadership accounted for 12% of the total variance for Satisfaction with Supervision on the Present Job ($R^2 = .122$, $\beta = .350$, $p < .05$). Figure 9 shows that the more the employee perceived their leader's Transactional Leadership behavior (TransaC) the more satisfied the follower was with Supervision on the Present Job (Super).
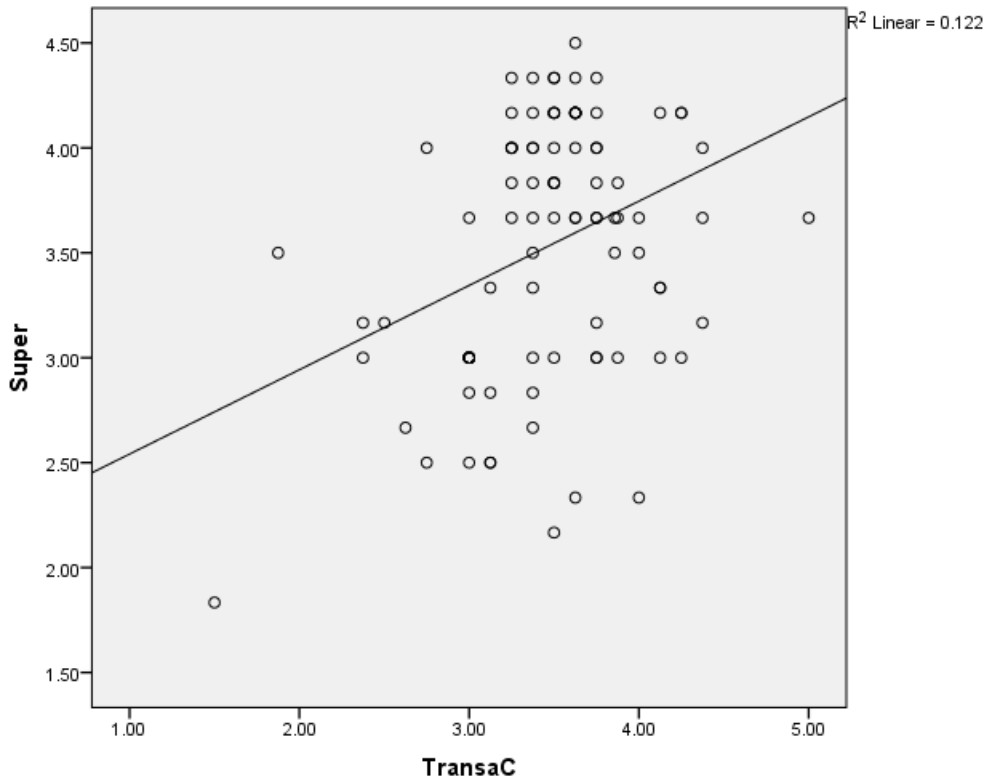
Figure 9: *Transactionl Leadership and Employee Satisfaction with Supervision on Present Job*

Table 36

Model Summary for RQ#5 – Satisfaction with Supervision on the Present Job (Passive Avoidant)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.671[a]	0.451	0.451	-0.671	<0.001

a. Predictor: Passive Avoidant

Passive Avoidant Leadership accounted for 45% of the total variance for Satisfaction

with Supervision on the Present Job (R^2 = .451, β = -.671, p < .05). Figure 10 shows that the

more the employee perceived their leader's Passive Avoidant Leadership behavior (PassAvoid)

the less satisfied the follower was with Supervision on the Present Job (Super).

Figure 10: *Passive Avoidant Leadership and Employee Satisfaction with Supervision on Present*

Job

Research Question 6

6. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with the Job in General on the Present Job as perceived by contingent fire department employees?

A linear regression was conducted. Results were as follows:

Dependent variable: Employee Job Satisfaction

Independent variable: Transformational, transactional, and passive avoidant leadership styles

Results from the regression analysis revealed on Table 37 and Table 38 that Transformational and Passive-Avoidant Leadership were significant predictors of Satisfaction with Supervision on the Present Job with all having a significant $p < .05$ (Transformational $p < .001$ and Passive Avoidant $p < .001$). Therefore, because the p value for each test is less than .05, we reject the null hypothesis that there was no relationship between Transformational and Passive Avoidant leadership styles and satisfaction with the Job in General as perceived by contingent fire department employees.

Results from the regression analysis revealed on Table 39 that Transactional Leadership was not a significant predictors of Satisfaction with the Job in General, having a significant $p > .05$ (Transactional $p = .446$). Therefore, because the p value for this test is more than .05, we accept the null hypothesis that there was no relationship between Transactional leadership style and satisfaction with the Job in General as perceived by contingent fire department employees.

Table 37

Model Summary for RQ#6 – Satisfaction with the Job in General (Transformational)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.489[a]	0.239	0.239	0.489	<0.000

a. Predictor: Transformational

Transformational Leadership accounted for 23% of the total variance for Satisfaction with the Job in General ($R^2 = .239$, $\beta = .489$, $p < .05$). Figure 11 shows that the more the employee perceived their leader's Transformational Leadership behavior (TransF) the more satisfied the follower was with the Job in General (JIG).
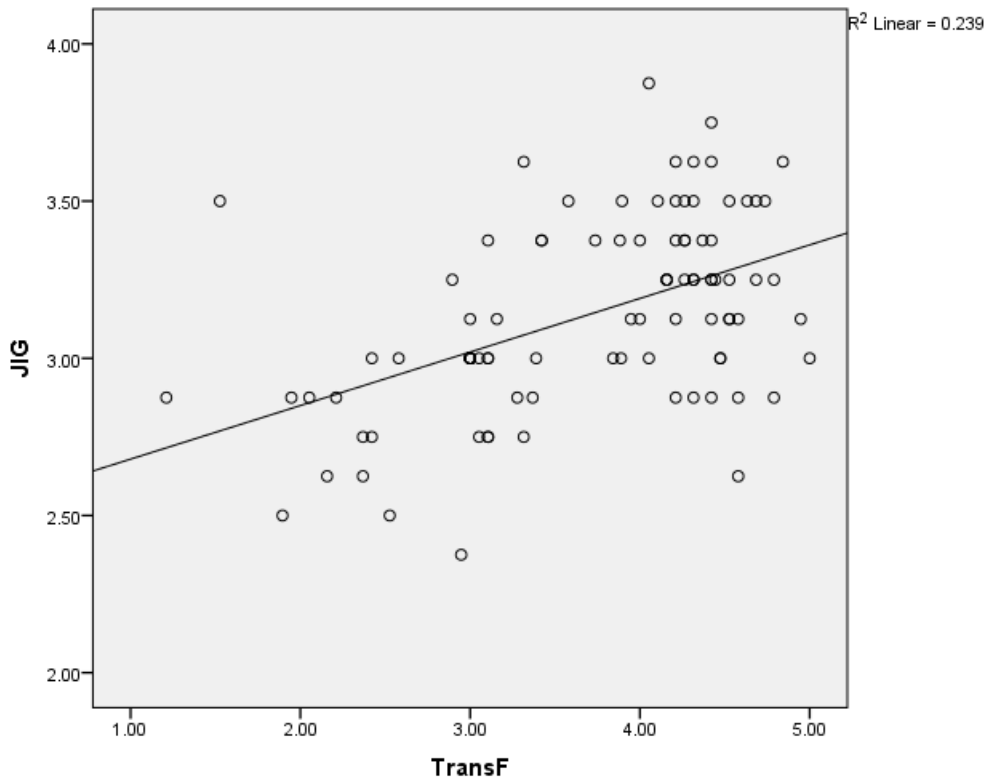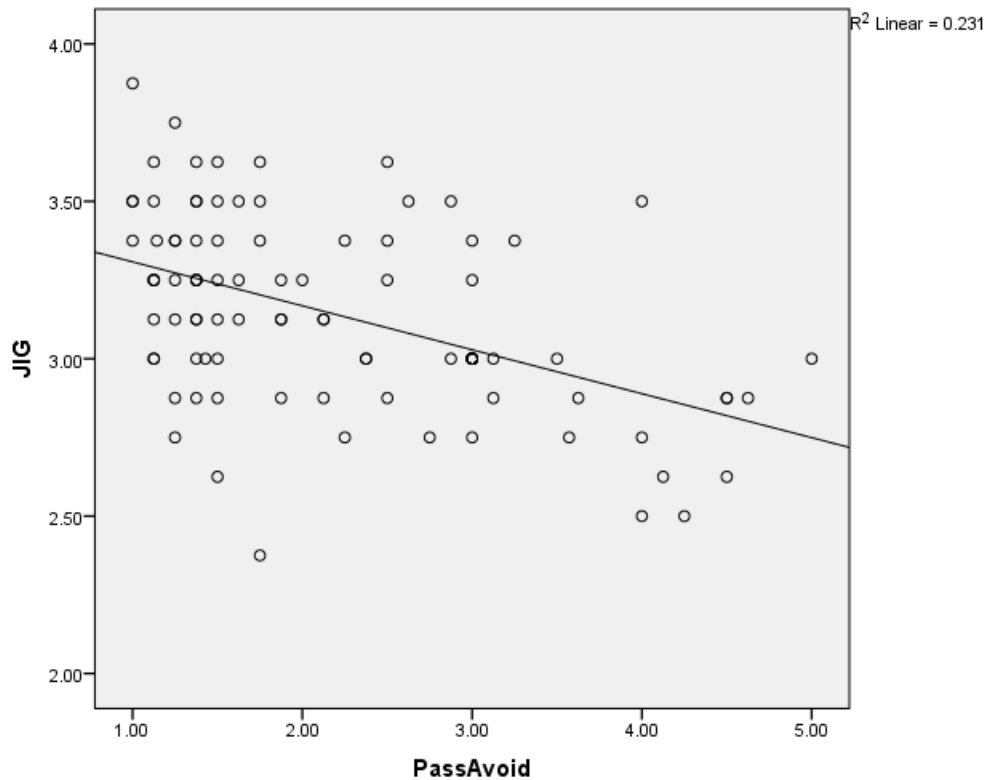

Figure 11: *Transformational Leadership and Employee Satisfaction with the Job in General*

Table 38

Model Summary for RQ#6 – Satisfaction with the Job in General (Passive Avoidant)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.481ª	0.231	0.231	-0.481	<0.001

a. Predictor: Passive Avoidant

Passive Avoidant Leadership accounted for 23% of the total variance for Satisfaction with the Job in General ($R^2 = .231$, $\beta = -.481$, $p < .05$). Figure 12 shows that the more the

employee perceived their leader's Passive Avoidant Leadership behavior (PassAvoid) the less

satisfied the follower was with the Job in General (JIG).

Figure 12: *Passive Avoidant Leadership and Employee Satisfaction with the Job in General*

Table 39

Model Summary for RQ#6 – Satisfaction with the Job in General (Transactional)

Model	R	R Square	R Square Change	Beta	Sig.
1	0.079[a]	0.006	0.006	0.079	0.446

a. Predictor: Transactional

Chapter 5

Summary, Conclusions, Implications, and Recommendations

Purpose of the Study

The purpose of this quantitative study was to examine the relationships between perceptions of supervisor leadership styles (i.e., transformational, transactional, or passive avoidant) and contingent fire department employee's job satisfaction. Transformational, transactional, and passive avoidant leadership styles were the independent variables. Employee job satisfaction was the dependent variable.

Research Questions

The following research questions were used in this study:

1. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with People on the Present Job as perceived by contingent fire department employees?

2. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Work on the Present Job as perceived by contingent fire department employees?

3. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Pay as perceived by contingent fire department employees?

4. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Opportunities for Promotion as perceived by contingent fire department employees?

5. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Supervision as perceived by contingent fire department employees?

6. What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with the Job in General as perceived by contingent fire department employees?

This chapter includes a summary, conclusions, implications and recommendations. The results of this study establish a basis for more in-depth research and study.

Summary

The first component of this study was to research the literature for the contingent worker, job satisfaction, demographic characteristics and job satisfaction, leadership, the student firefighter program, and adult learning. The second component was to develop a survey that would capture demographics and perceptions toward leadership styles and job satisfaction. The third component was to have the survey assessed for reliability and content validity. The fourth component was to implement the survey to assess the results.

The overall purpose of this study was to explore the relationship between a leader's leadership style (transformational, transactional, and passive-avoidant) and job satisfaction as assessed by the Multifactor Leadership Questionaire (MLQ 5X) and employee's job satisfaction as assessed by the Abridged Job Descriptive Index (aJDI) and the Abridged Job in General (aJIG). The findings from the study show that some variables that are significant predictors of job satisfaction in other fields are also relevant to contingent fire department employees. There are new findings from the fire department sample that will add to the existing body of literature.

Conclusions

Transformational Leadership and Job Satisfaction are widely researched concepts within the framework of leadership, largely because of the awareness of the destructive impacts of bad leadership (Schyns & Schilling, 2013). This study narrows the focus on the relationship of Transformational Leadership, Transactional Leadership, and Passive Avoidant Leadership on Job Satisfaction in a contingent fire department environment.

Research Question 1: What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with People on the Present Job as perceived by contingent fire department employees? Results from the regression analysis showed that Transformational, Transactional, and Passive-Avoidant Leadership were all significant predictors of Satisfaction with People on the Present Job with all having a significant p value less than .05 (Transformational $p < .001$, Transactional $p = .025$ and Passive Avoidant $p = .011$). The findings showed that the more the employee perceived their leader's Transformational and Transactional Leadership behavior the less satisfied the employee was with People at the Present Job. In contrast, the more the employee perceived their leader's Passive Avoidant behavior the more satisfied the employee was with People on the Present Job.

Research Question 2: What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Work on the Present Job as perceived by contingent fire department employees? Results from the regression analysis showed that Transformational, Transactional, and Passive-Avoidant Leadership were all significant predictors of Satisfaction with Work on the Present Job with all having a significant p value less than .05 (Transformational $p <.001$, Transactional $p = .001$ and Passive Avoidant $p < .001$). The findings showed that the more the employee perceived their leader's

Transformational and Transactional Leadership behavior the more satisfied the employee was with Work on the Present Job. In contrast, the more the employee perceived their leader's Passive Avoidant Leadership behavior the less satisfied the employee was with Work on the Present Job.

Research Question 3: What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Pay on the Present Job as perceived by contingent fire department employees? Results from the regression analysis revealed that Transformational, Transactional and Passive Avoidant Leadership were not significant predictors of Satisfaction with Pay on the Present Job with all having a $p > .05$ (Transformational $p =.680$, Transactional $p = .823$ and Passive Avoidant $p = .202$). Therefore, we accept the null hypotheses that there was no relationship between Transformational, Transactional, and Passive Avoidant leadership styles and satisfaction with Pay on the Present Job.

Research Question 4: What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Opportunities for Promotion on the Present Job as perceived by contingent fire department employees? Results from the regression analysis revealed that Transformational, Transactional and Passive Avoidant Leadership were not significant predictors of Satisfaction with Opportunities for Promotion on the Present with all having a $p > .05$ (Transformational $p =.087$, Transactional $p = .058$ and Passive Avoidant $p = .175$). Therefore, we accept the null hypotheses that there was no relationship between Transformational, Transactional, and Passive Avoidant leadership styles and Satisfaction with Opportunities for Promotion on the Present Job.

Research Question 5: What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with Supervision on the Present Job as perceived by contingent fire department employees? Results from the regression analysis showed that Transformational, Transactional, and Passive-Avoidant Leadership were all significant predictors of Satisfaction with Supervision on the Present Job with all having a significant p value less than .05 (Transformational $p <.001$, Transactional $p = .001$ and Passive Avoidant $p < .001$). The findings showed that the more the employee perceived their leader's Transformational and Transactional Leadership behavior the more satisfied the employee was with Supervision on the Present Job. In contrast, the more the employee perceived their leader's Passive Avoidant Leadership behavior the less satisfied the employee was with Supervision on the Present Job.

Research Question 6: What is the relationship between a supervisor's leadership style (transformational, transactional, and passive-avoidant) and Satisfaction with the Job in General on the Present Job as perceived by contingent fire department employees? Results from the regression analysis showed that Transformational and Passive-Avoidant Leadership were each significant predictors of Satisfaction with the Job in General on the Present Job with each having a significant p value less than .05 (Transformational $p <.001$ and Passive Avoidant $p < .001$). The findings showed that the more the employee perceived their leader's Transformational Leadership behavior the more satisfied the employee was with the Job in General on the Present Job. In contrast, the more the employee perceived their leader's Passive Avoidant Leadership behavior the less satisfied the employee was with the Job in General on the Present Job.

Implications of the Study

Transformational Leadership is an effective form of leadership that has been researched extensively (Bass, 1998; Bass & Avolio, 2004). Regression results from the research found that Transformational Leadership was the strongest predictor of Satisfaction with Work on the Present Job ($R^2 = .392$, $\beta = .631$, $p < .05$), Satisfaction with Supervision ($R^2 = .714$, $\beta = .845$, $p < .05$), and Satisfaction with the Job in General ($R^2 = .239$, $\beta = .489$, $p < .05$). The more the employee perceived their leader's leadership behavior the more satisfied the employee was with the work, supervision, and the job in general. Though these findings are consistent with other studies, the major implication is that the data is from contingent fire department environments and has never been studied before. Moreover, the researcher sampled fire departments that employed college students on a temporary-full time basis from throughout the United States, giving the findings good generalizability.

These positive, significant findings could lead you to believe that Transformational Leadership is positively related to Job Satisfaction in the contingent fire department sector like findings highlighted in the literature review. As a result, it is important that the fire department sector study, understand, and develop Transformational Leadership since it makes up such a strong difference, especially in Satisfaction with Supervisors ($R^2 = .714$, $\beta = .845$, $p < .05$).

Transactional Leadership, as shown in the literature review, is related to individual job satisfaction in various sectors (Judge & Piccolo, 2004). Regression results from the research found that Transactional Leadership was a predictor of Satisfaction with Work on the Present Job ($R^2 = .053$, $\beta = -.231$, $p < .05$) and Satisfaction with Supervision ($R^2 = .122$, $\beta = .350$, $p < .05$). An implication is that leaders may tend to lean more toward Transformational and Transactional behaviors due to the technical nature of the firefighting job. Managers need to be trained on the

importance of Transformational Leadership and the need to develop innovative ways of rewarding performance to acknowledge individual achievement.

Literature states that Passive Avoidant Leadership in negatively related to Job Satisfaction (Judge & Piccolo, 2004). The findings in this study seem to be the same in a contingent fire department environment. Regression results from the research found that Passive Avoidant Leadership was a predictor of Satisfaction with Work on the Present Job ($R^2 = .300$, $\beta = -.548$, $p < .05$), Satisfaction with Supervision ($R^2 = .451$, $\beta = -.671$, $p < .05$), and Satisfaction with the Job in General ($R^2 = .231$, $\beta = -.481$, $p < .05$). The more the employee perceived their leader's leadership behavior the less satisfied the employee was with the work, supervision, and the job in general. An assumption would be that being Transformational is the best way to lead; however, a unique finding from this study is that is it very important to not be Passive Avoidant.

Recommendations for Future Study

Future studies could focus on one sample from one particular aspect of a Fire Department (i.e. career firefighters, volunteer firefighters, officers, etc.)

Additionally, engaging females to complete the survey may assist in providing more gender specific data (male *n=92;* female *n=2).* Unfortunately, this may be easier said than done. The fire service, as a whole, is a male dominated field.

Next, additional research should be done with variables that could capture the impact the COVID-19 pandemic may have had on Job Satisfaction and Leadership style in a contingent fire department environment.

Lastly, identifying more departments where temporary full-time firefighters are utilized would be helpful to engage. This may help to increase the number of survey respondents (N=94).

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Appendices

Appendix A

Multifactor Leadership Questionaire (MLQ-5X)

Thirty-six descriptive statements are listed below. Judge how frequently each statement fits the supervisor you are describing. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

	Not at all (1)	Once in a While (2)	Sometimes (3)	Fairly Often (4)	Frequently, If not always (5)
1. My supervisor provides me with assistance in exchange for my efforts.	◯	◯	◯	◯	◯
2. My supervisor re-examines critical assumptions to question whether they are appropriate.	◯	◯	◯	◯	◯
3. My supervisor fails to interfere until problems become serious.	◯	◯	◯	◯	◯
4. My supervisor focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	◯	◯	◯	◯	◯
5. My supervisor avoids getting involved when important	◯	◯	◯	◯	◯

issues arise.	○				
6. My supervisor talks about his/her most important values and beliefs.	○	○	○	○	○
7. My supervisor is absent when needed.	○	○	○	○	○
8. My supervisor seeks differing perspectives when solving problems.	○	○	○	○	○
9. My supervisor talks optimistically about the future.	○	○	○	○	○
10. My supervisor instills pride in me for being associated with him/her.	○	○	○	○	○
11. My supervisor discusses in specific terms who is responsible for achieving performance targets.	○	○	○	○	○
12. My supervisor waits for things to go wrong before taking action.	○	○	○	○	○

13. My supervisor talks enthusiastically about what needs to be accomplished.	○	○	○	○	○
14. My supervisor specifies the importance of having a strong sense of purpose.	○	○	○	○	○
15. My supervisor spends time teaching and coaching.	○	○	○	○	○
16. My supervisor makes clear what one can expect to receive when performance goals are achieved.	○	○	○	○	○
17. My supervisor shows that he/she is a firm believer in "If it ain't broke, don't fix it."	○	○	○	○	○
18. My supervisor goes beyond self-interest for the good of the group.	○	○	○	○	○
19. My supervisor treats me as an individual rather than just	○	○	○	○	○

as a family member.

20. My supervisor demonstrates that problems must become chronic before he/she takes action.

○ ○ ○ ○ ○

21. My supervisor acts in ways that build others' respect for him/her.

○ ○ ○ ○ ○

22. My supervisor concentrates his/her full attention on dealing with mistakes, complaints, and failures.

○ ○ ○ ○ ○

23. My supervisor considers the moral and ethical consequences of decisions.

○ ○ ○ ○ ○

24. My supervisor keeps track of all mistakes.

○ ○ ○ ○ ○

25. My supervisor displays a sense of power and confidence.

○ ○ ○ ○ ○

26. My supervisor articulates a compelling

○ ○ ○ ○ ○

vision of the future.					
27. My supervisor directs his/her attention toward failures to meet standards.	○	○	○	○	○
28. My supervisor avoids making decisions.	○	○	○	○	○
29. My supervisor considers an individual as having different needs, abilities, and aspirations from others.	○	○	○	○	○
30. My supervisor gets me to look at problems from many different angles.	○	○	○	○	○
31. My supervisor helps me to develop my strengths.	○	○	○	○	○
32. My supervisor suggests new ways of looking at how to complete assignments.	○	○	○	○	○
33. My supervisor delays responding to urgent	○	○	○	○	○

questions.

34. My supervisor emphasizes the importance of having a collective sense of mission.

⊙ ⊙ ⊙ ⊙ ⊙

35. My supervisor expresses satisfaction when I meet expectations.

⊙ ⊙ ⊙ ⊙ ⊙

36. My supervisor expresses confidence that goals will be achieved.

⊙ ⊙ ⊙ ⊙ ⊙

Appendix B

Abridged Job Descriptive Index and Abridged Job in General Index

Think of the majority of people with whom you work or meet in connection with your work.
How well does each of the following words or phrases describe these people? Select the answer
choice which best describes each work or phrase below. If an item is irrelevant, or if you are
unsure or do not know the answer, leave the answer blank.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly Agree (5)
Boring (1)	○	○	○	○	○
Slow (2)	○	○	○	○	○
Responsible (3)	○	○	○	○	○
Smart (4)	○	○	○	○	○
Lazy (5)	○	○	○	○	○
Frustrating (6)	○	○	○	○	○

Think of the work you do at present. How well does each of the following words or phrases describe your work? Select the answer choice which best describes each work or phrase below. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

	Strongly disagree (1)	Disagree (2)	Neither agree or disagree (3)	Agree (4)	Strongly agree (5)
Fascinating (1)	○	○	○	○	○
Satisfying (3)	○	○	○	○	○
Good (4)	○	○	○	○	○
Exciting (5)	○	○	○	○	○
Rewarding (6)	○	○	○	○	○
Uninteresting (7)	○	○	○	○	○

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? Select the answer choice which best describes each work or phrase below. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

	Strongly disagree (1)	Disagree (2)	Neither agree or disagree (3)	Agree (4)	Strongly agree (5)
Barely live on income (1)	○	○	○	○	○
Bad (2)	○	○	○	○	○
Well paid (3)	○	○	○	○	○
Underpaid (4)	○	○	○	○	○
Comfortable (5)	○	○	○	○	○
Enough to live on (6)	○	○	○	○	○

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? Select the answer choice which best describes each work or phrase below. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Good opportunities for promotion (1)	○	○	○	○	○
Opportunities somewhat limited (2)	○	○	○	○	○
Dead-end job (3)	○	○	○	○	○
Good chance for promotion (4)	○	○	○	○	○
Fairly good chance for promotion (5)	○	○	○	○	○
Regular promotions (6)	○	○	○	○	○

Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? Select the answer choice which best describes each work or phrase below. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Praises good work (1)	○	○	○	○	○
Tactful (2)	○	○	○	○	○
Influential (3)	○	○	○	○	○
Up to date (4)	○	○	○	○	○
Annoying (5)	○	○	○	○	○
Knows job well (6)	○	○	○	○	○

Think of your job in general. All in all, what is it like most of the time? Select the answer choice which best describes each work or phrase below. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Good (1)	○	○	○	○	○
Undesirable (2)	○	○	○	○	○
Better than most (3)	○	○	○	○	○
Disagreeable (4)	○	○	○	○	○
Makes me content (5)	○	○	○	○	○
Excellent (6)	○	○	○	○	○
Enjoyable (7)	○	○	○	○	○
Poor (8)	○	○	○	○	○

End of Block: Each of the following statements will be answered by placing a checkmark in the

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Appendix C

INFORMATION LETTER

for a Research Study entitled

"Examining the Relationship Between Supervisor Leadership Style and Job Satisfaction in a

Contingent Fire Department Environment."

I am William Nelson Bauer, a PhD candidate in the Department of Educational Foundations, Leadership, and Technology at Auburn University, under the direction of Professor James Witte, PhD, of the Department of Educational Foundations, Leadership, and Technology at Auburn University. Dr. James Witte is serving as faculty PI and providing oversight of the study. You were selected as a prospective participant because you are currently a contingent fire department employee and age 19 or older.

You are invited to participate in a research study that examines the relationship between supervisor leadership style and job satisfaction in a contingent fire department environment. Contingent work is defined as any job in which an individual does not have an explicit or implicit contract for long-term employment or one in which the minimum hours worked can vary in an unsystematic matter (Polivika & Nardone, 1989). The purpose of the study is to provide insight and aid in human resources practices for retention and the enhancement of job performance.

If you decide to participate in this research study, you will be asked to complete a confidential online survey. The purpose of the survey is to examine the relationship among contingent firefighters as it relates to supervisor leadership style and job satisfaction. You will be presented with information and asked to answer 5 questions related to demographics, 36 questions related

to supervisor leadership style, 6 questions related to people you connect with at work, 6 questions related to your work, 6 questions related to your pay, 6 questions related to promotion potential, 6 questions related to the supervision you receive at your job, and 8 questions related to the job in general. Your total commitment time will approximately 10 minutes.

Your participation in this study is completely confidential and voluntary. The researchers do not anticipate risks associated with this study. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any time by not continuing to answer questions. Once you have submitted confidential data, it cannot be withdrawn since it is unidentifiable. Your decision about whether or not to participate will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership, and Technology, or your employer.

There is no compensation for completing this survey.

There will be no costs for participation. Information collected through your participation may be used to fulfill an educational requirement, professional journal publication, and national or international professional presentations.

If you have any questions about this study, please contact William Nelson Bauer at bauerwn@auburn.edu or Dr. James Witte at witteje@auburn.edu. If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or email at IRBadmin@auburn.edu or IRBChair@auburn.edu.

The Auburn University Institutional Review Board has approved this document for use from October 4, 2021 to ------------- Protocol #21-452 EX2110, Bauer

By clicking the button below, you acknowledge that your participation in this study is voluntary, you are 19 years of age, and that you may terminate your participation in the study at any time and for any reason.

Please note that this survey will be best displayed on a laptop or desktop. Some features may be less compatible for use on a mobile device.

Appendix D

IRB Approval

M Gmail

bauerwn <bauerwn@gmail.com>

FW: Bauer Approval Exempt Protocol #21-452 EX 2110, "Examining the Relationship between Supervisor Leadership Style and Job Satisfaction in a Contingent Fire Department Environment"

1 message

IRB Administration <irbadmin@auburn.edu>
To: "bauerwn@gmail.com" <bauerwn@gmail.com>

Tue, Oct 5, 2021 at 11:26 AM

From: IRB Administration <irbadmin@auburn.edu>
Sent: Monday, October 4, 2021 3:16 PM
To: William Bauer <bauerwn@auburn.edu>
Cc: James Witte <witteje@auburn.edu>; James Satterfield <jws0089@auburn.edu>
Subject: Bauer Approval Exempt Protocol #21-452 EX 2110, "Examining the Relationship between Supervisor Leadership Style and Job Satisfaction in a Contingent Fire Department Environment"

Use *IRBsubmit@auburn.edu for protocol related submissions and IRBadmin@auburn.edu for questions and information.*

The IRB only accepts forms posted at https://cws.auburn.edu/vpr/compliance/humansubjects/?Forms and submitted electronically.

Dear William,

Your protocol titled "Examining the Relationship between Supervisor Leadership Style and Job Satisfaction in a Contingent Fire Department Environment" was approved by the AU IRB as "Exempt" under federal regulation 45 CFR 46.101(b)(2).

Official notice:

This e-mail serves as notice the protocol has been approved. By accepting this approval, you also accept your responsibilities associated with this approval. Details of your responsibilities are attached. Please print and retain.

-

Information Letter:

A copy of your approved protocol is attached. However you still need *to add the following IRB approval information to your information letter(s):* "The Auburn University Institutional Review Board has approved this document for use from October 4, 2021 to -------- Protocol #21-452 EX 2110, Bauer"

You must use the updated document(s) to consent participants.

Expiration:

Continuing review of this Exempt protocol is not required; however, all modification/revisions to the approved protocol must be reviewed and approved by the IRB.

When you have completed all research activities, have no plans to collect additional data and have destroyed all identifiable information as approved by the IRB, notify Office of the IRB via e-mail. A final report is not required for Exempt protocols.

PLEASE NOTE: If any unfunded, IRB-approved study should later receive funding, you must submit a MODIFICATION REQUEST for IRB review. In the request, identify the funding source/sponsor and AU OSP number. Also, revise IRB-stamped consent documents to include the Sponsor at the top of page 1 and the "Who will see study data?" section of consent documents. (see online template consent documents).

Best wishes for success with your research!

IRB Admin

Office of Research Compliance

Auburn University

115 Ramsay Hall

Auburn, AL 36849

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2 attachments

Investigators Responsibilities rev 1-2011.docx
16K

Bauer 21-452 EX 2110 New Revisions.pdf
3941K