ABSTRACT

STUMPF, MITZI NICHOLE. The Relationship of Perceived Leadership Styles of North Carolina County Extension Directors' to Job Satisfaction of County Extension Professionals. (under the direction of J. Conrad Glass Jr.)

This study examined the relationship of perceived leadership styles of North Carolina County Extension Directors' to job satisfaction of County Extension professionals. The relationship between these two variables and the selected demographics of institution of employment, years of employment, area of specialization, education level, gender, ethnicity and age were examined. Bass and Avolio's, Multifactor Leadership Questionnaire (Rater Form), leadership survey instrument, the Mohrman-Cooke-Mohrman Job Satisfaction Scale, and a demographic questionnaire were electronically mailed to 232 randomly selected North Carolina Cooperative Extension professionals. Responses were received from 130 Extension professionals. Using these responses, County Extension Directors perceived transformational and transactional leadership styles were identified. Comparisons were made among the job satisfaction means with each of the leadership styles and based upon the demographics. Results of this study indicate significant differences in the job satisfaction of Extension professionals' based upon the perceived leadership style of their County Extension Director. These differences most often occurred in total job satisfaction. The perceived transformational and transactional leadership behaviors accounted for 32% of the variation in County Extension professionals' total job satisfaction scores. The best two-variable model, LF (Laissez Faire) and IC (Individualized Consideration) explained 45% of the variation of in County Extension professionals' total job satisfaction. Bivariate

correlation analyses identified significant associations between perceived leadership behaviors, total job satisfaction and demographic factors. Major findings included:

- Years employed was negatively related to gender;

- Years employed was positively related to age;

- Years employed was negatively related to transformational leadership;

- Years employed was positively related to transactional leadership;

- Age was positively related to transformational leadership;

- Total job satisfaction was positively related to transformational leadership; and

- Total satisfaction was negatively related to transactional leadership.

The Relationship of Perceived Leadership Styles of North Carolina County Extension
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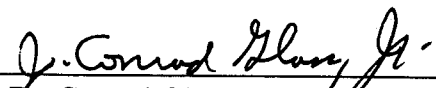
By

Mitzi N. Stumpf

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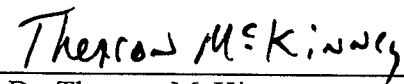requirements for a Degree of
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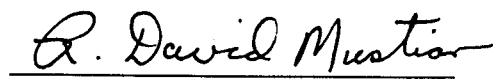
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DEDICATION

The culmination of my doctorate is dedicated to my parents, Jim M. Stumpf and Patty A. Stumpf. Their commitment and unwavering encouragement have provided me with the golden opportunity of life and education.

First, to my mother a proponent of life long learning herself, for reminding me to remember, "Who I am, and What I am," You see, that quote is about potential, and potential is wrapped in mystery. Like rainbows, which are really circles – we see only the upper halves, the horizon hides the rest – potential never reveals its entirety.

To my father, whose never-ending positive, straightforward attitude has encouraged me to better myself. Thank you for your personal motto of "You Don't Sing Because You're Happy – You're Happy Because You Sing," and for fanning the flames in regards to personal wealth. For today, wealth is no longer best defined as ownership of land, goods, capital or labor. It is new knowledge and knowing how to use it.

Thank you mom and dad for instilling in me that life's greatest rewards come from our ability to make great commitments.

BIOGRAPHY

Mitzi Nichole Stumpf was born on July 13, 1969 in Amarillo, Texas. She is the daughter of Jim and Patty Stumpf. In 1981 the Stumpf family moved to Marshville, North Carolina.

In 1988 she enrolled at East Carolina University and completed a B.S. degree in Political Science in December of 1992. In the spring of 1993, she entered graduate school at East Carolina University. From 1993 to 1995, she worked as a research/graduate Fellow in the Public Administration Department. Her responsibilities were to advise undergraduate political science students, assist in research projects and to teach 500 level state and local government classes. In May 1995, she graduated from East Carolina University with a Master's in Public Administration with a dual concentration in Organizational Development and Child Psychology.

Upon completion of her course work she began her career with the North Carolina Extension Service in February of 1995. As an Associate Extension Agent 4-H Youth Development, in Alamance County she managed the 4-H program, developed age appropriate youth programs, trained volunteer leaders and provided continuing education programs for schoolteachers. In March of 1999, she moved to the State 4-H Office in Raleigh, North Carolina to direct the State 4-H Inclusion Program and to work on the 4-H Club Programming Team, a position which she currently still holds.

In August of 1999, she applied and was accepted into the doctoral program in Adult and Community College Education at North Carolina State University with a concentration in Training and Development.

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TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

CHAPTER 1

Introduction

Many people in the United States claim that never before has strong leadership been more of a necessity than it is in our current age (Kouzes & Posner, 2002). The opportunities for leaders to radically change communities and the world are becoming more abundant everyday. The need for individuals and managers to rise up and meet the challenges of effective leadership is evident.

Theories about leadership and supervision in organizations have evolved over the past fifty years, moving from a scientific management perspective into human relations and organizational behavior emphases (Owens, 1987). Yukl (1998) states "most definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted by one person over other people" (p.3). According to Kreitner (1995), leadership involves social influence over the voluntary pursuit of a set of collective objectives. Burns (1978) asserts, "one of the most universal cravings of our time is a hunger for compelling and creative leadership" (p.1). Leaders, according to Burns, obtain power through their motives and resources to influence followers.

Burns recognized a transactional style of leadership behavior. Transactional leadership focused on motivating followers by exchanging rewards to services rendered. Burns (1978) described transactional style as what a leader does or says with a follower to establish a simple agreement between effort and reward.

Bass (1997) considered transactional leadership as a necessary leadership practice in identifying roles, expectations, performance parameters, and managing to garner desired results. A transactional leader is described by Bass (p.11) as:

1) recognizing what followers want to get from work and tries to see that followers get what they want if their performance warrants it;

2) exchanging rewards and promises of reward for follower effort; and,

3) being responsive to followers' immediate self-interests if they can be met through job performance.

Transformational leadership, in contrast, shifts the entire focus of performance from meeting expectations of quantity of work to exceeding expectations of quality and speed of performance as well. The transformational leader interacts with followers in such a way as to stimulate their thinking, to inspire their performance, and to perform beyond expectations (Bass & Avolio, 1994). Transformational leaders transcend from a simple to a more complex exchange process, motivating the follower to accomplish higher-order needs (Gasper, 1992). Transformational leaders attempt to radically influence the viewpoint of followers about their perception of what is important about their jobs. Followers are encouraged to rethink the context in which work is accomplished and their role as a contributor to the organization's accomplishments. By doing so, transformational leaders attempt to adjust followers' "mean-making systems." This change in perception reverses the figure and the ground, and is based on the theory of cognitive development. Mistakes are seen as opportunities; quality is as important as quantity; flexibility and change accompany maintenance activities (Bass & Avolio, 1997). According to Bass & Avolio (1994, p. 2), transformational leadership is when leaders:

1) stimulate interest in others to view their work from a new perspective;

2) generate awareness of the mission or vision of the team and organization;

3) develop others to higher levels of ability and potential, and

4) motivate others to look beyond their own interests toward those that benefit the group.

Bass and Avolio (1990) argue that this century will require leadership that is flexible, developmentally-oriented, willing to accept diverse points of view and capitalize on them, and that has the ability to challenge a better educated workforce. The leadership required to address the changes in organizations during the coming century is referred to as transformational leadership.

The importance of transformational leadership to an organization has been written about by several authors (Anderson, D., Anderson & D.W., Ackerman-Anderson, L.S. 2001; Bass, 1997; Bass & Avolio, 1994; Bass, 1985; Peters & Waterman, 1982; Tichy & Devanna, 1986). Bennis (1984) identified three components of transformational power. The intention of the leader to vision a new place, a leader's ability to communicate and align others within this context, and to establish and use a monitoring system for continuous adjustments towards this context helps the leader move an organization in a more desired direction. Transformational leadership is concerned with the performance of followers and also with developing followers to their fullest potential (Bass & Avolio, 1990).

The relationship between leadership style and employees' job satisfaction has been studied extensively (Bhella, 1982; Beehr & Gupta, 1987; Bordieri, Reagle, & Coker, 1988; Bruns & Shuman, 1988; Dobbins & Zaccharo, 1986; Jensen, White, & Singh, 1990; Putti & Tong, 1992; Wilkinson & Wagner, 1993). Much of the published research has focused on business and industry, schools, and the health care system. Researchers in organizational behavior contend that a supervisor's leadership style has a

powerful effect on employee attitudes and behavior (Bass, 1981; Fleishman, 1973; Stogdill, 1974).

The literature of organization and management is overflowing with such terms as achievement motive, competence motive, job enrichment, and job satisfaction (Altman, 2002; Roberts, 2001; Evans, 1999; Bredeson, 1989; Blumberg, 1975; Milstein & Belasco, 1973). Inducing job satisfaction, for a person to do a more efficient and productive job, has been the justification for much research. The concern to acknowledge factors that impact job satisfaction has probably, as Blumberg (1975) expressed, derived from scientists experimenting with production and efficiency of business in a competitive market. There was an urgent need for managers in a competitive society to have the highest quality produced in the most efficient manner.

Employee affective response or satisfaction with work is a multifaceted construct which, according to Wright and Terrian (1987), may be conceptualized as including the following factors: intrinsic factors; satisfaction inherent in the work itself and extrinsic factors; ambiguity/role clarity; co-worker/interpersonal relationships; supervision; and organizational factors such as climate, structure, and policy. Studies of leadership and job satisfaction have generally found that consideration on the part of the supervisor (which may include mutual trust, respect for staff ideas, and consideration of staff members' feelings) is more highly related to satisfaction than the structuring behavior (extent to which supervisors define and structure their role and that of their subordinates to objectives). Workers at every level form impressions regarding whether they are valued and respected from important cues that emanate from their environment, especially those that come from the leaders directly above them (Altman, 2002; Roberts, 2001; Evans,

1999; Gmelch & Miskin, 1993; Fryer & Lovas, 1991). These impressions are translated into feelings, either positive or negative, that become the principle component of a worker's morale. Morale is a key factor in determining an employee's commitment to work and the degree of job satisfaction to which he or she professes (Roberts, 2001; Fryer & Lovas, 1991).

In higher education, faculty job satisfaction, based on Fryer and Lovas' (1991) contentions, results from perceptions faculty members hold regarding their value to their immediate supervisor. According to Lucas (1994) faculty members will be satisfied in their job (a) when given a chance to feel intellectually and emotionally challenged by their work, (b) when perceiving opportunities for personal and professional growth, (c) when afforded the opportunity to participate in decisions affecting their own development, (d) when encouraged to feel that they are part of an important ongoing process, (e) to know that they make a difference and are given recognition and visibility.

The Cooperative Extension Service (CES) is considered an educational partnership between the U.S. Department of Agriculture and state and local governments. The CES in each state is housed at a land-grant university and is usually closely associated with the agriculture research service. This three-way partnership creates its particular nature: teaching-research-service.

In 1914, the Cooperative Extension Service was created as a public agency that would have as its major focus education programs in agriculture and home economics at the state and local level, and would depend primarily upon tax dollars for its basic support (Rasmussen, 1989). The overall mission of the CES aims at the acquisition of concepts, attitudes, and skills that will help individuals continue to develop throughout

their life span and, consequently, prepare them for effective and rational action within society. Although the mission has remained the same, the program thrusts and emphases have evolved while attempting to meet the growing needs of the changing demographics and work situations in the U.S. (Sanggin, 1993).

Since Extension's early beginnings, the resources required to meet the educational needs of clients have grown astronomically and it is believed that in the future, the structure and demography of an already diverse clientele would change even more dramatically, further changing the programs of the CES (Schauber & Castania, 2001; Ewert & Rice, 1994; Gear, 1992; Grogan & Eshelman, 1998; Meier, 1989).

The North Carolina Cooperative Extension Service (NCCES) and the North Carolina Cooperative Extension Program at NC A&T are part of the national CES and are housed at two state land-grant universities: North Carolina State University and North Carolina A&T State University. Its support base is also a three-way partnership of federal, state, and county governments (NCCES, 1991). The mission of the NCCES is to help individuals, families, and communities put research-based knowledge to work to improve their lives.

The NCCES helps people improve the quality of their lives by providing research-based information and educational opportunities and by focusing on issues and needs. Program emphasis has progressed from agriculture and food preservation demonstration to highly complex programming in farm and home management, consumer science, nutrition, public policy education, community improvement and 4-H youth development (Patton, 2001). The NCCES operates in all 100 counties and on the Cherokee Indian Reservation. County field-faculty, area and state professionals conduct extension

education programs, with administrative support from both land-grant universities (NCCES, 1991).

The achievements and credibility of the NCCES today, and in the past, have to do with its ability to adapt and appropriately respond to the dynamics of its environment (Schauber & Castania, 2001; Sanggin, 1993). However, the increasingly competitive environment has demanded that many organizations undergo significant and profound change. Extension is undergoing such a period of transition (Frank, Peterson & Dailey, 2002; Tondl, 1991; Boyle, 1989). The symptoms are organizational soul-searching, strategic planning, reorganizations, retrenchments, and defining new priorities (Schauber & Castania, 2001; Warner 1993; Geasler 1989). On the surface, these symptoms of change and transition appear to be caused by the financial crisis of reduced resources. Beneath the surface, however, are more fundamental dynamics that reflect larger changes in our organization. Although the financial crisis has accelerated these changes, the forces moving Extension from an organization of the past to an organization of the future are far more fundamental than financial matters.

A movement toward the decentralization of administration and supervisory functions has been necessary to meet the new challenges facing Extension. This decentralization process has proceeded at a varying rate in different states. In North Carolina, typical of many states, the County Extension Director is now fully responsible for managing all county Extension operations. This includes coordinating and developing local educational programs, budgeting, and managing physical facilities and personnel (Brown, 1991).

Statement of the Problem

Despite the abundance of research exploring the relationship between leadership style and job satisfaction, relatively little attention has been paid to Extension professionals. In particular, current research on the role of the County Extension Director (CED) is weak at best, despite the significance of his/her job to the overall success of Extension.   In recent years, the role of CED has expanded from one primarily focusing on custodial maintenance of the county Extension office and supervision of secretarial staff to one with responsibility for the entire county-based Extension program (Brown, 1991). Today the CED serves as an administrative leader and coordinator for formulating, developing, implementing, and evaluating county Extension programs and coordinating personnel functions. In addition, the CED is a vital link between field staff and upper levels of administration.

Extension is an organization loaded with tradition (Webb, 1989). Historically, and even true today, CED's are appointed to their position due to seniority or because they were good county agents. Little attention is paid to their individual leadership styles or behaviors.   Yet, workers at every level form impressions regarding whether they are valued and respected from important cues that emanate from their environment, especially from the leaders directly above them (altman, 2002; ; Roberts, 2001; Evans, 1999; Gmelch & Miskin, 1993; Fryer & Lovas, 1991).

Research shows that as managers interact with their subordinates, their attitudes and behaviors significantly affect the perceptions and outcome of their subordinates (Miller & Cattenero, 1982). The relationship between supervisor behavior and employee response and satisfaction is particularly important in Extension, where (a) employees may

model supervisors' behaviors in their contact with clients; (b) the work being done is likely to require teamwork and cooperation among employees; and (c) establishing and maintaining relationships with consumers, families, and other agencies can be critical to success.

As the national face of Extension continues to change, the need for professionals to examine their leadership beliefs will continue (Sandermann & Vandenberg, 1995). Identifying perceived leadership styles, behaviors and practices is valuable and important for contributing to the professional growth and development of individual CEDs and attainment of organizational goals. Therefore, in order to understand better the apparent effect between supervisor's perceived behavior and subordinate job satisfaction, further research is needed to investigate whether there is a relationship between perceived leadership styles of County Extension Directors and County Extension professionals' expressed job satisfaction.

Purpose of the Study

The purpose of this study was to determine if there is a relationship between perceived leadership behaviors of County Extension Directors and County Extension professionals' expressed job satisfaction.

Significance of the Study

The connection between perceived leadership and its contribution to job satisfaction warrants an explanation. Discovering ways in which perceived leadership

exerts influence on job satisfaction can have a considerable impact on Extension's organizational planning and decision-making.

The study of perceived leadership styles, behaviors and how they relate to the job satisfaction of County Extension professionals in North Carolina could provide Extension data for several purposes. First, County Extension Directors can gain valuable information about how County Extension professionals perceive their leadership behaviors in order to determine Extension professionalss' expectations about the job and work environment. Secondly, based on the working conditions impacted by the CEDs' behaviors, CEDs may be able to diagnose the needs of their county Extension program environment and adjust their leadership styles to meet those needs. Third, Extension can use this research to update its managerial training and begin to shepard their own organizational leaders onto new paths that ultimately could provide the organization a strong, productive and efficient workforce that is better prepared to meet the needs of its clientele. Fourth, this study will provide extension leaders and personnel with information about the organization's internal environment and leadership pool. This characterization will help them to make the necessary changes in the system as a whole; its programs, components, and personnel. It is believed that such information is relevant to NCCES planning and operational efforts, and valuable for future organizational development activities.

Research Questions

1. What are the perceived leadership characteristics of North Carolina CED's?

2. What is the relationship between County Extension Directors' transformational (individualized influence, inspirational motivation, intellectual stimulation,

individualized consideration), transactional (contingent reward, management by exception, laissez faire) perceived leadership behaviors and County Extension professionals' job satisfaction?

Definition of Terms

County Extension Professional provides leadership for the development, organization and implementation of an effective educational program within assigned area (agriculture, family & consumer education, 4-H, community and rural development) to meet the needs of the people in their county.

County Extension Director (CED) provides administrative and supervisory leadership for the development, organization and implementation of an effective total Extension program in agriculture, family & consumer education, 4-H, and community and rural development to meet the needs of the people in their county.

Cooperative Extension Service is the outreach arm of a land-grant university, which makes results of research in the land-grant universities, the state agricultural experiment stations, and the United States Department of Agriculture available to all who need them.

Job Satisfaction is based on a theoretical framework in the realm of work motivation. The maintenance of work-related behaviors implies that the conditions of the job somehow provide for the needs of the individual, fostering a sense of satisfaction.

Leadership the ability to influence, shape and embed values, attitudes, beliefs, and behaviors consistent with increased employee commitment to the mission of the organization (Baker, 1992).

Transformational Leadership is a form of leadership in which a leader motivates followers to higher-order needs and results in performance and development beyond expectations using these four behaviors:

a) Idealized Influence (II): The way leaders behave that results in their being a role model for their followers measured both in behavioral and attributed terms.

b) Inspirational Motivation (IM): The way leaders behave that motivates and inspires followers by providing meaning and challenge to their work.

c) Intellectual Stimulation (IS): The way leaders behave that results in followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.

d) Individualized Consideration (IC): The way leaders pay special attention to each individual's needs for achievement and growth by acting as a coach or mentor (Bass & Avolio, 1994).

Transactional Leadership is a form of leadership in which a leader uses a cost-benefit or economic exchange to meet each follower's material and psychological needs in return for services provided by the follower using these four behaviors:

a) Contingent Reward (CR): This style of leadership involves an interaction between the leader and the followers that emphasizes an exchange. The leader provides appropriate rewards when followers meet agreed upon objectives.

b) <u>Management -By- Exception Active </u>(MBEA): Leadership behavior where the leader arranges to actively monitor deviancies from standards, mistakes and errors in the follower's assignments and to take corrective action as necessary.

c) <u>Management - By – Exception Passive</u> (MBEP): Leadership behavior where the leader waits passively for deviancies, mistakes, and errors to occur and then takes corrective action (Bass & Avolio, 1994).

d) <u>Laissez-Faire Leadership</u> is a form of non-leadership in which a leader chooses not to guide performance when the situation would warrant.

Limitations and Assumptions of the Study

1). Only NCCES professionals were surveyed in the study; therefore, results may only be applied to the NCCES CED's and can not be generalized to other Extension professionals.

2). The term "Extension Professionals" included traditional field faculty agent positions as well as the non-traditional positions of Extension Associates and Extension Assistants and EFNEP professionals.

3). The research questionnaire is self-reporting; therefore, there is no verification of responses possible.

4). This study is limited to transformational and transactional leadership behaviors performed by CED's. It does not include other leadership behaviors for consideration.

5). Leadership behaviors, as measured by the MLQ, will be indirectly measured by other's perceptions of these behaviors.

6). The extent of agent job satisfaction was measured as personal perceptions. Accuracy of perceptions was a limited factor (Kerlinger, 1986; Krug, 1989).

7).   This study assumes respondents will give honest answers to the questions in the survey instruments.

8).   This study was limited by the use of only one measure of each variable: <u>The Multifactor Leadership Questionnaire</u> and the <u>Mohrman-Cooke-Mohrman Job Satisfaction Scales</u>.

CHAPTER 2

Review of Related Literature

The nature of this study necessitated a review of literature related to: 1) Cooperative Extension, as an educational and public organization; 2) leadership; and leadership trends in Extension; and 3) job satisfaction and the link between leadership style and job satisfaction. In examining these priority areas, focus was given to history, current status, and future of each concept.

Extension, an educational organization

The educational movement that eventually resulted in Cooperative Extension started more than 150 years ago with early leaders like Justin Morrill and Jonathan Turner championing the cause. Adult Extension education was foreshowed in the National Land-Grant Act and following state laws (Rasmussen, 1989). The National Land-Grant Act of 1862 provided for teaching agriculture and mechanic arts in order to promote liberal and practical education of industrial classes in several pursuits and professions of life. Carrying out this objective posed an enormous undertaking. It foreshadowed, however, a new form of education in the most practical way it could be accomplished (Bliss et. Al., 1952).

Extension is an adult education activity because it refers to a process whereby adults undertake organized, planned and systematic leaning activities with the conscious intention of bringing about personal changes (i.e., knowledge, understanding, behavior, skills, information, appreciation, aspirations, appreciation and attitudes) or for the purpose of identifying and solving personal or community problems (Boone, Safrit & Jones, 2002).

Customarily, the goal of the Extension process is to empower individuals to use these skills, knowledge and information to improve the quality of their lives. Traditionally, the perception of Cooperative Extension at a land-grant university has been as an agricultural and home economics service for rural populations. This perception has not changed to any great extent through the entire history of the organization (Webb, 1989). While rural populations did make up a majority of Cooperative Extension audiences in the early stages of the program, that is not necessarily the case in this day and age. In the past 15 years, there have been major changes to Cooperative Extension (Wheeler, 1992). Many states have reorganized the Extension organizational structure, reduced staff, and introduced interdisciplinary teams and partnerships to implement programs. Cooperative Extension has increasingly used outcome-based evaluations in pursuit of greater accountability, reached out to new clientele, and begun delivering services using communications technologies rather than face-to-face methods. Despite changes in instructional strategies the educational process remains the same, a two-way flow of information between learners and the Extension Educators. Information, materials and technologies are never simply delivered to the learners; they are adopted and incorporated through the learning process. Extension educators do not only facilitate information transfer, they also responsible for researching, studying and analyzing the target users, current and future technology and the learning environment. Thus, learners do not only receive information, material and technology; they also provide useful information back to the researchers and change agents and to other users. The role of the learner is not a passive one; he/she actively participates and collaborates in the planning and development of his/her educational activities/programs (Kaimowitz et al. 1990).

Many researchers suggest that Cooperative Extension as a nonformal education system helps individuals understand the emerging merits of scientific information, new technologies, improved practices and alternative practices for managing their own lives. They also propose that Cooperative Extension links individuals with evolving research-based and tested knowledge, technologies, procedures and perspectives that may be in their own interest and potentially useful to their own purposes (Boone, Safrit & Jones, 2002; Eponou, 1993).

Extension, a public organization

The Cooperative Extension Service (CES) was created by the Smith-Lever Act of 1914, which called for cooperative agriculture extension between the agriculture colleges and the U.S. Department of Agriculture. The Act of 1914 defines the extension's mission as: to aid in diffusing amoung the people of the U.S. useful and practical information on subjects related to agriculture and home economics, to encourage their application. Extension is supposed to give instruction and practical demonstrations, field demonstrations and produce publications (Sanderson & Beard, 1988). As such, Extension is an ongoing process of getting useful information to people and, then, in assisting those people to acquire the necessary knowledge, aspirations, skills, and attitudes to effectively utilize information or technology (Swanson, 1984).

This system of Cooperative Extension is still a leader in the field of research, teaching and education of the public today in each of the fifty states, the District of Columbia and Puerto Rico (USDA, 2000). This system has also been instituted by many foreign nations who desire to educate their citizenry. In the state of North Carolina, North Carolina State University (NCSU) and North Carolina Agriculture and Technical

State University (NC A&T) are the land-grant institutions; North Carolina Cooperative

Extension Service is the outreach arm of the university, helping to fulfill its mission of

educating all North Carolinians.

Leadership, an historical perspective

Scholars and researchers have been interested in leadership for thousands of years

(Cantu, 1997). Leadership has been widely discussed, written about, and practiced for

thousands of year and still remains an active area of inquiry (Goleman, Boyatzis &

McKee, 2002; Kouzes & Posner 2002, Yukl 2002; Kotter, 1999; Bass, 1997; Bass, 1990;

Bennis, 1989). "Leadership is one of the most observed and least understood phenomena

on earth" (Burns, 1978, p. 2). Leadership is identified by researchers in the manner that

fits their perspectives of leadership and contains the factors of interest to the researcher

(Yukl, 2002).

Beginning with the leadership studies of Lewin and Lippitt in 1938, there have

been numerous studies of leadership and numerous leadership theories developed. Major

theories posited include Trait Theory, Situational Theory, Contingency Theory, Power

and Influence Theory and Transactional and Transformational leadership.

An approach to leadership developed in the early 1900's is Trait Theory (Bass,

1990; Yukl, 2002). Trait Theory uses the physical or psychological characteristics of

individual leaders to study and explain leadership style (Hoy & Miskel, 1996). During

most of recorded history, the assumption was that leaders are born, not made. It was

thought that by isolating and analyzing these physical and psychological traits, leaders

could be identified (Bass, 1990, Hoy & Miskel, 1996). During the period from 1904 to

1948, Trait Theory was the influential leadership theory with over one hundred trait

studies being conducted (Yukl, 2002). Leader traits examined during these numerous studies included physical characteristics of leaders such as self-esteem, dominance, and emotional stability; and ability traits which included general intelligence, verbal fluency, originality and social insight (Yukl, 2002). Stogdill (1974) reviewed trait studies of leadership conducted during these years and concluded that having a specific set of traits would not cause an individual to become a leader and leadership traits differ in various organizational situations.

Following Stogdill's initial conclusions, a second group of trait studies were conducted by industrial psychologists. Stodgill (1974) identified five leadership traits he found most important to those holding leadership positions. These were intelligence, scholarship, dependability in exercising responsibilities, activity and social participation, and economic status. Some of these traits, it was reasoned, could be honed through training and practice, but one still had to be born with the potential. Leaders could be made, but only if they were born with a certain amount of innate ability. Stodgill committed himself to an exhausted review of contemporary trait theories to identify the most common themes. Despite the culmination of his work, researchers who focused on the leadership trait theory were still plagued with the inability to successfully measure theses skills apparent in each leader. Without a concrete measurement scale, this theorem was mired in the inability to qualify the very traits it sought to define.

Many theories felt that Trait Theory was missing a variable called situation (Bass, 1990; Hoy & Miskell, 1996: Stogdill, 1974, Yukl, 2002). The Situational Theorist's variables included the structural prosperities of the organization, organization climate or culture, role characteristics such as power, type or difficulty of task, and subordinate

characteristics such as education and experience (Hoy & Miskel, 1996). Most prominent among these theorists are Fielder's (1967) Contingency Model, Evans and House's (1971) Path-Goal Theory, and Vroom Yetton's (1973) Leadership Model. While each of these focus on different aspects of situational leadership and take it beyond the original boundaries of early theorists, they all have at their roots looking at a leader in conjunction with the situation and people with which a leader is working. If the situation was the major determinant of leadership effectiveness, there are several practical implications. The foremost amoung them is the following: By better understanding the situational aspects that require control, one can determine and instill through an analysis of the situation and the proper training the types of behavior necessary to effectively lead (Frank, 1993).

The Contingency approach to leadership was the first approach to blend leadership behaviors and changing situations (Bass, 1990). In Fiedler's (1967) Contingency Theory, the leader seeks to satisfy both personal needs and organizational needs. Fiedler proposed that the situation influences leader behavior and no particular personality trait or no particular leadership behavior assures good leadership in all situations. Fiedler and Chemers (1974) purported that the situation often influences how the leader will behave. Fiedler's contingency model components are: leader style is determined by leader motivation; group atmosphere; task; structure and power determine situational control and the leader style; and control of the situation determines group effectiveness (Hoy & Miskel, 1996). The contingency approach to leadership is complex and difficult to test and empirical support for the model is lacking (Yukl, 2002).

Vroom and Yetton (1973) also suggest a situational aspect to leadership. The principle thought behind their theory is the selection of one of five decision-making styles (Baker, 1999). First among these is the autocratic one style where problems are solved using the information already available. Autocratic two style requires additional information be obtained from the group leader before a leader then makes his/her decision. The next style, consultative one, leads itself to more group interaction as the leader discusses problems with subordinates individually before making a decision. An extension of this concept is consultative two where problems are discussed as a whole group with the group before making a final decision. Finally, the most participatory of Vroom and Yetton's leadership styles is the group where the work group actually decides how to address problems presented to them. In this final style, the leader acts only as a chair. The extent to which a style is used depends on the person's job maturity and psychological security.

According to Yukl (2002), the power and influence approaches to leadership were developed in the late 1950's. Power is the ability to influence subordinates, peers, supervisors and people outside the organization (Bensimon, et al, 1989, Cohen, 1990, Gardner, 1990).

The two themes evident in power theory are social power and social exchange (Bensimon, et al, 1989). Social power is defined by a leader influencing followers and social exchange emphasizes the relationship between the leader and follower (Ehrl & Bennett, 1988). The five bases of social power identified by Bensimon, Neumann and Birnbaum (1989) are: legitimate power, reward power, coercive power, expert power, and referent power. Legitimate, reward, and coercive power are associated with

leadership position while expert and referent power are known as personal power (French & Raven, 1959).

Mintzberg (1983) proposed a Power Theory that examines the internal and external power in an organization. Power in organizations is the result of control over technical skills, knowledge or resources and administrators must learn to tap into organizational power systems of authority, expertise, ideology, and politics (Mitzberg, 1983).

Social Exchange Theory describes a complementary relationship where the leader provides services in exchange for compliant and approving group behavior (Bensimon, Neymann, Birnbaum, 1989). Transformational and transactional leadership emerge from social exchange theory (Yukl, 2002; Lucas, 1994; Bensimon, Neymann, Birnbaum, 1989). Transactional leadership is based on honest bargaining for valued things. A transactional leader balances the demands of the organization or institution and the requirements of the people within the organization (Gardner, 1990).

Transformational leadership seeks to raise the consciousness of followers by motivation and a new level of morality (Bass & Avolio, 1994; Gardner, 1990). Leaders and followers share a vision. Transformational leaders value justice and equality and values that provide empowerment to followers (Lucas, 1994; Bass 1994).

Several theoretical leadership frameworks are practically helpful when considering a research design focused on County Extension Directors. For the purpose of this study, two theories are given primary consideration: 1) Burns' (1978) work on transforming leadership; 2) Bass' (1985) subsequent work, which examined differences between transactional and transformational leadership. Each of these approaches is

invaluable in investigating the evolution of leadership theory and the application for NCCES County Extension Directors and with their fellow extension professionals.

Current Status

Bryman (1996) wrote that a leader "defines organizational reality through the articulation of a vision which is a reflection of how she or he defines an organization's mission and the values which will support it" (p.280). The two approaches, Burns (1978), and Bass (1985) are clearly categorized under the new leadership classification according to Bryman's (1996) classification approach.

Transactional & Transformational Leadership

Burns (1978) discussed the difference between transactional and transforming leadership. While transactional leadership involves the exchange or bartering of wants and needs between leaders and followers, transforming leadership is about promoting change. Burns explained that "transforming leadership occurs when one or more persons engage with others in such a way that leaders and follower raise one another to higher levels of motivation and morality" (p.20). The transforming leader appeals to follower's higher, not base ideals. The ideals and morals focused upon liberty, justice, peace, equality and humanitarianism, not to lesser emotions as fear, greed, hatred or jealously.

Bass, (1985, 1990a, 1997) furthered Burn's dichotomy between transactional and transformational leadership within the organization. Bass viewed transactional and transformational leadership behaviors as both important for the individual leader in a group context. However, for the truly effective leader to make her or his organization grow and expand, Bass saw transformational leadership behaviors as the key.

Bass (1990b) elaborated further on behavioral difference between transactional and transformational leadership. Transactional leadership behaviors included contingent rewards, or rewards for the follower's performance and recognizing accomplishments, and management by exception, or being aware of changes from the expected norms with a possible later intervention. In contrast, Bass (1990b) stated that transformational leaders increased follower motivation and that by engaging in transformational leadership, these leaders could motivate followers to exert extra effort. Bass thought that a transformational leader could take a follower far beyond what originally was deemed possible. Bass identified four transformational leadership actions he felt were essential. These included: 1) providing a sense of vision and mission while instilling pride in the group, what Bass termed charisma; 2) expressing purposes in simple ways and communicating high expectations to the group, termed inspirational motivation; 3) encouraging intelligence and effective problem-solving, termed intellectual stimulation; and 4) treating each person as an individual through coaching and advising, what Bass termed individualized consideration.

To study the relationship of survey data to organizational outcomes, Bass (1997) developed the Multifactor Leadership Questionnaire (MLQ). The 45 item MLQ Bass created contained 12 scales for studying leadership. These included: 1) individualized attributes; 2) individualized behaviors; 3) inspirational motivation; 4) intellectual stimulation; 5) individualized inspiration; 6) contingent reward; 7) management-by-exception (active); 8) management-by-exception (passive); 9) laissez-faire; 10) extra effort; 11) effectiveness; 12) satisfaction.

Future trends in leadership

Wheatley (1992) broadened the field of leadership research by positing that many current theories of leadership have their bases in old concepts of physical science. She expressed that leaders needed to identify and embrace new ideas if they were to keep with the changing world. Primary among the ideas Wheatley embraced was the concept of chaos theory. This idea stated that in natural systems, order develops from within. Wheatley argues that in order to survive a world of chaos and change, leaders must accept chaos as a natural and essential process of renewal and revitalization for systems and organizations. In addition, leaders must understand that sharing information is the primary ordering force in any organization and assist in developing the diversity of relationships around us, which energize organizational teams. Furthermore, organizations must embrace vision, as an invisible field that can enable organizations to recreate workplaces and, ultimately, the world.

Research suggests that people fear chaos in the world and see it as a loss of control because even though it has order and patterns, there is no predictability (Wheatley, 1992). Wheatley suggested, however, that you couldn't get to the feelings of peace and greater creativity unless you're willing to surrender to chaos and realize it is a part of the process by which life creates new levels of order and understanding. Not only is chaos natural, but also it is also critical to renewal and revitalization of natural systems. The most difficult part of this transformational process is "to understand and get beyond the origin and nature of our current concepts of the organizations to set them aside in order to make space for new and different thoughts" (Hock, 1999 p. 7).

Leadership Trends in Cooperative Extension

The national face of Extension has changed greatly over the last two decades, and the need to keep up with this change has prompted many professionals to examine their leadership beliefs (Ladewig & Rohs, 2000). Thus, an increasing number of practitioners have addressed the study of leadership in the context of Cooperative Extension (Rohs, 2000; Apps, 1994; Rahakrishna et. Al, 1994; Barrett & Horner, 1989; Goering, 1980; Henderson, 1979 & Shearon, 1969).

In 1989, Barrett and Horner studied leadership styles of rural leaders using the Myers-Briggs indicator. They classified their results in terms of the four classic Kiersian Temperament types: 1) Sensing-Judging (SJ) a stabilizer, traditionalist or consolidator who values caution, accuracy and carefulness; 2) Intuitive-Thinking (IT) a visionary, an architect of systems, and a builder who values competence, complexity and intelligence; 3) Sensing-Perceiving (SP) a trouble shooter and navigator who values flexibility, action and risk taking, and 4) Intuitive Feeling (NF) a spokesperson and energizer who values self-determination and harmony. Of the sample of 570 rural leaders, 17% (97) of the respondents were Extension agents. The Extension agents surveyed reported a heavy (61%) SJ temperament. This result was similar to the results of the overall rural population.

Apps (1994) studied the concept of change within Extension and examined how both county field faculty and upper administration could internalize this concept. He termed these practices New Age Leadership. The basis of App's transformational theories was that the organizations must constantly examine their values and practices. From this constant examination and practice change, entire new thought patterns would

develop. From these ideas, then a new process or system of examination and practice change would emerge. This cycle would continue to repeat and the organization would evolve in completely new and unexpected directions.

Ladwig and Rohs (2000) reported the results of surveys conducted by the Southern Extension Leadership Development (SLED) program. The SELD program is a competency-based approach built around the skills individuals and groups in Extension need to be effective currently and in the future. Utilizing this program, Extension educators can design professional development plans that are relevant, useful and customized to their needs. More than 900 participants have participated in this program since its inception in 1994 and the results have been mapped to allow for significant planning of future needed leadership training opportunities.

Ladewig and Roh's (2000) research suggested that many of the competencies examined would need to be improved upon if Extension is to continue to advance. Problem areas identified include: 1) setting goals and standards; 2) getting unbiased information; 3) time management and prioritization; 4) appraising people and performance; 5) counseling and discipline. In each of these competencies the participants have scored only average or slightly above average (50-53rd percentile). They also point out that Extension scored below average in the traits of thinking clearly/analytically (42nd percentile) and listening and organizing (48th percentile). In this researchers' opinion, each of these areas needs to be addressed with continued support for educational and training activities.

In a descriptive study, Radhakrishna, Yoder and Baggett (1994) studied the leadership effectiveness of County Extension Directors in the Pennsylvania State

University Cooperative Extension Service. The researchers studied leadership practices using a four-part scale, which included a modification of Fiedler's (1967) Least Preferred Co-Worker theorem, a leadership behavior and practices scale, a team concept scale and demographics. Seventy-two (72%) percent of the CED's identified themselves as having a relation-oriented leadership style. An additional fifteen (15%) percent reported having had track oriented and thirteen (13%) percent had neither a relationship or task oriented leadership style. CED's were primarily motivated by interpersonal relations and group support to accomplish personal and organizational goals. Additionally, Radhakrishna, Yoder and Baggett reported that for leadership behaviors and practices, CED's perceived that tolerated freedom, were considerate, placed emphasis on production. They also reported that CED's occasionally exhibited behaviors in the areas of demand reconciliation, tolerance of uncertainty, role assumption and persuasiveness.

Job Satisfaction

Job satisfaction has been a source of interest and concern for decades (Altman, 2002; Roberts, 2001, Tobias, 1999; Evans, 1999, Spector, 1997,Hardman, 1996; McKee, 1991 & Profitt, 1990). Job satisfaction is the emotional satisfaction resulting from one's job experience (Locke, 1976). Job satisfaction literature reveals connections between job satisfaction and various other influencing factors (Hardman, 1996). Job satisfaction is generally viewed as the attitude of the worker toward the job (Roberts, 2001, Tobias, 1999; Evans, 1999, Spector, 1997,Hardman, 1996; Lawler, 1994; McKee, 1991; & Profitt, 1990).

Locke (1971) described three periods of thought and inquiry relative to job satisfaction. These periods are characterized by 1) the physical economic school; 2) the human or social relations school; and 3) the work itself or growth school.

During the first period, the physical economic school, little concern was shown for the individual. It was believed that efficient working methods resulted in increased production (Locke, 1976). Efficiency increased production and resulted in greater monetary rewards for individual workers (Altman, 2002; Proffitt, 1990). These monetary rewards would, in turn, provide job satisfaction for the workers (Taylor, 1947).

The social or human relations school of job satisfaction began in the 1930's with an emphasis on the individual's personal reactions to supervisory methods (Spector, 1997; Brogue, 1971; Hardman, 1996 & Locke, 1976). A number of management methods were developed during this period to affect job satisfaction. The changing emphasis of management style from the job to the worker during this period prompted much public discussion and support and raised questions relative to the personality of the individual (Roberts, 2002; Evans, 1999; Spector, 1997; Hardman, 1996; Roethlisberger & Dickerson, 1996).

The last period of inquiry relative to job satisfaction identified was the Work Itself or Growth School (Spector, 1999; Brogue, 1971; Locke, 1976). During this period, management felt that personal growth or self-actualization was necessary for a worker to be satisfied (Locke, 1976).

Lawler (1994) stated that there are four perspectives in the theoretical work relative to job satisfaction. The four theories include: 1) Fulfillment Theory; 2) Discrepancy Theory; 3) Equity Theory; and 4) the Two-Factor Theory.

Fulfillment Theory

Proponents of Fulfillment Theory include Schaffer (1953), who stated that job satisfaction varies directly with the "extent to which those needs of an individual which can be satisfied are actually satisfied" (p. 3) and Vroom (1964) who viewed job satisfaction in terms of valences. Vroom (1964) stated "If we describe a person as satisfied with an object, we mean that the object has positive valance for him" (p. 100).

Discrepancy Theory

Discrepancy Theory takes into account the fact that people differ in their desires (Lawler, 1994). Proponents of Discrepancy Theory argue that a comparison should be made between what is received and outcome level, and when the received outcome is below the expected outcome, dissatisfaction results. Katzell (1964) developed a formula to measure satisfaction that involved the expected outcomes and the actual outcomes. According to Katzell (1964), the more a person wants of an outcome, the less satisfied she/he will be with a discrepancy.

Locke (1969) proposes a different Discrepancy Theory. Locke states that the perceived discrepancy, not the actual discrepancy, is important. Satisfaction is determined by the difference between what a person wants and what he/she perceives he/she receives (Locke, 1969). Dissatisfaction levels can be measured by the size of the difference between what is received and what is wanted. Locke states, "Job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceived it is offering" (p. 316).

Equity Theory

The third perspective, Equity Theory, is a motivation theory and a theory that offers information about the causes of satisfaction and dissatisfaction (Lawler, 1994). According to Adams' (1963; 1965) Equity Theory, satisfaction is determined by a person's perceived input-outcome balance. The input-outcome balance determines a person's rewards. The equity of a person's rewards determines his/her satisfaction. According to proponents of Equity Theory, under-reward or over-reward leads to job satisfaction (Lawler, 1994). Equity Theory also emphasizes that a worker will judge her or his input-outcome balance in comparison with fellow workers' balances (Lawler, 1994).

Two-Factor Theory

The fourth job satisfaction theory is the Two-Factor Theory developed by Herzberg, Mausner, Peterson and Capwell in 1957. Within the Two-Factor Theory, job factors are classified as contributing either to job satisfaction or job dissatisfaction. Herzberg's study of job satisfaction led to the Motivation-Hygiene Theory (Herzberg, 1969). According to Herzberg's Two-Factor Theory, satisfaction and dissatisfaction are not on a continuum running from satisfaction to dissatisfaction but, instead, are on two different continua and each of these continua is independent (Lawler, 1994). The continuum dealing with job satisfaction goes from satisfied to neutral and the continuum dealing with job dissatisfaction runs from dissatisfied to neutral so a worker can be satisfied and dissatisfied simultaneously (Lawler, 1994).

According to Herzberg (1969), the elements that promote job satisfaction are called motivators. Motivators or intrinsic conditions include achievement, recognition,

responsibility, and advancement (Herzberg, 1969). The absence of intrinsic motivators does not cause dissatisfaction but results in neutrality on the continuum of satisfaction. The elements that promote dissatisfaction are called hygiene and are extrinsic in nature. Extrinsic issues include company policies, administration, salary, technical supervision, and working conditions (Hardman, 1996; Herzberg, Mausner, Snyderman, 1959; Locke, 1976).

Mohrman-Cooke-Mohrman Job Satisfaction Scale

In 1977, Mohrman, Cooke, Duncan and Zaltman developed the Mohrman-Cooke-Mohrman Job Satisfaction Scale, which divided the study of job satisfaction of the subjects of the 1977 study into a two-factor intrinsic/extrinsic study of job satisfaction. This eight-question instrument is composed of four questions that address the motivators or job satisfaction elements, self-esteem, development opportunities, achievement, and job expectations. An additional set of four questions addresses the hygiene's or job dissatisfaction elements, respect and fair treatment, feeling well or being informed about what is going on, the amount of supervision and the opportunity for participation. The response format for the instrument is a six-point Likert type scale with a score of one being the lowest possible score and a score of a six being the highest possible score for job satisfaction. Therefore, the Mohrman-Cooke-Mohrman Job Satisfaction Scale, developed to examine a two-factor theory of job satisfaction, closely follows Herzberg's theory (Hardman, 1996, McKee, 1991). Reliability coefficients of 0.87 and 0.82 were established in a 1977 study conducted by Mohrman, Cooke, Mohrman, Duncan and Zaltman.

Leadership Styles and Job Satisfaction

Research on motivation of subordinates indicates that a superior represents a source of reward for workers and a reward has an impact on satisfaction. (Lawler, 1994). Therefore, as a result of this interaction, worker's satisfaction is related to leadership style (Lawler, 1994). Furthermore, the two central concepts of any leadership situation, task and relationship, have been recognized as the potential conflict in fulfilling both concerns. Barnard (1966) suggested that both concerns are necessary factors for the survival of an organization.

In an educational study, Everett (1987) found that significant relationships existed at the .05 levels between teacher job satisfaction and the perceived leadership style of the principal. Teacher job satisfaction scores were correlated to two leadership subscales, initiating structure and consideration. Teachers in schools with principals who demonstrated high levels on both initiating structure and consideration had high job satisfaction scores. The findings suggested that principals should be encouraged to exhibit high levels of both initiating structure (task) and consideration (relationship) in their leadership styles, and principles and teachers should learn to recognize intrinsic, extrinsic, and general satisfaction. Recognition of these variables may result in teachers attempting to increase intrinsic satisfaction with less extrinsic and general satisfaction (Everett, 1987).

Boyer's (1982) research involved leadership styles and job satisfaction as they related to the perceived leadership styles of superintendents by administrative subordinates. The research revealed that there was a relationship between superintendents' leadership styles and job satisfaction of administrative subordinates.

Evidence supported the idea that the combination of high relationship and task leadership styles was more effective than other leadership style combinations in satisfying subordinates. Boyer found that superintendents who scored high on initiating structure and high on consideration were considered more effective in satisfying subordinates.

Researchers maintain that there is no one best style of leadership that will succeed in every type of situation (Bhella, 1982; Boyer, 1982; Everett, 1987; Halpin, 1959; Klawitter, 1985; Stogdill, 1974). An extensive search of the literature has shown no universally accepted style of leadership despite numerous research efforts to determine such a style.

Conceptual Framework

For the purpose of this research study, leadership practices were conceptualized as possibly being related to job satisfaction. These concepts were studied to examine possible relationships between the perceived leadership practices of the Multifactor Leadership Questionnaire and the Mohrman, Cooke, Mohrman Job Satisfaction Scale. The conceptual framework for the study is shown in Figure 1.0.

Figure 1.0: A conceptual model representing relationship between selected personal and professional characteristics of North Carolina Extension professionals, County Extension Director's leadership style, and Extension professsionals' job satisfaction

INDEPENDENT VARIABLES   INTERVENING VARIABLES   DEPENDENT VARIABLES

Personal Characteristics
1. Age
2. Gender
3. Ethnic Background
4. Educational Background

Professional Characteristics
1. Current Position
2. Tenure of Position
3. Prior Professional Experience

County Extension Director's Leadership Style
- Summative Leadership Score of Multifactor Leadership Questionnaire (Bass & Avolio 1997)
  o Idealized Influence
  o Inspirational Motivation
  o Intellectual Stimulation
  o Individualized Consideration
  o Contingent Reward
  o Management-by-Exception (active)
  o Management-by-Exception (passive)
  o Laissez Faire Leadership
  o Extra Effort
  o Satisfaction
  o Effectiveness

Job Satisfaction (motivation) of County Extension Agents
- Job Satisfaction Survey (Mohrman, Cooke, Mohrman, 1977).
  o Intrinsic
  o Extrinsic

CHAPTER 3

Methodology

This chapter describes the procedures that will be used in conducting the study. The

procedures are described in the following manner: (a) research design, (b) population &

sample, (c) instrumentation, (d) data collection, and (e) data analysis.

Research Design

A correlational design was used to seek information related to the study's research

questions, utilizing a cross-sectional e-mail survey instrument. A survey is an

appropriate method of collecting data for descriptive or exploratory studies (Pettit, 1993).

It can be used in studies in which individuals are the unit of analysis, and it is also

considered best suited for measuring attitudes and obtaining personal and social facts, as

well as beliefs (Rossie & Freeman, 1993, Babbie, 1983, Kerlinger, 1986).

This type of study, which yields a "snap-shot" of data from a population at a

specific point in time, was used in an attempt to validate a set of predictor variables and

offer clues towards inferences regarding presumed causal outcomes of the leadership

construct.

A description is the precise measurement and reporting of the characteristics of a

given population/phenomenon under study, according to Babbie (1989). This design

allows a larger number of respondents to be surveyed in a shorter time frame and at less

cost that either direct observations or interviews (Kerlinger, 1986).

Population & Sample

The population of the study consisted of the North Carolina Extension Service's

entire field faculty (N=580). It included field faculty personnel regardless of:

- Position: Agriculture Agents, Area Specialized Agents, Community & Rural Development Agents, Family & Consumer Education Agents, Horticulture Agents, Livestock Agents, 4-H Agents, Extension Associates/Assistants and Expanded Foods and Nutrition (EFNEP) professionals.

- Institution: North Carolina State University and North Carolina Agricultural and Technical State University.

- Location: County offices.

The population did not include County Extension Directors, support staff, volunteers, stakeholders, members of advisory boards, or members of the organization's clientele.

The population, for practical purposes, consisted of a mailing list of all the NCCES field faculty personnel. This list is maintained by the Department of Agricultural Communications of the NCCES, which uses it to mail all NCCES publications and official communications from the administration. The list is constantly updated with information provided by the Extension Personnel Office. At the time of the study, there were 580 eligible employees employed by the NCCES.

The simple random sample consisted of 232 NCCES field faculty members. From random selection (Program-Random=uniform/inSPSS), North Carolina Extension field faculty were surveyed.

Instrumentation

The survey instrument used in this study consisted of three measures. The Multifactor Leadership Questionnaire (MLQ, Bass 1997) was used to collect data regarding leadership practices of CED's, as perceived by county Extension professionals. Job satisfaction, expressed by county Extension professionals, was be measured by using

the Mohrman-Cooke-Mohrman Job Satisfaction Scale (Mohrman, Cooke, Mohrman, Duncan, Zaltman, 1977). Ancillary data was collected on the survey, designed by the researcher, which was collected demographics, including personalogical and professional characteristics.

Section I: Multifactor Leadership Questionnaire

The MLQ was first developed by Bass (1985) who identified 142 items from a survey of the literature and responses to an open-ended survey of 70 senior executives. The 142 items were given to eleven social science and MBA graduate students during a seminar on leadership. After reviewing detailed definitions of transactional and transformational leadership, the students sorted the 142 items into three categories: transactional, transformational, or "can't say." The revised questionnaire contained 73 of the original 142 items. Items were selected as transactional if eight or more of the graduate students identified the item as transactional and none or one of the students identified the item as transformational. An item was selected as transformational if eight of the graduate students identified it as transformational and none or one of the students identified the item as transactional. Factor analysis conducted by Hater and Bass (1988) resulted in the same factors originally reported by Bass, except their results indicated passive and active dimensions. In the most recent version the research instrument contains four individual statements for each of the nine leadership constructs (Table 1.0) for a total of 36 items (excluding the 9 outcome variables).

Section I of the instrument measured transformational and transactional leadership practice using the MLQ developed by Bass (1987). Referring to Figure 1.1, Bass's theory recognizes four interrelated components for transformational leadership: 1)

individualized influence; 2) inspirational motivation; 3) intellectual stimulation; and 4)

individualized consideration. The MLQ also recognizes three components of

transactional leadership: 1) contingent reward; 2) management by exception (both active

and passive); and 3) laissez faire leadership.

Figure 1.1: A Model of Transformational and Transactional Leadership:
Leadership Factors From Non-leadership to Transformational Leadership

TRANSFORMATIONAL LEADERSHIP

Factor 1	**Factor 2**	**Factor 3**	**Factor 4**
Charisma	Inspirational	Intellectual	Individualized
Individualized	Motivation	Stimulation	Consideration

TRANSACTIONAL LEADERSHIP

Factor 5	**Factor 6**
Contingent	Management
Reward	by Exception
Constructive	Active & Passive
Transactions	Corrective Transactions

NON-LEADERSHIP

Factor 7
Laissez-faire
Nontranasctional

Table 1.0: Leadership constructs and individual statements relating to the specific construct in the MLQ 5x-Short Form

Leadership Construct	Item Number	Item Statement
Idealized Influence (Behavior)	6	Talks about their most important values and beliefs.
	14	Specifies the importance of having a strong sense of purpose.
	23	Considers the moral and ethical consequences of decisions.
	34	Emphasizes the importance of having a collective sense of mission.
Idealized Influence (Attributed)	10	Instills pride in others for being associated with him/her.
	18	Goes beyond self-interest for the good of the group.
	21	Acts in ways that builds my respect.
	25	Displays a sense of power and confidence.
Inspirational Motivation	9	Talks optimistically about the future.
	13	Talks enthusiastically about what needs to be accomplished.
	26	Articulates a compelling vision of the future.
	36	Expresses confidence that goals will be achieved.
Intellectual Stimulation	2	Re-examines critical assumptions to question whether they are appropriate.
	8	Seeks differing perspectives when solving problems.
	30	Gets me to look at problems from many different angles.
	32	Suggests new ways of looking at how to complete assignments.
Individual Consideration	15	Spends time teaching and coaching.
	19	Treats me as an individual rather than just as a member of a group.
	29	Considers me as having different needs, abilities, and aspirations from others.
	31	Helps me to develop my strengths.
Contingent Reward	1	Provides me with assistance in exchange for my efforts.
	11	Discusses in specific terms who is responsible for achieving performance targets.
	16	Makes clear what one can expect to receive when performance goals are achieved.
	35	Expresses satisfaction when I meet expectations.

Table 1.0 (continued): Leadership constructs and individual statements relating to the specific construct in the MLQ 5x-Short Form

Leadership Construct	Item Number	Item Statement
Management-by-Exception (Active)	4	Focuses attention on irregularities, mistakes, exceptions and deviations from standards.
	22	Concentrates his/her full attention on dealing with mistakes, complaints, and failures.
	24	Keeps track of all mistakes.
	27	Directs my attention to failures to meet standards.
Management-by-Exception (Passive)	3	Fails to interfere until problems become serious.
	12	Waits for things to go wrong before taking action.
	17	Shows that he/she is a firm believer in "If it ain't broke don't fix it."
	20	Demonstrates that problems must become chronic before I take action.
Laissez Faire Leadership	5	Avoids getting involved when important issues arise.
	7	Is absent when needed.
	28	Avoids making decisions.
	33	Delays responding to urgent questions.
Extra Effort	39	Gets me to do more than they expected to do.
	42	Heightens my desire to succeed.
	44	Increases my willingness to try harder.
Satisfaction	38	Uses methods of leadership that are satisfying.
	41	Works with me in a satisfactory way.
Effective	37	Is effective in meeting my job-related needs.
	40	Is effective in representing me to higher authority.
	43	Is effective in meeting organizational requirements.
	45	Leads a group that is effective.

The questionnaire determines how closely the respondents would align with transactional, transformational and laissez faire leadership styles. The latest version of the MLQ has been used in nearly 200 research programs, doctoral dissertations and master's theses around the world. There are now more than ten years' worth of published research on the MLQ as it relates to transactional and transformational leadership practices of administrators and managers from various sectors of our society. Since CED's fit well into the description of program administrators, the researcher posited that

the MLQ was a valid research instrument to use with the target audience. The researcher

will use all items on the 45-item survey.

Table 2.0: MLQ 5x Norms and Reliabilities for Behaviors and Outcome Variables

MLQ Form 5x Rater – USA				
Scale	**MLQ Norms**			
Transformational	**N**	**Mean**	**SD**	**Alpha**
Idealized Influence (Attributed)	5238	2.97	.80	.77
Idealized Influence (Behavioral)	5332	2.75	.78	.69
Inspirational Motivation	5235	2.97	.78	.82
Intellectual Stimulation	5229	2.78	.75	.74
Individual Consideration	5230	2.83	.85	.78
Transactional				
Contingent Reward	5226	2.88	.80	.73
Management-by-Exception (Active)	5177	1.62	.97	.76
Management-by-Exception (Passive)	5213	1.00	.81	.71
Non-Leadership				
Laissez Faire	5228	.64	.70	.75
Outcomes				
Extra Effort	5114	2.78	.96	.84
Effectiveness	5206	3.08	.81	.78
Satisfaction	5223	3.11	.84	.85

The validity of the MLQ is consistent with MLQ 5X (rater version survey).

Referring to Table 2.0. there are generally high, positive correlations amoung the five

transformational leadership scales, and between contingent reward and each of the five

transactional leadership scales. The average intercorrelation among the five

transformational scales is .83, verses .71 for the five transformational scales with ratings

of contingent reward leadership (Avolio, Bass & Jung, 1995). This provides evidence

supporting the scales of transformational leadership as comprising a higher order

construct than transactional leadership of contingent reward. High correlations between

transformational scales and contingent reward, a transactional scale, is expected because all are active, positive forms of leadership demonstrated consistently by leaders.

As a leadership assessment, the MLQ measures a wider and more detailed range of style, affording the opportunity to identify a full range of leadership behaviors. The MLQ can be used as a 360 degree instrument, incorporating self and other perceptions into a full circle assessment. Through the MLQ, leadership behavior can be measured, explained, and demonstrated in individual behavioral terms.

The MLQ was used to measure the factors that distinguish transactional and transformational leadership. The MLQ consists of 45 items with the newer form reflecting item refinement. The MLQ places each item on a 5-point Likert type scale. The scale is utilized as: 0) Not at all; 1) once in a while; 2) sometimes; 3) fairly often; 4) frequently, if not always.

Section II: Job Satisfaction: Mohrman-Cooke-Mohrman

Job satisfaction of County Extension Agent's was evaluated using the Mohrman-Cokke-Mohrman Job Satisfaction Scales (MCMJSS). The MCMJSS was designed to measure self-perceived intrinsic, extrinsic, and general satisfaction (Mohrman, Cooke, Mohrman, Duncan, & Zaltman, 1977). The instrument consists of eight items divided into two sections of four items each and may be self-administered. Each section contains four items with a six-point Likert type scale where responses ranged from one as the lowest possible score to six as the highest score. A copy of the MCMJSS can be found in Appendix D.

Intrinsic and extrinsic perceptions of job satisfaction (Herzberg, 1969; Sergiovanni, 1991) that are measured by the MCMJSS relate to the motivation-hygiene

43

theory of Herzberg (1969). Intrinsic satisfiers, also called motivators, are those aspects of an individual's job that impart feelings of self-esteem, achievement, personal development, accomplishments and fulfillment of expectations (Hardman, 1996, Sergiovanni, 1991; Proffit, 1990; McKee, 1988; Herzberg, 1969). Extrinsic satisfiers, also called hygiene's, are those aspects of an individual's job such as the degree of respect and fair treatment received, the feeling of being informed, the amount of supervision received, and the opportunity for meaningful participation in the determination of methods, procedures and goals within the job (Hardman, 1996, Sergiovanni, 1991; Proffit, 1990; McKee, 1988; Herzberg, 1966).

The theories related to intrinsic and extrinsic satisfaction have been applied in the field of education (Proffit, 1990). In keeping with the idea of intrinsic and extrinsic factors being important to the field of education, Mohrman established reliability coefficients for the <u>MCMJSS</u> using educators (Proffit, 1990; McKee, 1988). Reliability on the intrinsic scale ranged from .81 to .87. The extrinsic reliability ranged from .77 to .82. Although validity was not directly addressed but Mohrman, the scale has been widely accepted and frequently used by researchers (Hardman, 1996; Proffit, 1990; McKee, 1988).

Section III: Demographic

Demographic characteristics of Extension Agent's were determined by a questionnaire developed by the researcher. This survey obtained a single-response to the variables of area of job responsibility, gender, job tenure, educational level, race/ethnicity, highest educational level obtained and instutions of the NCCES.

Data Collection

This study utilized self-reported survey procedures (Kerlinger, 1986) to gather

appropriate data. In September of 2002, a random sample of NCCES professionals was

electronically mailed a packet of materials. The electronic survey contained a cover letter

and a direct link to a URL that housed the three instruments. The letter gave directions

on how to get to the appropriate URL, complete the electronic survey and return it. The

letter also provided information about issues such as confidentiality of their responses,

and the general handling and processing of the data.

Several attempts were be made to encourage participation among the sample

population. At an interval of five days apart, an e-mail message was sent to remind

participants to complete and return the instrument. After two weeks participants who had

not returned their survey were sent a second electronic survey reminder. A return rate of

50% plus one (n= 117) was sought prior to data analysis (Kerlinger, 1986).

Data Analysis

This research project focused on two areas. First, what are the perceived

leadership characteristics of CED's? Second, is there a relationship between perceived

leadership behaviors and job satisfaction?

Prior to analyzing data related to a specific research question, preliminary data

analysis was conducted. Descriptive statistics were used to provide a description of the

mean and standard deviation for each leadership behavior. Descriptive statistics helped

to describe the perceived leadership phenomenon in terms of measures of central

tendency (mean) and measures of variability (standard deviation).

Research Questions

The following analysis procedures were utilized in regard to each research question.

Research Question 1: What are the perceived leadership characteristics of CED's?

Research Question 2: What is the relationship between County Extension Directors' transformational (individualized influence, inspirational motivation, intellectual stimulation, individualized consideration), transactional (contingent reward, management by exception, laissez faire) perceived leadership behaviors and County Extension Agent job satisfaction?

The following methods were used to determine the relationship between CED's perceived leadership styles (as measured by the MLQ) and Extension professional's job satisfaction (as measured by the MCMJSS) and the differences in the relationship based on selected Demographic variables. Responses from the MLQ were examined to distinguish between the eight subscales of leadership behavior. On the MCMJSS individual instruments were examined to establish an internal and external satisfaction score, as well as an overall general satisfaction single score. An overall mean score was determined for internal, external and overall satisfaction. Frequency distributions and descriptive analyses of CED's perceived leadership styles (as measured by the MLQ) and Extension professional's job satisfaction (as measured by the MCMJSS) were used to examine the research questions of this study. Data were analyzed using the Statistical Package for Social Sciences (SPSS) 11.0. The linear regression analysis procedure was

administered to determine a significant relationship, if any, between perceived leadership

style and Extension professional job satisfaction. An alpha level of 0.05 was used as the

level of significance for this study.

CHAPTER 4

Research Results

The purpose of this study was to determine if there was a relationship between perceived leadership styles of County Extension Directors and Extension professionals' expressed job satisfaction in their current position. Specifically, this study examined the perceptions of County Extension professionals in North Carolina regarding the leadership styles of their County Extension Directors and the Extension professionals' own job satisfaction levels. This chapter presents the survey response rates, the demographic data and the research findings.

Population and Sample

A random sample of 232 Professionals was selected from a population of 580 County Extension professionals in the North Carolina Cooperative Extension Service as identified by Department of Agricultural Communications of the NCCES. Surveys were e-mailed to the 232 randomly selected participants to measure leadership style and Extension professional job satisfaction.

The response to the first e-mail was a return of 101 (43%) surveys. A second e-mailing yielded a return of 29 surveys, making a total of 130 (56%) surveys returned. Of the 130 surveys returned, 126 were usable.

Demographic Data

Eight questions were asked on the survey to obtain demographic information about the survey population. The first question asked the respondents to identify for

which institution of the NCCES they work. Table 4.1 identifies the breakdown by institution.

Of the 126 respondents, 116 (92.1%) were employed through Cooperative Extension at North Carolina State University (NCSU). Ten (7.9%) were employed through Cooperative Extension at North Carolina Agricultural & Technical State University (NCA&TSU). The smaller percentage of respondents from NCA&TSU was due to a smaller number of total Extension employees from that institution. NCA&TSU currently employs twenty-two Extension Professionals. Fourteen NCA&TSU professionals were randomly selected to receive the survey. Thus, the response rate of NCA&TSU professionals was 71%.   Table 4.1 depicts the institutions of employment of the respondents.

Table 4.1:Institution of Employment

Institution	Frequency	Percent
Cooperative Extension Program at NCA&TSU	10	7.9
Cooperative Extension Program at NCSU	116	92.1
Total	126	100.0

The second question asked about length of employment. Average tenure with North Carolina Extension was 11.12 years. In grouping the data to observe the respondents' tenure with North Carolina Cooperative Extension, the largest group was Professionals with 1 to 10 years of employment. Seventy-two (57%) of the survey respondents had ten or less years of employment with Cooperative Extension. Thirty-one (24.6%) of the survey respondents had 11 to 21 years of employment and twenty-three

(18.25%) had 22 to 30 years of employment with Cooperative Extension. Table 4.2

depicts years of employment of the respondents.

Table 4.2:Years of Employment with North Carolina Cooperative Extension

Years Employed	Frequency	Percent
1 to 10	72	57.15
11-21	31	24.60
22 – 30	23	18.25

The third question asked the respondent to indicate their current area of

specialization in the NCCES. Professionals reported professional areas of specialization

as 4-H Youth Development (24%), Agriculture and Natural Resources (24%), Family and

Consumer Science (20%), Extension Program Associates/Assistants (14%),

Area/Specialized (2%), Extension Technology (0.8%) and 0.8% were missing.   Table 4.3

depicts the areas of specialization of the respondents.

Table 4.3: Areas of Specialization of Cooperative Extension Professionals

Area of Specialization	Frequency	Percent
4-H Youth Development	30	23.8
Family & Consumer Science	25	19.8
Agriculture & Natural Resources and Community & Rural Development	30	23.8
Area Extension/Specialized Agent	18	14.3
Extension Program Associates/Assistants	18	14.3
EFNEP	3	2.4
Extension Technology	1	.8
Missing	1	.8
Total	126	100.0

The fourth question asked about level of education completed. A majority (50%)

of the respondents hold Masters degrees, while 29% hold a Bachelor's degree, 6%

Associates degree, 3% Doctorial degree and 12% high school diplomas.   Table 4.4

depicts the level of education of the respondents.

Table 4.4: Level of Education of Respondents

Level of Education	Frequency	Percent
High School Diploma	15	11.9
Associates Degree	7	5.6
Bachelors Degree	37	29.4
Masters Degree	63	50.0
Doctoral Degree	4	3.2
Total	126	100.0

The fifth question asked about whether respondents were male or female. Of the

126 Extension professionals responding, 80 were female (64%), 41 (33%) were male, and

gender was not indicated for 5 (4%). The breakdowns of respondents by gender are

shown in Table 4.5.

Table 4.5: Gender of Respondents

Sex	Frequency	Percent
Male	41	32.5
Female	80	63.5
Missing	5	4.0
Total	126	100.0

The sixth question asked about ethnicity. The composite mirrored the total

population of Extension employees in North Carolina with 83% of respondents indicating

they were White, not of Hispanic origin, 14% were African American, 1% were

Hispanic/Latin American and 2% chose other. Table 4.6 depicts the ethnicity of the

respondents.

Table 4.6: Ethnicity of Respondents

Race	Frequency	Percent
White, Non Hispanic	105	83.3
African American	18	14.3
Hispanic/Latin American	1	.8
Other	2	1.6
Total	126	100.0

Question seven asked respondents to give their date of birth. Of the respondents 110 (87.3%) gave their date of birth. The minimum age of respondents was 24 and the maximum age of respondents was 66 years of age. Average age of respondent was 44 years of age (Table 4.7).

Table 4.7: Age of Respondents

Age	Frequency	Percent
24 to 29	9	7.2
30 to 39	28	22.3
40 to 49	38	30.4
50 to 59	30	24.0
60 +	5	4.0
Missing	16	12.1
Total	126	100.0

Bivariate Relationships

The bivariate correlation analyses are presented in Table 4.8. The following summary identifies the significant associations between perceived leadership behaviors, total job satisfaction and demographic factors:

- Years employed was significantly and positively related to gender;

- Years employed was significantly and positively related to age;

- Years employed was significantly and negatively related to transformational leadership;

- Years employed was significantly and positively related to transactional leadership;

- Age was significantly and positively related to transformational leadership;

- Race was significantly and positively related to institution of employment;

- Total job satisfaction was significantly and positively related to transformational leadership; and

- Total satisfaction was significantly and negatively related to transactional leadership.

Descriptive Statistics

Descriptive statistics were initially obtained and analyzed to understand relationship and significance. Means and standard deviations for the Multifactor Leadership Questionnaire (MLQ) and Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) were calculated (Tables 4.9 and 5.0). Mean scores for transformational behaviors were calculated. IM (Inspirational Motivation) received the highest mean score 2.645, followed by IIA (Individualized Influence) 2.530, while IS (Intellectual Stimulation) was perceived as the weakest of the transformational behaviors with a mean score of 2.278. Mean scores for transactional behaviors were also calculated. CR (Contingent Reward) received the highest mean score of 2.498, while LF (Laissez Faire) was perceived as the weakest transactional behavior with a mean score of 1.077. Table 4.9 depicts the mean and standard deviations for the MLQ as well as established MLQ norms (cls.binghampton.edu).

Table 4.8: Bivariate Correlation Matrix of Leadership, Total Job Satisfaction and Demographic Variables

		Yrs. Empl.	Position	Gender (0=female, 1=male)	Age	Race (0=White, 1=African American, 2=Hispanic/Latin, 3=Other)	Institution (0=NCSU, 1=NCA&T)	Total Satisfaction	Transformational	Transactional
Yrs. Empl.	Pearonson Corr.	1	-.095	206*	.498**	.089	.098	-.015	-.216*	.180*
	Sig, (2-tailed)		.294	.024	.000	.337	.282	.869	.016	.047
	N	123	123	120	109.	119	123	123	123	123
Position	Pearonson Corr.		1	.082	.122	.101	..123	.006	.161	.105
	Sig, (2-tailed)			.374	.205	.268	.172	.947	.073	.243
	N		125	121	110	121	125	125	125	125
Gender	. Pearonson Corr.			1	.017	-.067	.130	.019	-.081	.169
	Sig, (2-tailed)				.863	.474	.156	.840	.376	.064
	N			121	108	118	121	121	121	121
Age .	Pearonson Corr.				1	.088	.073	-.039	-.161	.296**
	Sig, (2-tailed)					.363	.446	.686	.093	.002
	N				110	108	110	110	110	110
Race	Pearonson Corr.					1	.222*	.089	-.069	-.105
	Sig, (2-tailed)						.014	.332	.451	.250
	N					121	110	121	121	121
Institution	Pearonson Corr.						1	.142	.066	.066
	Sig, (2-tailed)							.113	.465	.465
	N						126	126	126	126
Total Job Satisfaction	Pearonson Corr							1	.553**	-.300**
	Sig, (2-tailed).								.000	.001
	N							126	126	126
Transformational	Pearonson Corr.								1	-.252
	Sig, (2-tailed)									.004
	N								126	126
Transactional	Pearonson Corr.									1
	Sig, (2-tailed)									
	N									126

- * Correlation is significant at the 0.05 level (2-tailed)
- ** Correlation is significant at the 0.01 level (2-tailed)

Table 4.9: Leadership Characteristics of North Carolina CED's

	IIA	IIB	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT
Mean	2.530	2.433	2.645	2.278	2.397	2.498	1.244	1.577	1.077	2.299	2.714	2.714
N	126	126	126	126	126	126	126	126	126	126	126	126
Std. Dev.	1.034	.9254	.9383	.9850	.9896	.9217	.8749	.9238	.9260	1.195	.9590	1.013
MLQ Norms	2.970	2.750	2.97	2.780	2.830	2.880	1.620	1	0.64	2.78	3.06	3.11

IIA = Idealized Influence – Attributed, IIB = Idealized Influence – Behavioral, IM = Inspirational Motivation, IS = Intellectual Stimulation, IC = Individualized Consideration, CR = Contingent Reward, MBEA = Management-by-Exception Active, MBEP = Management-by-Exception Passive, LF = Laissez Faire, EE = Extra Effort, EFF = Effectiveness, SAT = Satisfaction

Table 5.0: Descriptive Statistics MCMJSS

	Internal Satisfaction	External Satisfaction	Total Satisfaction
Mean	4.54	4.351	4.444
N	126	126	126
Std. Dev.	1.051	1.066	.9477

Research Findings

The major findings of this study are presented in this section of the chapter. The findings are arranged and presented in relation to each of the research questions, which directed the study.

The Statistical Package for Social Sciences (SPSS) 11.0 was used to analyze the data. Descriptive statistics were initially obtained and analyzed to test question one. A linear regression analysis was used to test research question two. A linear regression analysis technique is the best way of describing the relationship between the dependent variable and the independent variable using a regression line (Pavkov & Piece, 1997). In regression analysis, the impact of the independent variable upon the dependent variable is assessed using the coefficient of each variable. The larger the coefficient, the larger the effect upon the dependent variable. An alpha level of 0.05 was set as the level of

significance for this study. Mean scores and standard deviations were computed for ancillary findings.

Research Question One

The first research question asked: What are the perceived leadership characteristics of North Carolina CED's?

Data collected using the MLQ to assess the perceived leadership characteristics of CED's (Table 5.0.) mirror previous data in terms of descriptive statistics. The data from this research follow a similar pattern to norms for the MLQ Rater within the United States (cls.binghampton.edu). The mean scores for transformational behaviors included:

- IM (Inspirational Motivation) 2.645;

- IIA (Idealized Influence Attributed) 2.530;

- IIB (Individualized Influence Behavioral) 2.433;

- IC (Individualized Consideration) 2.397; and

- IS (Intellectual Stimulation) 2.278

The mean transactional leadership behaviors include:

- CR (Contingent Reward) 2.498;

- MBEP (Management-By-Exception Passive) 1.577;

- MBEA (Management-By-Exception Active) 1.244; and

- LF (Laissez Faire) 1.077

Furthermore, in examining the mean scores of CED's and comparing these to MLQ norms, the perceived norm for CED's was found to be one or more standard deviations from the norms established for the MLQ (cls.binghampton.edu). For the

transformational characteristics of IIA (Idealized Influence Attributed), IIB

(Individualized Influence Behavioral), IM (Inspirational Motivation), IS (Intellectual

Stimulation) and IC (Individualized Consideration), CED's are perceived as

demonstrating these behaviors less frequently by more than one standard deviation. In

other words, CED's are perceived to demonstrate transformational leadership behaviors

33% less often than established by MLQ norms (cls.binghampton.edu).

The transactional characteristic, MBEA (Management-By-Exception Active) fell

one standard deviation higher than the MLQ norm, and MBEP (Management-By-

Exception Passive) and LF (Laissez Faire) exceeded one standard deviation above the

norm. Thus, slightly more than 33% of CED's are perceived to demonstrate the

transactional leadership behavior MBEA (Management-By-Exception Active) more

frequently than the established MLQ norms. In addition, CED's are perceived to

demonstrate the negative leadership behaviors of MBEP (Management-By-Exception

Passive) and LF (Laissez Faire) 33% more frequently than the established MLQ norms.

Table 4.8 depicts CED mean leadership behaviors and the established MLQ norms.

Research Question Two

The second research question asked: What is the relationship between County

Extension Directors' transformational (individualized influence, inspirational motivation,

intellectual stimulation, individualized consideration), transactional (contingent reward,

management by exception, laissez faire) perceived leadership behaviors and County

Extension Professionals' job satisfaction?

This research question was addressed by analyzing the professionals' perceptions

of CED's transformational and transactional leadership characteristics, identified as the

independent variable, with the dependent variable, Extension professional job satisfaction.

Results of the multiple regression analysis replicated previous studies (Lowe & Kroeck 1996; Gasper 1992, Hollander & Offermann 1990; Bass & Yammarino 1990; Bass 1985; Bass & Avolio 1987 & 1990;Waldman, Yammarino & Bass 1990). CED's perceived to have transformational leadership characteristics had positive relationships with Extension professional job satisfaction. On the other hand, CED's that were perceived to have transactional leadership characteristics also had positive relationships but not as strong as those with transformational characteristics. CED's perceived to have LF (Laissez Faire) characteristic had significant but negative relationships.

The multiple regression analyses are presented in Tables 5.1. – 5.5. The following summary identifies the amount of variation in Extension professional job satisfaction accounted for by individual independent factors:

- The IIA (Idealized Influence Attributed) factor explained 28% of the variation in County Extension professional job satisfaction scores;

- The IIB (Idealized Influence Behavioral) factor explained 25% of the variation in County Extension professional job satisfaction scores;

- The IM (Inspirational Motivation) factor explained 22% of the variation in County Extension professional job satisfaction scores;

- The IS (Intellectual Stimulation) factor explained 20% of the variation in County Extension professional job satisfaction scores;

- The IC (Individualized Consideration) factor explained 29% of the variation in County Extension professional job satisfaction scores;

- The CR (Contingent Reward) factor explained 32% of the variation in County Extension professional job satisfaction scores;

- The MBEA (Management By Exception Active) factor explained 3% of the variation in County Extension professional job satisfaction scores;

- The MBEP (Management By Exception Passive) factor explained 14% of the variation in County Extension professional job satisfaction scores;

- The LF (Laissez Faire) factor explained 36% of the variation in County Extension professional job satisfaction scores.

Table 5.1: Regression Model Accounting for Most Variation in Total Job Satisfaction by Individual Factors

Factor	R Square	F	Beta
IIA (Idealized Influence Attributed)	.275	48.300	.529*

Factor	R Square	F	Beta
IIB (Idealized Influence Behavioral)	.249	42.514	.505*

Factor	R Square	F	Beta
IM (Inspirational Motivation)	.217	35.555	.472*

Factor	R Square	F	Beta
IS (Intellectual Stimulation)	.206	33.414	.461*

Factor	R Square	F	Beta
IC (Individualized Consideration)	.290	52.030	.544*

Factor	R Square	F	Beta
CR (Contingent Reward)	.317	59.146	.568*

Factor	R Square	F	Beta
MBEA (Management By Exception Active)	.026	4.332	-.184*

Factor	R Square	F	Beta
MBEP (Management By Exception Passive)	.135	20.583	-.377*

Factor	R Square	F	Beta
LF (Laissez Faire)	.358	70.602	-.602*

* $p < .05$

The following (Table 5.2.) contains the multiple regression analyses that accounts for

the best two-variable model of Extension professional total job satisfaction. The

following summarizes the multiple regression analyses:

- The LF (Laissez Faire) factor explains 36 % of the variation in County Extension

  professional job satisfaction scores; and

- The IC (Individualized Consideration) factor explained 29% of the variation in

  County Extension professional job satisfaction scores;

- Therefore, the LF (Laissez Faire) and the IC (Individualized Consideration)

  combined factor explain 45% of the variation in County Extension professional

  job satisfaction scores.

Table 5.2: Regression Model Accounting for the Best Two-Variable Model of
Extension Professional Total Job Satisfaction

Factor	R Square	F	Beta
LF (Laissez Faire)	.358	65.083	-.617*
IC (Individualized Consideration)	.290	52.030	.544*
LF (Laissez Faire) and IC (Individualized Consideration)	.447	44.219	.344*

* p<.05

Table 5.3. contains the multiple regression analyses that accounts for the perceived

transformational leadership characteristics in Extension Professional total job satisfaction

The following summarizes the multiple regression analysis:

- The perceived Transformational Leadership (IIA, IIB, IM, IS, IC)

  characteristics explain 30% of the variation in County Extension professional

  job satisfaction scores.

Table 5.3: Regression Model Accounting for perceived Transformational Leadership Characteristics in Extension Professional Total Job Satisfaction

Factor	R Square	F	Beta
Transformational Leadership (IIA, IIB, IM, IS, IC)	.300	54.672	.553*

* p<.05

The following (Table 5.4.) contains the multiple regression analysis that accounts for perceived transactional leadership characteristics variation in Extension professional total job satisfaction.

The following summarizes the multiple regression analysis:

- The perceived Transactional Leadership (CR, MBEA, MBEP, LF) characteristics explain 8% of the variation in County Extension professional job satisfaction scores.

Table 5.4: Regression Model Accounting for perceived Transactional Leadership Characteristics in Extension Professional Total Job Satisfaction

Factor	R Square	F	Beta
Transactional Leadership (CR, MBEA, MBEP, LF)	.083	12.294	-.300*

* p<.05

The following (Table 5.5.) contains the multiple regression analyses that accounts for the combined perceived Transformational and Transactional Leadership characteristics variation in Extension professional total job satisfaction. The following summarizes the multiple regression analyses:

- The perceived Transformational (IIA, IIB, IM, IS, IC) and Transactional (CR, MBEA, MBEP, LF) Leadership behaviors combined explain 32% of the variation in County Extension professional job satisfaction scores.

Table 5.5: Regression Model Accounting for Combined Variation of perceived Transformational and Transactional Leadership Characteristics in Extension Professional Total Job Satisfaction

Factor	R Square	F	Beta
Transformational and			.510*
Transactional	.323	30.786	-.172*

- p<.05

In summary the combined perceived effects of LF (Laissez Faire) and IC (Individualized Consideration) account for almost half (44.7%) the variation of Extension professional total job satisfaction. Thus, LF (Laissez Faire) and IC (Individualized Consideration) can predict one out of two times Extension professional job satisfaction. Additionally, about one-third (32%) of the variation in Extension professional total job satisfaction can be accounted for by the combination of perceived transformational and transactional leadership characteristics.

In Chapter V, a summary of the procedures and findings along with conclusions and implications are discussed. Recommendations for Extension administration, professional and organizational development teams and field faculty are given. Suggestions for further research conclude the final chapter.

CHAPTER 5

Conclusions and Recommendations

This chapter is divided into four main parts. The first part gives a brief synopsis of the research study. The second part presents the study's conclusions, using the research questions as a guide. The third part discusses further research recommendations drawn from the literature and the study's findings. The last part examines the implications and recommendations for practice that the study's results have for NCCES.

Synopsis

This research study was conducted as a quantitative case study in order to investigate from a statistical basis the leadership characteristics of CED's as perceived by Extension professionals and how that perception relates to job satisfaction in their current position. In order to do that, two approaches were used: descriptive and statistical. The descriptive approach intended to characterize CED leadership behaviors as perceived by Extension professionals through the utilization of Bass and Avolio's (1997) Multifactor Leadership Questionnaire (MLQ), the Mohrman-Cooke-Mohrman Job Satisfaction Scale and ancillary data including: institution of employment, years of employment, area of specialization, level of education, gender, ethnicity and age. The statistical section used multiple regression analyses between independent and dependent variables to identify relationships through the utilization of Bass's (1997) Multifactor Leadership Questionnaire (MLQ) and the Mohrman-Cooke-Mohrman Job Satisfaction Scale (1977).

The population of the study consisted of the North Carolina Extension Service's entire field faculty (N=580). It included field faculty personnel regardless of:

- Position: Agriculture Agents and Community & Rural Development Agents, Family & Consumer Education Agents, 4-H Agents, Area Specialized Agents, Extension Associates/Assistants, Extension Technology and Expanded Foods and Nutrition (EFNEP) professionals.

- Institution: North Carolina State University and North Carolina Agricultural and Technical State University.

- Location: County offices.

The population did not include County Extension Directors, support staff, volunteers, stakeholders, members of advisory boards, or members of the organization's clientele.

The population, for practical purposes, consisted of a mailing list of all the NCCES field faculty personnel. This list is maintained by the Department of Agricultural Communications of the NCCES, which uses it to mail all NCCES publications and official communications from the administration. The list is constantly updated with information provided by the Extension Personnel Office. At the time of the study, there were 580 eligible employees employed by the NCCES.

An electronic survey questionnaire was mailed to a random sample of 232 NCCES professionals. Questions were designed to measure independent variables and the dependent variable of job satisfaction. Questionnaires were completed by 130 participants, 126 were usable, a 56% response rate. Responses were coded and entered into SPSS 11.0 and descriptive statistics were obtained on each variable. Descriptive statistics were employed on the independent variables, followed by regression analysis of the resulting factors on the dependent variables, to obtain regression models, which expressed predictive relationships between the independent and dependent variables.

Descriptive Profile of Research Participants

The demographic variables of gender, race/ethnic background, highest degree completed, area of specialization, tenure, instutions of employment and age were investigated in this study. Of the 126 Extension agents responding, 64% were female and 33% were males. The racial composite mirrored the total population of Extension employees in North Carolina with 83% of respondents indicating they were White, not of Hispanic origin, 14% were African American, 1% were Hispanic/Latin American and 2% chose other.

A majority (50%) of the agents hold Masters degrees while 29% hold a Bachelor's degree, 6% Associates degree, 3% Doctorial degree and 12% high school diplomas.

The researcher concludes that NCCES agents are highly educated. Although individuals with Master's degrees are preferred, NCCES currently hires Extension agents with a Bachelor's degree with the expectation that they will work towards a Master's degree.

Agents reported professional areas of specialization as 4-H Youth Development (24%), Agriculture and Natural Resources (24%), Family and Consumer Science (20%), Extension Program Associates/Assistants (14%), Area/Specialized (2%), Extension Technology (0.8%) and 0.8% were missing.

The average tenure with Extension was 11 years. Of the survey respondents, 92% identified NCSU and 8% identified NCA&TSU as their employing institution. The average age of respondents was 44 year of age.

Research Questions

This study used the following research questions:

1) What are the perceived leadership characteristics of North Carolina CED's?

2) What is the relationship between County Extension Directors' transformational (individualized influence, inspirational motivation, intellectual stimulation, individualized consideration), transactional (contingent reward, management by exception, laissez faire) perceived leadership behaviors and County Extension Agent job satisfaction?

Research Conclusions

Research Question 1: What are the perceived leadership characteristics of North Carolina CED's?

Data collected in this research study show that the mean transformational leadership scores of CED's are, in general, perceived to be lower than the established MLQ norms (Bass & Avolio, 2000). Transformational leadership behaviors of CED's were perceived by Extension professionals as positive. However, mean scores for transformational behaviors and CR (Contingent Reward) are lower than previous studies (Bass & Avolio, 2000; Avolio, Sivasubramaniam, Murry & Jung 1999, Avolio, Jung, Sivasubramaniam & Murry, 1995).

The mean scores for transformational behaviors were IIA (Idealized Influence Attributed) 2.530, IIB (Individualized Influence Behavioral) 2.433, IM (Inspirational Motivation) 2.645, IS (Intellectual Stimulation) 2.278, and IC (Individualized Consideration) 2.397.

Data collected in this research study show that the mean transactional leadership scores of CED's are, in general, perceived to be higher than the established MLQ norms (Bass & Avolio, 2000).

Transactional mean scores were also perceived as positive but to a slightly lesser degree. The mean transactional leadership behaviors were MBEP (Management-By-Exception Passive) 1.577, MBEA (Management-By-Exception Active) 1.244, and LF (Laissez Faire) 1.077.

Data collected in this research study show that the perceived transformational leadership behaviors of CED's are, in general, exhibited less often than the established MLQ norms. (Bass & Avolio, 2000). However, CED's in general, are perceived as exhibiting transactional leadership behaviors more often than the established MLQ norms. (Bass & Avolio, 2000). For the transformational characteristics of IIA (Idealized Influence Attributed), IIB (Individualized Influence Behavioral), IM (Inspirational Motivation), IS (Intellectual Stimulation) and IC (Individualized Consideration), CED's are perceived as demonstrating these behaviors less frequently by more than one standard deviation. In other words, CED's are perceived to demonstrate transformational leadership behaviors 33% less often than the MLQ norms.

The transactional characteristic, MBEA (Management-By-Exception Active) fell one standard deviation higher than the MLQ norm, and MBEP (Management-By-Exception Passive) and LF (Laissez Faire) exceeded one standard deviation above the norm. Thus, slightly more than 33% of CED's are perceived to demonstrate the transactional leadership behavior MBEA (Management-By-Exception Active) more frequently than the established MLQ norms. In addition, CED's are perceived to

demonstrate the negative leadership behaviors of MBEP (Management-By-Exception Passive) and LF (Laissez Faire) 33% more frequently than the established MLQ norms.

Research Question 2: What is the relationship between County Extension Directors' transformational (individualized influence attributed, individualized influence behavioral, inspirational motivation, intellectual stimulation, individualized consideration), transactional (contingent reward, management by exception, laissez faire) perceived leadership behaviors and Extension professionals' job satisfaction?

Data collected in this research study support a relationship between CED's perceived transformational and transactional leadership behaviors and Extension professionals' job satisfaction. Transformational leadership characteristics IIA (Idealized Influence Attributed), IIB (Individual Influence Behavioral), IM (Inspirational Motivation), IS (Intellectual Stimulation) and IC (Individualized Consideration influence agents' job satisfaction.

The transactional leadership characteristics of CR (Contingent Reward) were positive indicators of Extension professionals' job satisfaction, but to a slightly lesser degree than transformational behaviors. MBEA (Management-By-Exception Active), an active transactional behavior, was shown to have either slightly positive or neutral influence on Extension professionals' job satisfaction. However, MBEP (Management-By-Exception Passive) and LF (Laissez Faire), considered the least constructive leadership behaviors, was found to have negative influence on Extension professionals' job satisfaction (Bass & Avolio, 2000; Gasper 1992; Lowe & Kroeck 1996).

Results of this study support current literature, in that there is a strong and positive relationship between leadership behaviors and outcomes such as job satisfaction (Altman, 2002; Roberts, 2001; Evans, 1999; Lowe & Kroeck 1996; Gasper 1992, Hollander & Offermann 1990; Yammarino & Bass, 1990; Bass 1985; Bass & Avolio 1987 & 1990 & Waldman, Yammarino & Bass 1990). Perceptions of CED's perceived transformational leadership characteristics were positive influencers of Extension professionals' job satisfaction. On the other hand, CED's that were perceived to have transactional leadership characteristics also had significant relationships but not as strong as those with transformational characteristics. CED's perceived to have LF (Laissez Faire) characteristic had negative but significant relationships.

Furthermore, the combined effects of LF (Laissez Faire) and IC (Individualized Consideration) account for almost half (44.7%) the variation of Extension professional total job satisfaction. Thus, one in two times Extension professional job satisfaction can be predicted by LF (Laissez Faire) and IC (Individualized Consideration). Additionally, about one-third (32%) of the variation in Extension professional total job satisfaction can be accounted for by the combination of transformational and transactional leadership characteristics.

Demographic Factors

Sociodemographic factors influence perceived leadership and job satisfaction of Extension professionals. Years employed was significantly and positively related to gender and age. In addition, years employed was also shown to be significantly and negatively related to transformational leadership. Thus, the longer and Extension

professional hold their position the more likely they are to become disenfranchised or

unhappy with their CED's perceived transformational leadership behaviors.

Furthermore, data shows that transactional leadership is significantly and positively

related to years of employment. Thus, the longer Extension professionals hold their

positions the more favorable perceived transactional leadership behaviors become.

Age was significantly and positively related to transformational leadership, meaning

that as Extension professionals' age they tend, in general, to favor transformational

leadership behaviors

Total job satisfaction was a positive influence on perceived transformational

leadership. Thus, Extension professionals were shown to be more satisfied in their

current positions if they perceived their CED's to be transformational leaders.

Conversely, total job satisfaction was significantly and negatively related to transactional

leadership. Thus, Extension professionals were shown to be less satisfied in their current

positions if they perceived their CED's to be transactional leaders.

Recommendations for Research

The review of the literature, the findings of this study, and subsequent conclusions

led this researcher to several recommendations for further research. The following were

considered to be the most significant.

1). This quantitative case study captured a snapshot of leadership behaviors within

NCCES at a given point in time. Significant value would be added to understanding a

relationship between CED leadership behaviors and Extension professional job

satisfaction through a longitudinal study of this organization, using the MLQ and the

MCMJSS as benchmark data. From a historical perceptive, a longitudinal study could

also capture the internal actions and external events that impact perceived leadership, job

satisfaction and other organizational outcomes.

2).   An extension of the research study would be to include performance indicators in

the interaction between perceived leadership behaviors and job satisfaction.

Understanding the relationship between perceived leadership behaviors and performance,

and job satisfaction and performance would broaden the theory and its implications for

Extensions organizational success.

3).   This research study found significant relationship between several of the

demographic variables studied and follower's perception of their leader's

transformational or transactional leadership behaviors. Further investigation of individual

factors could contribute to better interpretation and use of survey data.

4).   Based on the study data and current research, one might imply that leadership

style is important in order to ensure higher job satisfaction (Evans, 1999; Bass, 1997;

Spector, 1997; Lowe & Kroeck 1996; Gasper 1992, Hollander & Offermann 1990; Bass

& Yammarino 1990; Bass 1985; Bass & Avolio 1987, 1990 & 1994;Waldman,

Yammarino & Bass 1990).

5).   It is also recommended that this study be replicated with other states' Extension

programs. Then, comparisons of results between states could be made.

Recommendations for Practice

The review of the literature, the findings of this study, and subsequent conclusions led this researcher to several recommendations for North Carolina Cooperative Extension Service. The recommendations for practice include:

1). The study indicates that CED's, who wish to increase the job satisfaction of their Extension professionals , consider concentrating on their transformational and transactional leadership behaviors. The value of leadership at the individual level, as well as all levels of the organization, is now more than ever being realized as an essential need (Tichy, 1997). Organizational leaders perceive a large gap in the leadership needs of their organizations and the available leadership potential to fill those needs internally (Bernthal, Riouz & Wellins, 1999; Verespej, 1999). Organizational performance depends upon all members of an organization to contribute to their potential. Therefore, effective leadership behaviors developed and exhibited throughout the organization can contribute to organizational performance and effectiveness. The overall leadership capacity can influence an organization's ability to stay competitive in today's worldwide market (Tichy, 1997).

2). Data collected in this research study show that the mean transformational leadership scores of CED's are, in general, perceived to be lower than the established MLQ norms (Bass & Avolio, 2000). Thus, the finding of this study supports a need among those who train future CED's and create Extension policy to strengthen Extension leadership programs. Furthermore, implications for the NCCES administration who train future CED's, create policy for hiring, or provide staff development for those CED's are

present.   Those programs may need to make agents and future CED's aware of the need to focus on leadership styles that foster greater job satisfaction.

3).	NCCES should continue to offer leadership related workshops/seminars to assist CED's in developing a higher level of and competence with transformational and transactional leadership behaviors and their relationship to job satisfaction and other job outcomes.

4).	CED's should seek out non-Extension leadership-related workshops/seminars and promote leadership at all organizational levels.

5).	NCCES administration should emphasize the recruitment and hiring of CED's who demonstrate positive transformational and transactional leadership behaviors.

6).	NCCES administration might consider additional human resources allocated to leadership development. NCCES administration might consider hiring a system-wide leadership specialist to work with all levels of faculty in the area of leadership development and organizational outcomes. Organizational performance depends upon all members of an organization to contribute to their potential. Therefore, effective leadership behaviors developed and exhibited throughout the organization can contribute to organizational performance and effectiveness. The overall leadership capacity can influence an organization's ability to stay competitive in today's worldwide market (Tichy, 1997).

7).	Additional training should be offered to CED's, District Directors and administration on the "importance of" and necessary components of an effective transformational and transactional leadership system.

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APPENDIXES

APPENDIX A

MULIFACTOR LEADERSHIP QUESTIONAIRE (MLQ)

MLQ   Multifactor Leadership Questionnaire
Rater Form (5x-Short)

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe the leadership style of the above-mentioned individual as you perceive it. 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. Please answer this questionnaire anonymously.

IMPORTANT (necessary for processing): Which best describes you?

___ I am at a higher organizational level than the person I am rating.
___ The person I am rating is at my organizational level.
___ I am at a lower organizational level than the person I am rating.
___ I do not wish my organizational level to be known.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently or always
0	1	2	3	4

THE PERSON I AM RATING. . .

1. Provides me with assistance in exchange for my efforts.. 0 1 2 3 4
2. Re-examines critical assumptions to question whether they are appropriate 0 1 2 3 4
3. Fails to interfere until problems become serious... 0 1 2 3 4
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards 0 1 2 3 4
5. Avoids getting involved when important issues arise 0 1 2 3 4
6. Talks about their most important values and beliefs.. 0 1 2 3 4
7. Is absent when needed.. 0 1 2 3 4
8. Seeks differing perspectives when solving problems... 0 1 2 3 4
9. Talks optimistically about the future.. 0 1 2 3 4
10. Instills pride in me for being associated with him/her 0 1 2 3 4
11. Discusses in specific terms who is responsible for achieving performance targets 0 1 2 3 4
12. Waits for things to go wrong before taking action... 0 1 2 3 4
13. Talks enthusiastically about what needs to be accomplished... 0 1 2 3 4
14. Specifies the importance of having a strong sense of purpose... 0 1 2 3 4
15. Spends time teaching and coaching 0 1 2 3 4

Not at all	Once in a while	Sometimes	Fairly often	Frequently or always
0	1	2	3	4

16. Makes clear what one can expect to receive when performance goals are achieved............................0 1   2   3   4

17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it."................................0 1   2   3   4

18. Goes beyond self-interest for the good of the group..0 1   2   3   4

19. Treats me as an individual rather than just as a member of a group....................................0 1   2   3   4

20. Demonstrates that problems must become chronic before taking action 0 1   2   3   4

21. Acts in ways that builds my respect...0 1   2   3   4

22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.....................0 1   2   3   4

23. Considers the moral and ethical consequences of decisions 0 1   2   3   4

24. Keeps track of all mistakes...0 1   2   3   4

25. Displays a sense of power and confidence..0 1   2   3   4

26. Articulates a compelling vision of the future 0 1   2   3   4

27. Directs my attention toward failures to meet standards ....0 1   2   3· 4

28. Avoids making decisions 0 1   2   3   4

29. Considers me as having different needs, abilities, and aspirations from others...................0 1   2   3   4

30. Gets me to look at problems from many different angles 0 1   2   3   4

31. Helps me to develop my strengths 0 1   2   3   4

32. Suggests new ways of looking at how to complete assignments 0 1   2   3   4

33. Delays responding to urgent questions...0 1   2   3   4

34. Emphasizes the importance of having a collective sense of mission 0 1   2   3   4

35. Expresses satisfaction when I meet expectations 0 1   2   3   4

36. Expresses confidence that goals will be achieved...0 1   2   3   4

37. Is effective in meeting my job-related needs 0 1   2   3   4

38. Uses methods of leadership that are satisfying 0 1   2   3   4

39. Gets me to do more than I expected to do...0 1   2   3   4

40. Is effective in representing me to higher authority 0 1   2   3   4

41. Works with me in a satisfactory way 0 1   2   3   4

42. Heightens my desire to succeed 0 1   2   3   4

43. Is effective in meeting organizational requirements 0 1   2   3   4

44. Increases my willingness to try harder..0 1   2   3   4

45. Leads a group that is effective 0 1   2   3   4

APPENDIX B

MOHRMAN-COOKE-MOHRMAN JOB SATISFACTION SCALES

MOHRMAN-COOKE-MOHRMAN JOB SATISFACTION SCALES*

Indicate your level of satisfaction with various facets of your job by circling a number on the six-point scale after each of the statements.

Intrinsic Satisfaction	Low					High

1. The feeling of self-esteem or self-respect you get from being in your job.

        1   2   3   4   5   6

2. The opportunity for personal growth and development in your job.

        1   2   3   4   5   6

3. The feeling of worthwhile accomplishment in your job.

        1   2   3   4   5   6

4 Your present job when you consider the expectations you had when you took the job.

        1   2   3   4   5   6

Extrinsic Satisfaction	Low					High

5. The amount of respect and fair treatment you receive from your superiors.

        1   2   3   4   5   6

6. The feeling of being informed in your job.

        1   2   3   4   5   6

7. The amount of supervision you receive.

        1   2   3   4   5   6

8. The opportunity for participation in the determination of methods, procedures, and goals.

        1   2   3   4   5   6

*Developed by Allan M. Mohrman, Jr., Robert A. Cooke, and Susan Albers Mohrman

Please turn this form over and complete the other side. Thank you!!

APPENDIX C

DEMOGRAHIC QUESTIONAIRE

SECTION III

The information requested in this section of the instrument is to help in the interpretation of the results of this study. The confidentiality of information provided here is assured.

Please complete the following questions by circling the correct answer or filling in the blank.

1. For which instutions of the NCCES do you work?
   a. North Carolina Cooperative Extension Service at NCSU
   b. Cooperative Extension Program at NCA&TSU

2. What option best describes/fits your present role/ position in the NCCES?
   a. Area Extension/Specialized Agent
   b. Animal Science
   c. Family & Consumer Science
   d. Agriculture & Natural Resources and Community & Rural Development
   e. 4-H Youth Development
   f. EFNEP
   g. Extension Technology

3. How long have you been employed in the NCCES _____ (years)

4. Which is the highest level of education you have completed? (Circle one)
   a. Undergraduate Bachelors Degree
   b. Masters Degree
   c. Doctoral Degree

5. What is your gender?
   a. Female
   b. Male

6. Which of the following best describes your race/ethnic background? (Circle one)
   a. White, Non-Hispanic
   b. African American
   c. Asian or Pacific Islander
   d. Hispanic/Latin American
   e. Native American
   f. Other

7. Year of birth _____

APPENDIX D

INTRODUCTORY AND FOLLOW-UP CORRESPONDANCE

TO: Members of the North Carolina Extension System

FROM: Mitzi Stumpf, Extension Associate 4-H Youth Development

DATE: September 24, 2002

RE: Research Project

I need your help! Please take ten minutes to complete the following electronic survey instrument. Click on the following URL to load the survey:

http://apps.ces.ncsu.edu/phpESP/public/survey.php?name=CED_styles

This research project is a requirement to complete my doctoral program in Adult Education at North Carolina State University. Your responses will be kept in strict confidence, protecting anonymity of all participants. The analysis of the survey will be done in a composite manner, so participants and their individual responses will not be identified. Extension administrators will not have access to raw data.

This research study will examine the relationship between perceived leadership styles of County Extension Director's and Extension Agents job satisfaction. You were selected to participate in this study through a random selection process of all NCSU and NC A&T Extension employees.

Section I of the instrument is the standardized MLQ: Multifactor Leadership Questionnaire (5x-Short Form) by Bass and Avolio. Section II of the instrument is the standardized Mohrman-Cooke-Mohrman Job Satisfaction Scales. Section III is designed to collect personal, professional and Extension program characteristics for each individual.

I understand that your time is extremely valuable and I sincerely appreciate your willingness to participate in this study. It is believed that the results of this research study will provide important insights for Extension as a whole and enhance training opportunities for current and potential County Extension Directors. Extension's Administrative Council and the Internal Review Board at NCSU have approved this survey.

The survey instrument should be electronically submitted by October 8, 2002. If you have any questions, please do not hesitate to contact me at (919-515-8487) or via e-mail mitzi_stumpf@ncsu.edu.

Thanks again for your time and cooperation.

Sincerely,
Mitzi Stumpf, Extension Associate 4-H Youth Development

Subject: Last Chance!
     Date: Wed, 09 Oct 2002 14:30:39 -0400
     From: Mitzi Stumpf <mitzi_stumpf@ncsu.edu>
Organization: NC State University, College of Agriculture & Life Sciences
     To: mitzi_stumpf@ncsu.edu

TO: Members of the North Carolina Extension System

FROM: Mitzi Stumpf, Extension Associate 4-H Youth Development

DATE: October 9, 2002

RE: Research Project

Thank you, thank you to those of you who have completed the on-line
survey! Currently, I have a 48% return rate (I need a 51% return rate
to complete the study). Again, this survey instrument is seeking your
perceptions of the leadership styles of your County Extension Director,
as well as your job satisfaction and demographic information. If you
have not yet taken the short survey instrument PLEASE, click on the
below URL and take ten minutes to complete this instrument.

http://apps.ces.ncsu.edu/phpESP/public/survey.php?name=CED_styles

Although a sizable number of you have completed the on-line survey
instrument, I need your cooperation to make the sampling of this study
more complete, and therefore the results more valid. Your identity will
remain anonymous.

Again, my doctoral committee as well as, Extension's Administrative
Council and the Internal Review Board at NCSU have endorsed this study.
I understand that your time is extremely valuable and I sincerely
appreciate your willingness to participate in this study. It is
believed that the results of this research study will provide important
insights for Extension as a whole and enhance training opportunities for
current and potential County Extension Directors.

The survey instrument should be electronically submitted by October 13,
2002. If you have any questions, please do not hesitate to contact me
at (919-515-8487) or via e-mail mitzi_stumpf@ncsu.edu.

Thanks again for your time and cooperation.

Sincerely,
Mitzi Stumpf, Extension Associate 4-H Youth Development

MLQ Multifactor Leadership Questionnaire

Permission Set

Leader Form, Rater Form, and Scoring
Key for MLQ Form 5x-Short

Permission for Mitzi N. Stumpf to reproduce either
leader or rater forms for up to 240 leaders in one year
from date of purchase:

September 24, 2002

by Bernard Bass and Bruce Avolio

1690 Woodside Road Suite 202, Redwood City California 94061 USA
Phone: (650) 261-3500 Fax: (650) 261-3505
mindgarden@msn.com
www.mindgarden.com

Subject: RE: Help: Dissertation Research
   Date: Tue, 1 Oct 2002 12:36:49 -0700
 From: "Mohrman, Susan" <smohrman@marshall.usc.edu>
    To: "Mitzi Stumpf' <mitzi stumpf@ncsu.edu>

Dear Ms. Stumpf,

We would be most happy to have you use the Mohrman-Cooke-Mohrman Job Satisfaction Scales in your dissertation research. Good luck with your research.

Susan A. Mohrman

Susan A. Mohrman
Senior Research Scientist
Center for Effective Organizations Marshall School of
Business-BRI 204 University of Southern California Los
Angeles, CA 90089-0806 Phone: 213-740-9814 Fax: 213-
740-4354

     Original Message
From: Mitzi Stumpf [mailto:mitzi stumpf@ncsu.edu] Sent: Tuesday,
October 01, 2002 8:35 AM To: Mohrman, Susan
Cc: mitzi stumpf@ncsu.edu
Subject: Help: Dissertation Research

Dear Dr. Susan Mohrman:

I am writing to request permission to use the "Mohrman-Cooke-Mohrman Job Satisfaction Scales" as one of my survey instruments for my doctoral degree. I am completing my dissertation through North Carolina State University. The title of my proposed research is "The Relationship of Leadership Styles of North Carolina County Extension Director's to Job Satisfaction of County Extension Agents."

If there is additional information you require, please contact me via
e-mail at mitzi stumpf@ncsu.edu or by phone at 919-515-8487. Thank you for your assistance with this request.

Sincerely, Mitzi Stumpf