EXAMINING ASSOCIATIONS BETWEEN SERVANT LEADERSHIP, JOB BURNOUT, AND JOB SATISFACTION IN THE IOWA PROBATION AND PAROLE JOB PROFESSION

by

Alfredo Rodriguez Ordaz

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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ABSTRACT

The following research paper investigated the associations between servant leadership, job burnout, and job satisfaction in the Iowa probation and parole profession. There is extensive literature examining job burnout and job satisfaction in many disciplines, including the field of corrections. Leadership literature examining the servant leadership model remains limited. The leadership literature suggests that probation and parole agencies operate through a traditional paramilitary command and control hierarchy of strict adherence to rules, policies, and procedures. The importance and significance of this study are that it examined the extent to which probation and parole leaders practiced and engaged in servant leadership qualities, such as meeting the needs of officers and examined its associations with job burnout and job satisfaction. This study utilized a correlational research design on a sample of probation and parole officers in a rural Iowa community corrections department. This study utilized the Servant Leadership Questionnaire (SLQ), Burnout Assessment Tool 2.0 (BAT), and the Job Satisfaction Survey (JSS) for data collection purposes. Pearson correlations were utilized for data analysis purposes. The findings indicated a strong positive correlation between servant leadership and job satisfaction $r(29) = .65$, $p < .001$. Findings suggest no significant correlation between servant leadership and job burnout $r(29)= -.22$, $p = .237$. Findings align with current research on servant leadership as an effective leadership model. Future research should expand the sample size to include urban areas, correctional institutions, and other community corrections job classifications.

Keywords: Servant leadership, job burnout, job satisfaction, probation, and parole.

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Dedication

This dissertation is dedicated to my wife, Brenda, whom without her relentless support and continued encouragement, this work would not have been possible. This dissertation is also dedicated to my son Fernando. You were the constant motivation I needed to complete this work.

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I would like to thank my dissertation committee, Dr. Scott Stenzel PhD and Dr. Gregory Koehle PhD, for your continued support throughout this challenging process. I would also like to thank my Director, Amanda Milligan, and my colleagues who participated in this research study at the Iowa 2nd Judicial District Department of Correctional Services. You all took time out of your busy schedules to help make this research study a possibility and reality.

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List of Abbreviations

Burnout Assessment Tool (BAT)

Job Satisfaction Survey (JSS)

Servant Leadership Questionnaire (SLQ)

CHAPTER ONE: INTRODUCTION

Overview

The following chapter provides an overview of this research study's introduction. The chapter will provide background about leadership in community-based corrections. The chapter will then provide an overview of the study's problem statement and purpose statement. An overview of the significance of the study, research questions, and definitions are also provided.

Background

According to the U.S. Bureau of Labor Statistics (2020), there are approximately 90,000 probation officers and correctional treatment specialists in the U.S. Probation officers and correctional treatment specialists are defined as professionals who provide various types of social services to law offenders being supervised by probation, parole, or are on some type of correctional supervision. The U.S. Bureau of Labor Statistics (2020) further states that the goal of probation officers and correctional treatment specialists is to assist law offenders with creating rehabilitation plans that involve coordinating treatment, education, and employment efforts, among many other factors.

Probation officers are subject to stress-related to performing day-to-day job duties. According to Haggis (2018), probation officers are sometimes exposed to high caseload numbers, often work with high-risk offenders, and coordinate multiple interventions for offenders. Other sources of stress for probation officers include organizational factors such as leadership deficiencies. Probation and parole agencies and organizations are known to rely on a chain of command hierarchies. Organizational structures that include various leadership styles may foster environments where role conflicts and ambiguity are increased. Command-type

organizational structures often lead to a tighter line of communication and minimize policy decision-making participation by front-line staff (Farester, 2016).

The role and effects of leaders within community-based corrections is an area that is less studied and is a factor that can cause additional stress to officers. Because of ineffective leadership, probation and parole officers experience more on-the-job stress. This stress has been correlated with adverse outcomes, including physical and mental health-related issues (Haggis, 2018). Severson (2019) suggests that participatory management is one leadership behavior the probation and parole field can benefit from in terms of more positive organizational outcomes. Participatory management is a behavior in which line staff has a say in organizational policy decision-making. The following subsections provide a brief historical overview of leadership within community-based corrections. A societal impact overview and a theoretical context are also provided.

Historical Overview

Hierarchical chain of command structures has been the norm in criminal justice law enforcement-related agencies in the last century. Since 1993 chain of command hierarchy organizational structures went largely unchallenged as having little to no impact on effective leadership outcomes (Lee, Joo, and Johnson 2009). The 1993 National Performance Review created by then-President Bill Clinton was one of the first attempts to challenge bureaucratic organizational structures and promoted participatory management practices that encouraged a team environment. Lee, Joo, and Johsnon (2009), the American Probation and Parole Officer Association (2021), Lambert and Hogan (2009), Akelson (2008), and Dale and Trlin, (2010) have all found that allowing and encouraging front line probation and parole officers to take part

in organizational policy decision making has led to more positive outcomes when compared to organizations operating under strict command and control structures.

Societal Impact

Community-based corrections can have a significant impact on the community. States have been shifting the burden from prisons to community corrections. Most offenders will be released back into the community from prison. Many offenders will be released with some form of community correctional supervision. Therefore, community-based corrections must be supported to fulfill the mission of public safety (Vera Institute of Justice, 2013). Community-based corrections agencies and organizations must be equipped with the latest evidence-based practices in offender rehabilitation and organizational structure and management. The potential for adverse offender outcomes begins to increase when community corrections are not adequately funded to support the optimization of evidence-based practices and officer well-being (Vera Institute of Justice, 2013).

Theoretical Overview

Relationship leadership theory served as this study's theoretical foundation. The relationship leadership theory strongly emphasizes leader/follower behavior and values ethical behaviors, process orientation, purposefulness, and inclusion. Relationship leadership theory suggests that although leaders make the final decisions, they encourage others within the organization to voice their concerns and recommendations (Rayner, 2020). The servant leadership style examined for this research study relies on tenants found within the relationship leadership theory (Western Governors University, 2020). Dale and Trlin (2010), Severson (2019), Haggis (2018), and Lambert and Hogan (2009) all relied on some tenants of the relationship leadership theory, such as suggesting participatory management as an effective

leadership practice. Leadership impact and effectiveness in community-based corrections remain limited in the literature. Promising studies have suggested that certain leadership behaviors can positively affect probation and parole officers within community-based corrections.

Problem Statement

Haggis (2018), Farester (2016), and Severson (2019) contend that leadership literature within community-based corrections continues to be limited. The limited available leadership literature suggests that certain leadership behaviors within community-based corrections are associated with negative probation and parole officer outcomes. Recent studies have suggested that certain leadership practices that encourage team participation in decision-making can lead to positive outcomes for probation and parole officer well-being (Lee, Joo, and Johsnon (2009); the American Probation and Parole Officer Association (2021); Lambert and Hogan, 2009): Akelson (2008): Dale and Trlin (2010). These studies also suggest that further research is needed to cement the idea that leadership practices within community-based corrections can profoundly impact the well-being of probation and parole officers. The problem is that more literature surrounding effective leadership practices within community-based corrections is needed to guide agencies in effective evidence-based decision-making.

Purpose Statement

This study aims to examine the relationships between servant leadership, job satisfaction, and job burnout in the Iowa probation and parole officer profession. There is a lack of well-developed empirical research on specific leadership practices within community-based corrections. This study adds to this limited body of literature. This study's author examined servant leadership qualities and the degree to which leaders within rural probation and parole departments within the Iowa Department of Corrections' Community-Based Corrections branch

engaged in such qualities and examined its potential associations with job satisfaction and burnout. This study's author surveyed current probation and parole officers to gain insight into their perceptions of their direct leader (supervisor/manager) in terms of servant leadership qualities. Probation and parole officers were asked to assess their job satisfaction and job burnout symptoms through validated instruments. Correlational data analysis was conducted to observe significant relationships between the three variables. Definitions for servant leadership, job satisfaction, and job burnout are provided in a later section.

Significance of the Study

The significance of this study is to build upon limited research in effective leadership practices within community-based corrections. Identifying a specific and practical leadership model for probation and parole agencies can help implement evidence-based leadership. This moves away from traditional leadership literature examining behaviors from various leadership styles. This study allows probation and parole agencies to see if the servant leadership model is a model in which they can invest to promote and encourage effective leadership practices throughout their ranks. This study is also significant in that servant leadership significantly differs from traditional leadership models emphasizing command and control hierarchies. An example of command-and-control leadership is seen in transactional leadership (Clevenger and Atkinson, 2013) and (Fritsvold, 2021). This study is also significant in that the servant leadership model may be an alternative to the transformational leadership model that has been trending as an effective leadership style in law enforcement and corrections (Pittaro, 2020).

Research Questions

The study's purpose and problem statements developed the following research questions. This research questions are as follows:

RQ1: Is there a statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession?

RQ2: Is there a statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession?

Definitions

Definitions are provided for servant leadership, job satisfaction, and job burnout. The literature supports definitions.

1. *Servant Leadership* – Servant leadership is a term developed by Robert Greenleaf in the 1970s. According to Greenleaf, a servant leader is one who is a servant first and feels the natural inclination to want to serve and inspire others. Greenleaf further states that servant leaders have certain behavioral qualities that facilitate and ensure that other's needs and priorities are being met above their own (Greenleaf, 1970).
2. *Job Satisfaction* – Paul Spector, who developed a validated instrument to assess job satisfaction, defines job satisfaction as a collection of feelings and emotions one has towards a job (Spector, 1997).
3. *Job Burnout* – According to Schaufeli, Desar, and De Witte (2020), job burnout is defined as the "a work-related state of exhaustion that occurs among employees, which is characterized by extreme tiredness, reduced ability to regulate cognitive and emotional processes, and mental distancing."

CHAPTER TWO: LITERATURE REVIEW

Overview

Servant leadership, probation and parole officer burnout, and job satisfaction are the focus of this study. The criminal justice field has conducted a significant amount of leadership research. Criminal justice leadership research has focused on the effects and associations on criminal justice practitioners such as police officers (Schafer, 2009; Mazerolle et al., 2013). Leadership research is limited in the corrections branch of the criminal justice system. Leadership research within corrections has focused on correctional officers within prisons (Eklin, 2015; Atkin-Plunk and Armstrong, 2015). Leadership research within community-based corrections is a current gap in the literature. This study attempts to minimize this literature gap by examining a specific leadership style and its associations with community-based corrections probation and parole officer burnout and job satisfaction. The following chapter provides methods for searching the literature, a theoretical framework, related literature, and a chapter summary.

Methods of Searching

The following literature contains books, institutional (education) web page sources, journal articles, and other literature. Sources were gathered through searches on Google Scholar, EBSCO Host, Liberty University library system, and ProQuest. Sources older than ten years on leadership in corrections were considered relevant for context purposes. Sources older than ten years on servant leadership were also considered relevant since literature surrounding this topic remains limited.

Theoretical Framework

Many theories of leadership and leadership styles have been developed over the last several decades. Leadership styles include servant leadership, autocratic, democratic, transactional, transformational, bureaucratic, Laissez-Faire, and strategic. Most leadership styles can be classified under one of the seven major leadership theories, including management, contingency, behavioral, participative, power, the "great man" theory, and relational or relationship (Western Governors University, 2020).

The management theory of leadership, otherwise known as transactional leadership, emphasizes three subject areas: organization, group performance, and supervision. Management leadership theory contends that employees within organizations perform best when there is a clear system of incentives/rewards and punishment. The management leadership theory can be very effective as the psychology of the theory relies on employees doing an excellent job out of the promise that there will be a reward and not because they are doing to do a good deed. One drawback of this leadership theory is that a system based strictly on transactions can potentially decrease organizational morale (Western Governors University, 2020).

Contingency leadership theory, sometimes known as situational theory, focuses on the situational effects of the failures and successes of leaders. Contingency theory contends that a leader's leadership ability is directly tied to and determined by situational contexts. The leader's personality plays a minor factor in this leadership theory. The main factor of this theory is that the leader can adjust his or her leadership style based on the situation. Other contingency theories include Blanchard's Situational Theory, the Evans and House Path-Goal Theory, and Fiedler's Contingency Theory (Western Governors University, 2020).

Behavioral leadership theory places emphasis on how leaders behave themselves and believe in the notion that other leaders can copy certain effective traits. Behavioral leadership theory also contends that leaders are not born leaders but learn to lead by observing and practicing learnable behaviors. Participative leadership theory, sometimes called democratic leadership, suggests that effective leadership encourages the involvement of employees in decision-making within organizations. In participative leadership theory, the leader may simply be a facilitator in discussions between employees that involve organizational change (Western Governors University, 2020).

Power leadership theory emphasizes the effectiveness of a leader's ability to lead by strategically using power and influence to accomplish tasks. Power theory is often criticized as employees do not seek a leader who wields power over them but rather seek leaders who inspire and encourage them. The "great man" theory of leadership, otherwise known as trait leadership theory, believes in the notion that great leaders are born and carry skills and traits that make them great leaders. This is entirely contrary to behavioral leadership theory which suggests effective leadership is a learned skill through observation and practice. The "great man" theory contends that certain leadership traits and skills cannot be taught. Therefore some people may never be influential leaders.

In contrast, others are born to lead. The "great man" leadership theory has received much criticism because of the belief that some people are chosen to lead at birth through inherent traits while others are not. The relational or relationship leadership theory emphasizes leaders' ability to lead by focusing on interactions with employees and others. Relationship theory contends that great leaders take the time to be mentors for followers in personal or professional development. Relationship leadership theory also contends that great leaders are constantly attempting to meet

the needs of followers and take time to speak with followers by scheduling time to meet. Leaders that operate with the relationship theory in mind also attempt to foster an enjoyable work environment for most employees (Western Governors University, 2020).

The theoretical framework for this research study is to examine the phenomena of interactions and relationships between leaders and followers. This phenomenon will be examined through the presence or absence of qualities within the servant leadership style. The servant leadership style qualities are grounded upon the theoretical concepts of relationship leadership theory (Western Governors University, 2020). One of the central core concepts of the servant leadership style is the notion that leaders serve followers' needs which is a critical component of the relationship leadership theory. The relationship leadership theory will serve as the theoretical framework for this research study. This framework will guide this research study regarding its findings and any interpretations and generalizations of data analysis. This research study may further expand the literature and knowledge surrounding relationship leadership theory by examining this theory within a community-based corrections probation and parole work environment. This is an area in which relationship leadership theory has not been well examined or tested.

Relationship leadership is a relatively newer term within the literature grounded upon the concepts of the earliest scientific studies on relationship-oriented behavior (Uhl-Bien, 2006). Stogdill and Coons (1957) were pioneers in examining leaders' behaviors in the context of liberal arts college departments, military settings, other school systems, and industrial settings. Likert (1961) further examined the behavior styles within the context of relationships practiced by the best-performing managers within business organizations. According to Brower, Schoorman, and Hoo Tan (2000), the term relationship leadership can be seen as further development and

expansion of the earliest relationship-oriented concepts that rely on leaders' ability to cultivate interpersonal trust and other effective interpersonal exchanges.

Related Literature

The following literature review will provide a historical overview of leadership practices within corrections, discuss literature surrounding employee burnout and job satisfaction, and provide an overview of the servant leadership style. Although an attempt is made to provide an up-to-date review of the literature (studies within the last ten years), studies conducted outside of a 10-year mark are also discussed for context purposes as leadership research has been ongoing for many decades.

Historical Review of Leadership Practices in Corrections

According to Mactavish (1995), leadership research dates to the early 1900s, and thousands of investigations of leaders have produced well over 300 definitions of leadership, making the topic of leadership potentially one of the least understood topics in social sciences. Mactavish (1995) further stated that the study of leadership tends to be broken down into the art of leading vs. managing. The art of leading means that leaders lead others by role modeling, coaching, and inspiring followers to fulfill their potential. The art of managing can simply refer to managing resources to meet organizational goals. Scientific examination of leadership in corrections began to arise during the 1970s. During this time and through the 1980s, literature on correctional leadership focused heavily on institutional corrections and the art of managing vs. leading (Dilulio, 1987). The following pages explore correctional leadership in the 1970s-1980s, correctional leadership in the1990s, and correctional leadership in the 21st century.

Correctional Leadership: 1970s-1980s

Although the study of leadership has been undertaken for a century, leadership research within the field of corrections is still somewhat in the infancy stage. Dilulio's (1987) book "Governing Prisons" is considered one of the first significant attempts to examine correctional leaders through a lens of correctional management. Dilulio (1987) examined correctional leaders at three prisons, Texas, California, and Michigan, with different operational models. Texas operated under a control model, California operated under a consensus model, and Michigan operated under a responsibility model. Dilulio (1987) found that the quality of prison management was influenced mainly by a prison's political environment, its overall correctional philosophy, and correctional leaders.

Useem and Kimball's (1989) study on U.S. prison riots between 1979-1989 found that some significant factors, such as organizational management of staff, were significant determinants of the riots. Although Useem and Kimball (1989) and Dilulio (1987) were some of the first attempts at examining issues relating to correctional leadership, the focus of these studies remained on operational management. Another important study examined senior-level correctional leaders within jails, prisons, and probation departments at the local, state, and federal levels and compared them to other disciplines. The study found that correctional leaders viewed themselves as practicing leadership qualities, such as collaboration, enabling others to act, inspiration, and challenging at a higher rate than leaders from other disciplines (Mactavish, 1993).

Community corrections leadership practices literature during the 1970s-80s is almost non-existent. Community corrections have their roots as early as the 1700s, when English Judges were given the authority to grant a judicial reprieve for individuals convicted of minor crimes.

Convicted individuals who were granted judicial reprieve were allowed to stay in the community vs. being incarcerated (The Evolution of Community Corrections, 2018). Community corrections were introduced in the U.S. during the 19th century in the form of "recognizance," where offenders were allowed to avoid a full judgment by the court if they refrained from any further criminal activity (The Evolution of Community Corrections, 2018).

Leadership literature within probation and parole agencies during the 1970s-80s is non-existent, with some exceptions (Mactivish, 1993; Mactivish, 1995). John Augustus introduced the concept of probation during the 1800s. John Augustus, a philanthropist from Boston, was a volunteer for the court who worked to rehabilitate alcoholics instead of alcoholic offenders being sent to prison. John Augustus would help offenders find employment and become productive members of society. John Augustus' concept of rehabilitation paved the way for what probation services look like in modern times (The Evolution of Community Corrections, 2018).

Correctional Leadership: 1990s

Mactavish (1995) further expanded correctional leadership research by being one of the first significant studies to examine the leadership practices of corrections professionals and set a baseline for future studies in the field. Mactavish (1995) found that exceptional and effective correctional leaders shared leadership practices that included collaboration, modeling behavior, sharing an inspired vision, challenging processes, and encouraging the heart. Other significant external influences on leadership behaviors included the current political environment and the media. Mactavish (1995) recommended that correctional leaders adopt strategies such as coaching, mentoring, weekly/monthly meetings, and creating teams to confront and solve organizational problems to create more effective leadership environments.

Another study examined the contextual changes correctional leaders would face during the 1990s. The study identified ways correctional leaders can enable and inspire others to share common objectives by fostering an environment of trust, enthusiasm, and cooperation. The study identified that the more front-line employees perceived inclusiveness in the policy development and decision-making process, the more employees remain committed to the organization (Wright, 1991). The study also identified that correctional leaders are responsible for creating and fostering positive reciprocal relationships with line staff to increase organizational and operational effectiveness. Leaders were also responsible for encouraging line staff to grow and develop to enhance motivation and commitment (Wright, 1991). Correctional leadership literature during the 1990s differed from the 1970s-80s. The focus started to examine the art of "leader" abilities vs. "managerial" abilities to create and foster highly-effective organizations. Other literature examining "leader" abilities and their effect on direct line staff during the 1990s included Harris, 1993; DeWine, 1997; Clear, 1999. Identifying and utilizing "leader" abilities in corrections continued into correctional leadership literature in the 21st century.

Correctional Leadership: 21st Century

There has been limited leadership research within probation and parole agencies within the last several decades. The leadership research literature focuses on leaders' defects and inefficiencies (Severson, 2019). Recent leadership literature has also focused on the effectiveness and ineffectiveness of managers vs. leaders. Managers tend to focus on the control of employees, while leaders tend to focus on the commitment and transformation of employees. Ineffective leadership tends to arise when an emphasis is placed on the control of employees rather than focusing on the needs of employees (Askelson, 2008).

Although probation and parole agencies vary in implementing centralized vs. decentralized organizational structures, it is common to see such agencies operated through a command-and-control paramilitary structure. Command-and-control structures emphasize a need to follow the rules, policies, and procedures. (Portillo and Kras, 2020). Recent leadership literature has also focused on implementing evidence-based practices, which continues to be difficult for front-line supervisors and middle management. Front-line probation, parole supervisors, and middle management are generally responsible for ground-level policy implementation. Implementing evidence-based practices with other competing priorities tends to stress front-line supervisors and middle management, which can directly impact front-line staff (Kras, Rudes, and Taxman, 2017).

The National Institute of Corrections (NIC) within the U.S. Department of Justice has identified leadership competencies for correctional leaders in the 21st century. The NIC identified competencies for four leadership levels: a supervisor profile, a manager profile, a senior level leader profile, and an executive leader profile (Campbell, 2006). The supervisor and manager profiles share similar competencies: interpersonal relationships, ethics, and values motivating others, team building, collaboration, developing direct reports, and problem-solving. Managers differ in that they also need to be proficient in strategic thinking, program planning, and performance assessment (Campbell, 2006). Senior-level and executive leaders' profiles require that leaders be proficient in establishing an organizational vision, mission, and strategic goals through collaboration with all leadership levels and line staff. This requires that leaders set clear goals and expectations and inspire organizational commitment and adherence to the shared goals and values (Campbell, 2006).

The NIC identified further essential competencies that senior-level and executive leaders must develop that include self-awareness, sound ethics and values, managing the external environment, and strategic planning and performance measurement. Having excellent self-awareness requires senior-level and executive leaders to understand how their weaknesses and strengths influence the people around them. It is also important for leaders to be self-aware how their strengths and weaknesses impact their abilities to accomplish strategic goals. It is also important for leaders to see themselves how others see them to maximize their strengths when and minimize their weaknesses (Campbell, 2006).

Senior-level and executive leaders must approach ethics through various ways such as rule-based ethics, principle ethics, professional ethics, virtue ethics, and consequential ethics. Although leaders may use a combination of these ethical approaches, they must do so through an integrity foundation. The NIC identifies three domains of judgement in which leaders, specifically public officials, can apply integrity in practice. The three domains of judgement include obligations of office, prudence and effectiveness, and personal commitments and capacities (Campbell, 2006).

Senior-level and executive leaders must also understand how the external environment may influence their agencies. Leaders must recognize that their agencies are part of a larger whole in which under certain conditions, may impact their agencies' strategic planning. Leaders must develop alliances and consistently analyze the environment to be able to manage it effectively. Senior-level and executive leaders must also develop a competency for strategic planning and performance measurement. In some instances, executive leaders may take a direct part in developing strategic plans. Executive leaders take a lead on the alignment of the agencies' resources and advocates, on behalf of their agency, for resources from outside stakeholders.

Strategic planning and measurement fall directly on senior-level leaders. Such leaders are tasked with making key decisions and communicate those key decisions to all levels of the organization (Campbell, 2006).

Corrections and Job Burnout

Employee burnout has been defined in the literature in many ways over the last several decades. An early definition of burnout by Freudenberger (1974) defines burnout as a situation in which an employee experiences physical and psychological exhaustion because of workplace situations. Freudenberger (1974) further states that burnout can be examined as a state of exhaustion that may have resulted from an employee's perceived failure, loss of energy, fatigue, or other workplace demands. Maslach and Jackson (1981) defined burnout as a syndrome of emotional exhaustion and cynicism that frequently happens with people who work with others. Another study defines burnout as prolonged exposure to a stressful work environment (Lindquist and Whitehead, 1986). A recent study defines burnout as a work-related state of exhaustion that occurs among employees, characterized by extreme tiredness, reduced ability to regulate cognitive and emotional processes, and mental distancing (Schaufeli, Desar, and De Witte, 2020). A literature review suggests that several studies have addressed employee burnout within the context of corrections and identified predictors that lead to burnout.

Literature has identified significant predictors that lead to or are associated with corrections burnout, including organizational structure factors, role conflict, role ambiguity, job characteristics, and high workload levels. The following pages discuss literature surrounding organizational structure, role conflict and ambiguity, job characteristics, and workload. Specific factors examined include mandatory overtime, shift work, operational safety, competing philosophies of rehabilitation vs. control, and adapting to organizational change.

Organizational Structure

Correctional officers experience burnout at much higher rates than the general population. Some research has found that correctional officers experience higher rates of burnout than police officers (Keinan and Malach-Pines, 2007). Research has found that burnout can lead to adverse outcomes at individual and organizational levels. On the individual level, burnout can lead to health and family-related issues. Compared to other occupations, correctional officers spend 40% more time on leave from work due to illness and injury. Correctional officers also experience a suicide rate that is twice as much as the general population and have a life expectancy of 12 to 16 years shorter (Stelter, 2017). At the organizational level, burnout has decreased work performance, leading to operational safety-related issues for both staff and incarcerated individuals. Burnout can also lead to higher rates of absenteeism and an increase in turnover rates, which in turn leads to an increase in mandatory overtime, low morale, and costs to institutions such as sick pay, overtime pay, and loss of productivity (O'Hare, 2018).

Significant factors that have contributed to correctional officer burnout include external factors, environmental factors, personal factors, and organizational structure factors. The most significant factor contributing to burnout is stress caused by many factors, including the organizational environment, specifically a rule and policy-driven environment. Correctional officers experience less stress and, therefore, fewer burnout symptoms when they are allowed to take part in the organizational decision-making process, have job autonomy, and have effective communication (O'Hare, 2018).

Organizational structure is defined as the formal mechanisms within an organization that are used to control, manage, direct, and influence employees. Organizational structure can affect the performance of employees within organizations by fostering an environment of positive

working relationships, which in turn increases employee job satisfaction and commitment to the organization (Griffin et al., 2015). Four significant functions of a correctional organization can lead to stress and, subsequently, officer burnout, including integration, communication, centralization, and organizational justice (Lambert, 2010).

The literature surrounding correctional officer burnout has primarily focused on institutional corrections. Recent literature within the last two decades has focused on correctional staff within community-based corrections. Like institutional corrections, organizational structure factors have been found to predict correctional staff burnout within community-based corrections. A recent study examined over 300 probation and parole officers and residential officer (work release/halfway house) staff. The study examined organizational factors, such as supervisor support, co-worker support, job characteristics, workplace perceptions, and individual attributes to job burnout and found that supervisor support negatively affected depersonalization and emotional exhaustion (Mack and Rhineberger-Dunn, 2019).

Recent literature has solidified organizational structure factors as a more significant predictor variable of burnout among institutional and community corrections staff (Rhineberger-Dunn, Mack, and Baker, 2016). Other studies that have examined organizational structure factors in both institutional and community-based corrections include Lambert et al. (2015); Lambert and Paoline (2008); Hogan, Lambert, Jenkins, and Hall (2009); Minor, Wells, Lambert, and Keller, (2014); Matz, Wells, Minor, and Angel, (2012). The literature surrounding corrections workers' job burnout has also identified role conflict and role ambiguity as additional predictive variables for job burnout. These variables have been examined at both the institutional and community-based corrections levels.

Role Conflict and Role Ambiguity

Role conflict and role ambiguity leading to stress and burnout in corrections is an area of research that has been gaining popularity over the last two decades. This area has also examined probation and parole officers within community-based corrections. In terms of probation parole officer burnout, community-based corrections have remained an area of limited study. The limited available research suggests that probation and parole officers experience role conflicts within their job duties, including playing several roles, such as law enforcement officers, counselors, attorneys, and caseworkers (Farester, 2016).

Probation and parole officers experience other role conflicts and ambiguities, including personal values that clash with role responsibilities and requirements. For example, a probation and parole officer may have a counselor or social work tendency but are forced to take a law enforcement role. The inverse is also true, where probation and parole officers may have law enforcement tendencies but are forced to put on a counselor and social worker hat. Another similar situation is when probation and parole officers want to pursue a particular probation or parole violation recommendation but are pressured by the corrections department to pursue an alternative option (Farester, 2016). Research suggests that high levels of role conflict and ambiguity lead to higher levels of job burnout. Research specifically suggests that role conflict has led to high levels of burnout amongst probation and parole officers. Role conflict is also predictive of depressive symptoms amongst probation and parole officers (Gayman and Bradley, 2013).

The environment in which probation, parole, and residential officers work within community-based corrections has also been examined as predictive of high levels of officer stress and burnout (Rhineberger-Dunn and Mack, 2018). Probation, parole, and residential

officers often work with violent offenders. Although continued exposure to violent offenders is not predictive of officer stress and burnout, the perception of the dangerousness of the environment is predictive (Rhineberger-Dunn and Mack, 2018). Specific Job characteristics have also been associated with job burnout.

Job Characteristics

Although specific correctional job characteristics have been associated with higher levels of job burnout, some studies have shown mixed results. Some studies have shown that long years of service are associated with higher levels of job stress and burnout (Paoline et al., 2015). Other studies have suggested that years of service are not significantly associated with job stress and burnout (Hartley et al., 2013). Recent research suggests that probation and parole officers who work with high-risk, violent, and sexual offenders are more exposed to traumatic-related materials, such as reading police reports, other crime reports, victim-related injuries, and case files. This constant exposure has led to higher rates of stress for probation and parole officers leading to burnout (Spinaris, Denhof, and Morton, 2013).

Recent research has also suggested that probation and parole officers may experience higher levels of anticipatory anxiety. Anticipatory anxiety among probation and parole officers occurs when officers develop anxiety-related issues from things that can potentially go wrong or fear of different types of situations occurring. Research has suggested that probation and parole officers who experience high levels of anticipatory anxiety also experience higher levels of stress and burnout (Lewis, 2011).

Workload

The workload of probation and parole officers can sometimes be demanding and lead to stress, which can lead to burnout. Probation and parole officer work often demand quantity and

quality with deadlines. Meeting deadlines and meeting clients' needs can lead to ongoing stress (Farester, 2016). Although there are, on average, about 4 million offenders nationwide that community corrections staff are tasked with supervising day to day, there is limited literature on understanding what community corrections staff experience in terms of work-related stressors. Existing literature focuses on role overload, job ambiguity, job preference, job characteristics, and perceived job-related safety (Rhineberger-Dunn and Mack, 2018).

Probation and parole officers also conduct fieldwork apart from meeting with offenders for supervision appointments in an office-type setting. Fieldwork requires probation and parole officers to conduct home, employment, and other collateral checks to verify the information and build supportive relationships with the offender's support systems. Conducting fieldwork per caseload requirements requires probation and parole officers to be constantly vigilant and abide by strict safety protocols in sometimes dangerous environments. Working in harsh and dangerous environments can lead to higher stress levels and burnout ((Denhof, Spinaris, and Morton, 2014).

Other workload factors that may contribute to job-related stress and burnout include helping offenders set up payment plans for court-ordered fees and fines, ensuring offenders meet with substance abuse and mental health providers, ensuring that mental health medications are being taken as prescribed, and working on nights, weekends, and be on call if required (Uncel, 2018).

Corrections and Job Satisfaction

Spector (1997), who developed a validated instrument to assess job satisfaction, defines job satisfaction as a collection of feelings and emotions one has towards a job. Job satisfaction is a topic that has been studied extensively over the last 90 years in a variety of disciplines. Robert

Hoppock was one of the first researchers to measure job satisfaction. Robert measured the job satisfaction of 309 working adults by measuring factors such as emotional adjustment, interest, age, fatigue, social status, and community size, among other factors (Hoppock, 1935). By the mid to late 1990s, it is estimated that over 12,000 studies have focused on one way of form of the study of job satisfaction (Lambert, Barton, & Hogan, 1999). Studies on job satisfaction also extend to the field of corrections.

Institutional corrections literature has examined job satisfaction and has come up with two main definitions. One definition defines job satisfaction as the degree to which corrections employees like their jobs (Lambert et al., 2007). The other definition defines job satisfaction as having an emotional reaction to the job (Cranny et al., 1992). The importance of job satisfaction amongst correctional staff in community-based and institutional corrections is documented in the literature, yet literature predicting job satisfaction amongst community-based corrections staff remains limited (Rhineberger-Dunn and Mack, 2020).

Factors Affecting Job Satisfaction

The literature on job satisfaction in a correctional setting identifies factors that can contribute to higher rates of job satisfaction in various roles. The importance of job satisfaction can generally be examined through two different lenses, a utilitarian lens and a humanitarian lens. The utilitarian lens suggests that higher rates of job satisfaction within organizations can lead to higher organizational effectiveness in areas such as absenteeism, turnover, performance, and organizational commitment. A humanitarian lens or approach suggests that seeking higher rates of job satisfaction is simply the right thing to do morally for organizations, as people deserve to be treated respectfully and reasonably in all aspects of the job (Yang, Brown, and Moon, 2011).

Factors affecting job satisfaction have been examined in corrections since at least the late 1980s. In early studies of job satisfaction among correctional officers, factors such as task identity, task significance, feedback, autonomy, and skill variety were identified as factors associated with job satisfaction (Glisson and Durick, 1988). Other studies during the 1990s examined other factors associated with higher job satisfaction. They examined undesirable outcomes of low job satisfaction among correctional officers, including psychological withdrawal from the job, officers retiring early, high turnover rates, issues with attendance, and lack of participation in day-to-day job duties (Camp, 1994). Factors that contributed to higher job satisfaction were higher pay, promotional opportunities, co-workers, finding fulfillment from work, and supervision (Camp, 2004).

Other studies during the 1990s that examined predictors of job satisfaction in a correctional setting included Cullen, Latessa, Kopache, Lombardo, and Burton (1993); Lambert et al., (1999); and Zhao, Thurman, and He (1999). Studies examining predictors of job satisfaction during this time frame also examined descriptive information, such as years of service, rank, educational level, the officer's work environment, and race and ethnicity (Zhao, Thurman, and He 1999).

Studies examining probation and parole officers and job satisfaction remain limited. One study examining probation officers and job satisfaction in Florida found that predictor variables for job satisfaction were personal, such as job stress, officer experiences, and marital relationships (Simmons et al., 1997). Recent literature has identified organizational structures as having a more significant impact on job satisfaction than job characteristics (Rhineberger-Dunn and Mack, 2020).

Although Organizational structure is known to have a more significant impact on job satisfaction, recent research suggests that job characteristics remain a predictor variable of job satisfaction in corrections, as documented in the 1990s literature. Recent literature focuses significantly on job satisfaction and characteristics within institutional corrections (Rhineberger-Dunn and Mack, 2020). Job characteristics such as the threat of harm, the dangers of the job, supervisor support, and co-worker support are several predictors of job satisfaction (Lewis et al., 2013; Hogan et al., 2017; Lambert and Paoline, 2008).

Organizational variables differ from job characteristics in that organizational variables are independent of the employee's work environment. Organizational variables have been defined in the literature as being but not limited to promotional opportunities, role confusion or ambiguity, training, and having input on policy development and decision-making (Lambert and Paoline, 2008). The literature suggests that these variables can be significant predictors of not only job satisfaction but also job stress.

Literature suggests that role confusion and ambiguity are predictors for high levels of job stress, while less role ambiguity has been associated with higher levels of job satisfaction (Paoline et al., 2015). Literature suggests that promotional opportunities, or lack of opportunities, are associated with lower perceptions of job satisfaction when opportunities do not exist (Jiang et al. 2016). Literature also suggests that line staff input on the organizational decision-making process predicts higher levels of job satisfaction. This variable has been strongly associated with job satisfaction in institutional and community-based corrections (Lambert and Paoline, 2008).

Job Satisfaction and Leadership Styles

Literature suggests that leadership styles impact employee job satisfaction, among other common factors, such as low compensation. Leadership styles, such as transformational

leadership, can significantly impact employee job satisfaction (Asghar and Oino, 2017). Negative relationships between members of leadership teams and direct report staff are associated with lower job satisfaction. The main factors that can lead to negative relationships between leaders and direct report staff include the approaches leadership takes to implement change across organizations (Brown, 2021).

Other factors that leadership teams have some direct influence or control over that are directly related to job satisfaction in corrections include compensation, organization commitment, and organizational citizenship behavior (Brown, 2015). Compensation has been identified as one of the most significant factors impacting job satisfaction levels in corrections. The amount of pay and benefits corrections workers receive, and their associations with job satisfaction have provided inconsistent results in the literature. Instead, the perception of correctional officers that they believe they are being compensated relatively is associated with higher rates of job satisfaction (Leip and Stinchcomb, 2013).

Organizational commitment is the bond or connection between employees and the organizations they work for (Jay, 2021). Employee organizational commitment in a correctional setting is one of the most critical factors that correctional agencies should strive for in terms of behaviors to meet their organizational goals (Vickovic and Griffin, 2014). Organizational citizenship behavior is like organizational commitment but differs in that staff go above and beyond what is expected of them in their day-to-day job duties. Leadership staff has a direct influence in cultivating such environments (Lambert et al., 2015).

Leadership styles that decrease staff turnover rates and reduce work-related conflicts have increased job satisfaction. Research in corrections has suggested a strong positive relationship between officer turnover rates, conflicts in officer work environments, and job satisfaction

(Hogan, Lambert, Jenkins, and Wambold, 2006). Leadership styles that promote engagement with leaders and direct reports in the organizational decision-making process have been associated with higher levels of job satisfaction. Research has suggested that corrections officers who feel involved with leaders in the decision-making process, which affect their day-to-day job duties, also tend to experience higher levels of job satisfaction (Dowd, 2007).

Leadership styles that rely on and promote coaching, mentoring, guidance, inspiration, collaboration, trust, and serving officer needs have gained popularity in corrections. This is a sharp contrast to the traditional correctional style of leadership of command and control, with a heavy emphasis on managing resources within facilities to maintain the safety of operations (Asghar and Oino, 2017). Other studies have found similar trends. Research within the last 15 years suggests that leaders who develop and cultivate positive working interpersonal relationships with direct report staff can increase job satisfaction and organizational effectiveness (Campbell, 2005; Polities, 2006). Servant leadership is one leadership style that promotes many of these abilities, which is discussed in the following several pages.

Servant Leadership

According to Frederick (2018), servant leadership principles can be found in the teachings of the Holy Bible. Frederick (2018) further states that although the principles of servant leadership can be traced back to more than 2,000 years ago, the philosophy and constructs of servant leadership were developed by Robert Greenleaf in the 1970s as an alternative leadership approach. There have been many attempts to define servant leadership since the 1970s. According to Robert Greenleaf, a servant leader is a servant first and is naturally inclined to want to serve and inspire others. Greenleaf further states that servant leaders have

certain behavioral qualities that facilitate and ensure that others' needs, and priorities are met above their own (Greenleaf, 1970).

A modern definition defines servant leadership as a leader who consistently practices active listening, empathy, awareness, persuasion, stewardship, building the community, conceptualization, healing, and is committed to the growth of people (Spears, 2010). More recent literature has added additional attributes to what servant leadership looks like including humility, authenticity, empowerment, credibility, competence, influence, vision, trust, shared leadership, delegation, modeling, pioneering, compassion, love, power distance, and appreciation (Mittal and Dorfman 2012; Van Dierendonck, 2011; Van Dierendonck and Nuijten 2011; Mahembe & Engelbrecht 2013; Van Dierendonck & Patterson, 2014).

Robert Greenleaf also stated that organizations, and not just individuals, can be servant leaders. Robert Greenleaf had a strong belief that servant organizations can change the world. In his second major essay, Robert Greenleaf stated that the rock upon which a good society is built is made of people caring for others by serving each other. Robert Greenleaf stated that until recently, caring for one another was a person-to-person interaction, but now should also extend from institution to institution. Robert Greenleaf stated that institutions have a responsibility to serve their people, care for and love their people, and fulfill the potential of their people to create and foster future servant leaders (The Institution as Servant, 2021).

According to Art Bater, Chief Executive Officer and founder of the Servant Leadership Institute, and Pat Falotico, Chief Executive Officer at the Robert Greenleaf Center for Servant Leadership, organizations that practice servant leadership qualities have seen enhanced performance from their employees (Tarallo, 2018). Leadership experts state that most traditional business leaders often take the position and approach of a manager tasked with overseeing

transactions. Traditional transactions require that line employees meet required or desired performance goals, and in exchange, employees receive payment and other benefits. This traditional management style affords authority to managers by just simply being the manager and or boss (Tarallo, 2018).

Servant leaders attempt to avoid the management style of leading and instead seek to intentionally develop and help align employees directly with an organization's mission. As a result, servant leaders see high-performing employees who are more purpose-driven and engaged with their job duties. Servant leadership environments also see lower turnover rates and higher organizational retention (Tarallo, 2018).

Several things need to occur for servant leadership leaders who wish to reap the benefits of the servant leadership style. The first thing is that leaders need to have an unselfish mindset. Leaders with selfish mindsets tend to have difficulty promoting servant leadership qualities. Another factor is that the organization needs to create and foster an environment where servant leadership can thrive. Lastly, leaders must practice servant leader qualities daily as some qualities do not come naturally to some leaders (Tarallo, 2018).

According to Gomez (2022), servant leadership can be applied in a few simple steps. The first step is for leaders to lead by example. Leaders must show humility, be authentic, and become trustworthy. Leading by example with humility as the foundation will increase the likelihood of employees following expectations out of respect and not because of fear. The next is for leaders to show why the work is essential. In practice, leaders may accomplish this by communicating explicitly to each team member how their work is important and how their work makes an impact on the organization. When this occurs, team members may become more motivated, which may lead to an increase in performance. In this step, it is important to speak

less about metrics and numbers, and instead, speak more about the individual person and the great work they have done. Linking specific achievements or personality traits to the greater mission is also of great importance in this step.

Another step is to encourage collaboration, commitment, and community building. The servant leader is one who can be viewed as the motor in charge of generating a sense of teamwork and community. Fostering an environment of collaboration can be difficult. One way leaders can achieve collaboration is by delegating tasks to generate commitment amongst team members. This step requires patience from the servant leader as it can become very tempting to complete tasks in a fast paste business world. Another step is for servant leaders to support the growth and development of their team members. Servant leaders act in a support role in helping their team members reach their goals (Gomez, 2022).

Another step, which is among one of the more important steps, is for leaders to be caring for team members through empathy and compassion. In this step, the leader is responsible for cultivating an environment that is friendly, welcoming, and comfortable for all. The last step when practicing servant leadership is for leaders to ask for feedback. It is important for servant leaders to be receptive to feedback. Asking for feedback may show team members that servant leaders are also humans that may need help and guidance from time to time (Gomez, 2022).

Although servant leadership may produce many benefits for individuals and organizations, it also may create some challenges. According to Lindberg (2022), servant leadership has some disadvantages. One disadvantage is that servant leadership takes time to build within a team or organization. Servant leadership is founded upon relationship building, which can take time to build. Leaders and team members need to take time to understand each other and what motivates each of them.

Another disadvantage of servant leadership is that its full implementation may not fit well with every type of organization. A prime example of this is the military where leaders often need to make quick decisions without collaboration with followers that may have profound impacts on situations. Servant leaders rarely make decisions on their own that have the potential to make profound impacts on their teams. Servant leaders solicit and gain participation from team members and decisions or solutions are often generated together and agreed upon as a team (Lindberg, 2022).

Another disadvantage of servant leadership is that leaders and teams may lose sight of larger organizational goals. One of the most significant duties of a servant leader is to develop individual team members and relationships. As stated before, this process can take a significant amount of time and effort. It is important for servant leaders to create a balance between the needs of the individual team members, the team, and the organization. Another disadvantage of servant leadership is that although it can lead to employee motivation, sustaining the motivation long term can be challenging for servant leaders. It is important for servant leaders to practice patience when collaboration on decisions take more time than expected. It may be tempting for servant leaders to make final decisions when team are at an impasse. It is important for servant leaders to instead challenge team members by facilitating discussions until agreements can be reached (Lindberg, 2022).

Lindberg (2022) states several ways in which individuals can be effective servant leaders. One way is for leaders to be selfless mentors by developing a mindset of service. The servant leader needs to have a mindset that they are in the role to serve others before themselves. This service role cannot and should not be delegated to others as is the case with some duties and

tasks. Servant leaders can coach and install servant leadership within other leaders. This can take time and may challenging to scale in large organizations.

Another way for leaders to be effective servant leaders is to foster a culture of service throughout teams and organizations. It is important for servant leaders to teach individuals to serve each other and develop a supporting and welcoming work culture. Servant leaders may create a charitable department to influence culture change and to teach their teams of the importance of community building. Other ways leaders can be effective servant leaders is to develop communication skills and keep the larger goals of the organization in mind (Lindberg, 2022).

Part of developing strong communications skills is also developing strong listening skills. Servant leaders must be great active listeners. Servant leaders must also learn to pick up on nonverbal cues and adjust communication accordingly. Some ways to increase communication skills include but are not limited to developing emotional intelligence, being authentic, asking questions, summarize and repeating back, be mindful of volume and pitch, and obtain feedback. As noted earlier, effective servant leaders must also find a balance between spending time developing their staff to their fullest potential and working towards the needs of their organizations (Lindberg, 2022).

Servant Leadership and Corrections

A review of servant leadership literature suggests that servant leadership in the context of correctional leadership remains an area of research that has not been well explored. One of the first known significant attempts to examine servant leadership within a corrections context was made by Linda (2009). Linda (2009) examined jail volunteers and other faith-based leaders and their application of servant leadership qualities within the inmate population in daily interactions.

Linda's (2009) exploratory study found that when jail volunteers used servant leadership qualities, such as empathy, inmates tended to feel more empowered, among other findings.

Another study examined employees' perceptions of servant leadership, continuance commitment, normative commitment, and affective commitment in a mid-Atlantic department of corrections comprised of probation and parole officers and corrections officers. The study found that the probation and parole officers and corrections did not see their leadership as servant leaders, did not trust their leadership, and continuance commitment was identified as the most common type of employee commitment (Brewer, 2021). Other studies examining commitment and servant leadership within a correctional context include Green et al. (2015), Bass (2000), Yigit and Bozkurt (2017), and Sokoll (2014).

Servant Leadership in Other Employment Sectors

According to Baqai (2020), empirical studies analyzing the effects of servant leadership on employee outcomes within organizations are limited at best. Baqai (2020) examined servant leadership literature in higher education institutions and found that servant leadership is practiced in higher education to some degree; however, it is not uniformly applied across university and college cultures. Servant leadership behaviors and attitudes vary across university and college functions and organizational levels. Baqai (2020) further states that servant leadership and job satisfaction correlations hold in various organizational and cultural contexts.

Servant leadership literature in the public sector is also limited. One study explored how servant leadership affected public sector employees regarding organizational ethical climate, employee engagement, and public sector reform in two enterprises. The study found that employees accepted servant leadership because of pre-existing employee conditions. The various levels of servant leadership acceptance affected the organizational ethical climate, employee

engagement, and public sector reform (Slack et al., 2020). Other studies examining servant leadership within a public sector context include Miao et al. (2014), Erickson (2013), and Mostafa (2019).

Servant leadership literature in the private sector is also limited. One large-scale study in Africa examined servant leadership characteristics and leader trait's influence on employee perception of leadership across private sector companies. The study found that servant leadership qualities were a predictor of leadership effectiveness. The study also found significant positive relationships between servant leadership, age, gender, and job satisfaction (Okecha, 2019). Other studies examining servant leadership within a private sector context include Burton et al. (2017), Liden et al. (2014), and Coetzer et al. (2017).

Servant Leadership and Job Satisfaction

Servant leadership and its effects and associations with employee job satisfaction across multiple industries is a significant gap in current literature. Huning, Hurt, and Frieder (2020) examined servant leadership and its effects on turnover intentions with job satisfaction, job embeddedness, and organizational support as mediating factors. The sample size of 150 participants was derived from headquarters or local offices of fortune 500 companies, such as the service industry, banking industry, and insurance industry. Huning, Hurtm, and Frieder (2020) found that the direct effect of servant leadership on employee turnover intentions was not significant; however, servant leadership was found to be positively correlated with job satisfaction, job embeddedness, and perceived organizational support.

Another study examined the effects of servant leadership on the intrinsic and extrinsic job satisfaction of over 200 employees working in the service sector and found a strong positive correlational relationship between the three variables (Al-Asadi et al., 2019). A similar study

examined the extent to which leaders in the events sector were perceived as servant leaders and followers' job satisfaction levels. The study examined three different event types; cultural events, sports events, and personal events, and found that servant leadership behaviors and job satisfaction varied across the event types (Megheirkouni, 2018). Another study reviewed servant leadership through a meta-analysis and found that servant leadership was positively correlated with job satisfaction, organizational citizenship behavior, and job performance (Kiker et al., 2019).

Large companies, such as Southwest Airlines, Starbucks, AFLAC, 7-Eleven, and The Container Store, have all seen positive results in employee job satisfaction while engaging in servant leadership behaviors. These companies have also adopted servant leadership principles in their mission statements and business practices (Lichtenwainer, 2017). It is estimated that as many as half of Fortune Magazines' Best Places to Work yearly list practice core tenants of servant leadership (Lichtenwainer, 2017). Other studies where servant leadership was positively correlated with job satisfaction include Shaw and Newton (2014), Barbuto and Wheeler (2006), and Chung et al. (2010).

Servant Leadership and Job Burnout

A limited number of studies have examined the associations between servant leadership and job burnout. Lamprinou, Konstantinos, and Foetini (2021) examined servant leadership and its associations with job burnout and work-life balance mediated by perceived supervisor support and perceived organizational support in the telework industry. Lamprinou, Konstantinos, and Foetini (2021) found that servant leadership positively correlated with decreasing job burnout symptoms. Servant leadership and its associations with job burnout have also been examined within the construction industry context. Federick (2018) examined the effectiveness of a servant

leadership intervention on work engagement and job burnout within the construction industry. Federick (2018) found that leaders practicing servant leadership attitudes predicted higher work engagement and lower job burnout. Federick (2018) argues that its study is significant partly because servant leadership and employee burnout is an area in the literature that has not been explored.

Another study in the nursing industry examined the role of servant leadership, job burnout, and psychological safety among nurses amid the covid-19 pandemic. The study found that servant leadership reduced job burnout among nurses and psychologically mediated this relationship (Ying et al., 2021). Another study examined servant leadership and job burnout amongst managers in the retail industry and found no significant relationships (Stephen, 2021). Other studies that have explored servant leadership qualities and their associations with high job demands and burnout include Altahayneh (2013), Bakker and Demerouti (2007), and Alok & Israel (2012).

Summary

There is extensive literature examining job burnout and job satisfaction in many disciplines, including some research in corrections. Leadership literature examining the servant leadership model remains limited since the model's introduction by Robert Greenleaf during the early 1970s. Leadership literature examining leadership styles within community corrections, such as probation and parole agencies, remains limited as most literature is focused on correctional institutions. The leadership literature suggests that probation and parole agencies operate through a traditional paramilitary command and control hierarchy of strict adherence to rules, policies, and procedures. This study will add to the limited knowledge of the servant leadership model and its associations with job burnout and job satisfaction in a probation and

parole setting and additional knowledge of the limited leadership literature within community corrections.

CHAPTER THREE: METHODS

Overview

The following chapter provides an overview of this research study's methodology. The following chapter provides reasoning for specific research methodologies. The following chapter outlines a design for the study, states the research question(s), states the null hypothesis that was tested, along with other hypotheses, and provides information about the participants and setting and the instrumentation, procedures, and data analysis.

Design

This research study utilized a correlation research design. This study's focus is considerably quantitative. According to the Winston Salem State University (n.a.), there are generally four quantitative research designs: descriptive research, causal comparative/quasi-experimental research, experimental research, and correlational research. An identified variable is examined in descriptive research to identify the status of that variable. One of the goals of descriptive research is to describe a phenomenon through systematic information.

Winston Salem State University (n.a.) further states that causal-comparative/quasi-experimental research's central goal is to determine cause and effect relationships between variables. Causal comparative/quasi-experimental design differs from actual experiments because the researcher does not manipulate the identified independent variable, and groups are not randomly assigned. However, instead select naturally formed groups and the relationship between dependent on the dependent variable is measured. An experimental research design, also known as the true experimentation design, utilizes the scientific method to determine and establish any cause-and-effect relationships between variables. The experimentation design tends to control all variables but one. Correlational research attempts to identify and determine the

extent of the relationships between two or more variables in a study. One central goal of a correlational research design is that such a design attempts to recognize patterns in data and identify other trends. The correlational research design allows data analysis but does not identify cause-and-effect relationships between variables. Variables are not manipulated but instead examined and observed in natural settings. A correlational research design examines variables' relationships, data, and distribution.

This study aimed to examine the relationships and extent of servant leader qualities, job burnout, and job satisfaction in Iowa's probation and parole profession. Given that this study examined relationships among two or more variables in their natural settings through statistical analysis, the correctional research design was the best fit to accomplish this study's goals. This study did not manipulate any variables.

Research Questions

The following research questions examine the relationships between probation and parole leadership staff and their direct reports regarding servant leadership qualities, job burnout, and job satisfaction in Iowa's probation and parole profession. This research questions are as follows:

RQ1: Is there a statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession?

RQ2: Is there a statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession?

Hypotheses

The null hypothesis was examined using the previously stated central research questions as a guide. The null hypotheses are as follows:

RQ1: *Is there a statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession?*

- $H_0$1: There is no statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession.
- H_a1: There is a statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession.

RQ2: *Is there a statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession?*

- $H_0$2: There is no statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession.
- H_a2: There is a statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession.

Participants and Setting

The participants in this study were drawn from a community corrections department in central rural Iowa in the spring of 2022. Specifically, participants in this study were drawn from district 2 of the Iowa Department of Corrections' Community Based Corrections branch. The Community-Based Corrections branch of the Iowa Department of Corrections comprises 8 Judicial Districts covering all of Iowa's 99 counties.

The number of participants for this study was 31. District 2's probation and parole officer population comprised 50 total officers at the time of data collection. All 50 probation and parole officers were offered to participate in the study. A power analysis was conducted in G*Power (Version 3.1.9.7) to determine the minimum sample size requirement (Faul, Erdfelder, Buchner, & Lang, 2014). The power analysis determined that a sample size of 29 participants or greater

would be adequate to conduct a Pearson correlation, with a two-tailed test, with a large effect size (r = .50), at an alpha level of .05, and at a power of .80. Therefore, this study met the adequate sample size for data analysis purposes. The parameters of a .05 alpha level with a power of .80 are considered the standard for adequate data analysis in correlational research studies. Cohen (1988) states that coefficients (effect sizes) for Pearson's r between .10 and .29 represent a small association; coefficients between .30 and .49 represent a moderate association; coefficients above .50 represent a strong association or relationship.

This study targeted a large effect size of .50 or greater, given that studies with small sample sizes (less than 50 total cases) are correlated with large effect sizes (The Wing Institute, 2022). The sample was drawn from four probation and parole offices in four different cities across central rural Iowa, covering 22 of Iowa's 99 counties. No descriptive information was collected from participants to enhance response anonymity further. The only descriptive information was that participants need only be probation and parole officers to be able to participate in the study.

Instrumentation

A validated survey instrument was utilized to measure the three variables examined in this study: servant leadership, job burnout, and job satisfaction. Paul Spector's Job Satisfaction Survey (JSS) was utilized to measure the job satisfaction survey. The Servant Leadership Questionnaire (SLQ) was utilized to measure the servant leadership variable. The Burnout Assessment Tool (BAT) Version 2.0 was utilized to measure the job burnout variable.

Paul Spector’s Job Satisfaction Survey

The JSS is a survey comprising 36 questions across nine facets that measure employee attitudes about the aspects of their job and the job itself. Each of the nine facets contains four

items. The nine facets include fringe benefits, promotion, supervision, pay, contingent rewards, nature of work, co-workers, operational procedures, and communication. Each of the 36 questions has a 6-point Likert type scale in which respondents can choose from a range of "strongly agree" to "strongly disagree." A total score is then computed from all nine facets. The 36-question total possible score ranges from 36-216. Although there are no specific cut-off scores, a total item score of 36-108 signals dissatisfaction, a score of 108-144 signals ambivalence, and a total score of 144-216 signals satisfaction (Job Satisfaction Survey, 2021).

The JSS is an appropriate instrument for this study since the JSS was developed and validated for use in human services organizations. The norms of the JSS include the fields of corrections, education and higher education, mental health, medical, social services, and non-profit organizations. Although the U.S. norms of the JSS are not a representative sample of the U.S. population, the norms contain an overrepresentation of public sector fields (Job Satisfaction Survey, 2021). The JSS was validated through Spector (1985) and has subsequently been relied upon in several other studies that include Kim, Murrmann, and Lee (2009); Lowery (2004); Monahan (2002); Marion-Landais (1993); Marshall, Michaels, and Mulki (2007); and Mulki, Jaramillo, and Locander (2009). The JSS is a copyrighted instrument. This author was granted permission from the Paul Spector organization to utilize this instrument for this research study. The validity and reliability of statistics information are included in Appendix A.

The Servant Leadership Questionnaire

The SLQ is a survey that consists of 28 questions that measure seven dimensions of servant leadership. The seven dimensions being assessed include emotional healing, conceptualizing, helping followers grow and succeed, behaving ethically, putting followers first, empowering, and creating value for the community. Each of the 28 questions has a 7-point Likert

type scale in which respondents can choose from a range of "strongly agree" to "strongly disagree." Respondents are asked to answer questions regarding their perception of their leader (The Servant Leadership Questionnaire, 2019).

There are several steps in scoring the SLQ. The first step is determining how many surveys were completed for a specific leader. Each of the 28 questions is added up separately between all surveys taken for that specific leader, and the total scores are then divided by the total number of surveys completed. For example, if eight surveys are filled out for a specific leader, then item 1 on the survey will need to be added for a total score across all surveys and divide the total score by 8. An average score will be calculated separately for each of the 28 questions. Once the average scores are obtained, they are added in a specific order to measure that leader's servant leadership qualities across the seven dimensions. The sum of questions 1, 8, 15, and 22 measures emotional healing. The sum of questions 2, 9, 16, and 23 measure are creating value for the community. The sum of questions 3, 10, 17, and 24 measures conceptual skills. The sum of questions 4, 11, 18, and 25 measures empowering. The sum of questions 5, 12, 19, and 26 measures helping subordinates grow and succeed. The sum of questions 6, 13, 19, and 27 measures placing subordinates first. The sum of questions 7, 14, 20, and 28 measures behaving ethically (The Servant Leadership Questionnaire, 2019).

The interpretation of the total scores for each of the seven servant leadership dimensions is broken down into four categories: High Range, Moderate Range, Low Range, and Extremely Low Range. Scores between 23 and 28 fall under the High Range category and signal that the leader strongly exhibits that servant leadership dimension. Scores between 12-22 fall under the Moderate Range category and signal that the leader exhibits the servant leadership dimension averagely. Scores between 8-11 fall under the Low Range category, which signals that the leader

exhibits this servant leadership dimension in a below-average or expected way. Scores between 0-7 fall under the Extremely Low Range category, which signal that the leader is not inclined to exhibit that servant leadership dimension (The Servant Leadership Questionnaire, 2019).

According to Green, Rodriguez, Wheeler, and Baggerly-Hijinosa (2015), six current instruments measure servant leadership characteristics that have developed psychometric development within the peer-reviewed literature. The instruments include Organizational Leadership Assessment (Luab, 1999); Servant Leadership Scale (Ehrhart, 2004), Servant Leadership Questionnaire (Barbuto and Wheeler, 2006), Servant Leadership Questionnaire/Scale (Liden, Wayne, Zhao, and Henderson, 2008); Servant Leadership Behavioral Scale (Sendjaya, Sarros, and Santora, 2008); Servant Leadership Survey (Van Dierendonck and Nuijten, 2011). The SLQ by Liden et al. (2008) is the most appropriate instrument for this research study as this specific instrument measures perceptions of individuals on individuals whom they view as leaders through informal or formal means. Although the SLQ is freely accessible, the SLQ is a copyrighted instrument. This author was granted permission from Dr. Robert Liden at the University of Illinois at Chicago to utilize this instrument for this research study. The validity and reliability of statistics information are included in Appendix B.

Burnout Assessment Tool Version 2.0

Schaufeli, Desar, and De Witte (2020) 's Burnout Assessment Tool (BAT) Version 2.0 is a validated tool that measures an estimate of the level of burnout symptoms of individuals. The BAT does not diagnose burnout as such diagnosis can only be made by trained clinical professionals. Likewise, the BAT does not explain the consequences or causes of burnout. The BAT can be used for group or individual assessment. The BAT also offers two versions, a standard version and a work-related version. The work-related version targets employed people

and assess an individual's current work situation. The general version targets individuals who are not employed and who have not been employed for a specific amount of time (Burnout Assessment Tool, 2021).

This study utilized the work-related version of the BAT, given that this research study targeted working professionals. The work-related version of the BAT contains 23 questions that measure four core symptoms: exhaustion, mental distance, cognitive impairment, and emotional impairment. Ten additional items measure two secondary symptoms: psychological complaints and psychosomatic complaints, for a total of 33 questions. This study did not utilize the shorter version of the BAT as it is not as accurate as the more extended version. The 33 questions of the work-related BAT have a 5-point Likert type scale in which respondents can choose from a range of "never" to "always." Respondents are asked to answer questions in terms of their work situation and how they experience that situation (Burnout Assessment Tool, 2021).

The work-related BAT can be scored in several different ways. For the most accurate differentiated individual assessment of burnout symptoms, it is recommended that the full version be scored. Scoring the BAT requires that average scores be calculated and done in two different ways. One way is to compute the sum of all 23 questions and divide by 23 (total number of questions within four core symptoms) to get an average score of 1-5. The same method is followed for computing the average score on secondary symptoms in ten additional questions. Another way to score the BAT is to compute the sum of each dimension separately and divide it by the total number of questions for that dimension (The Burnout Assessment Tool, 2021).

Interpreting average BAT scores can be done in statistical norms or a clinical cut-off score. Utilizing the statistical norms method requires that average scores be compared with the

Dutch or Flemish workforce, the norms under which the BAT was validated. A significant disadvantage of the statistical norm comparison method is that the observed scores cannot be interpreted as being "problematic," given that comparing scores does not necessarily mean individuals suffer from burnout. The clinical cut-off score method requires that observed scores be compared to clinical patients for whom trained professionals have diagnosed as suffering from severe burnout complaints. This method can label respondents' scores as "problematic" in terms of the experience of burnout symptoms. Clinical cut-off scores are broken into three categories: green (no risk of burnout), orange (at risk for burnout), and red (very high risk of burnout). The clinical cut-off scores for the green category are 1.00-2.58 (total core symptoms) and 1.00-2.84 (total secondary symptoms). The clinical cut-off scores for the orange category are 2.59-3.01 (total core score) and 2.85-3.34 (total secondary symptoms). The clinical cut-off scores for the red category are as follows: 3.02-5.00 (total core score) and 3.35-5.00 (total secondary symptoms) (Burnout Assessment Tool, 2021).

For several reasons, it is appropriate to use the work-related BAT as an instrument to measure the occurrence of burnout among the respondents of this research study. The reasons include that the BAT is a psychometrically validated tool within peer-reviewed literature, the version utilized for this study targets working individuals, and the BAT does not seek to diagnose burnout but rather to measure burnout symptoms/complaints. The BAT's scientific publications include Vazquez et al. (2019), Kolachey et al. (2019), De Beer et al. (2020), Sakakibara et al. (2020), Hadzibajramovic et al. (2020), and Schaufeli, Desart, and De Witte (2020). BAT's scientific manual and user manual are both freely accessible. The validity and reliability of statistics information are included in Appendix C.

Procedures

The following procedures outline the researcher's chronological steps in conducting this study. The first step taken by the researcher was to seek and gain Institutional Review Board (IRB) approval. As part of the IRB approval process, the researcher received permission in writing from the Director of district 2 of the Community Based Corrections branch within the Iowa Department of Corrections to elicit participants from the district for this study. An IRB-approved research study participation letter was sent via email to all probation and parole officers in the four probation and parole offices within district 2. The letter was sent with a consent form. Consent forms were not required to be returned as this study contained the requirements for anonymous data collection methods as approved by the IRB.

The researcher traveled to the four probation and parole offices on four dates to distribute the three surveys/questionnaires: SLQ, JSS, and BAT. Participants were instructed to complete all questions on all three surveys/questionnaires and place them in a sealed manila envelope provided by the researcher. Participants were instructed not to write personal identifiers on any surveys/questionnaires and to return the sealed manila envelopes to the researcher in person. The surveys/questionnaires were distributed in the morning. The surveys were returned to the researcher before the end of the day. The IRB permission is included in Appendix D, and the agency/district 2 permission is included in Appendix E.

Data Analysis

Pearson correlations were utilized to address the research questions and to examine the strength of the correlations between servant leadership, job satisfaction, and job burnout. A Pearson correlation was the most appropriate test for this study, as Pearson correlations examine the strength of relationships of continuous-level variables (Pallant, 2020). The variables of this

study were tested at the continuous level of measurement. This study aimed to identify any correlations and the strengths of those correlations amongst the variables.

Before statistical analysis, Pearson correlation's assumptions were tested and are addressed in detail in the findings chapter. Pearson correlation has four assumptions that must be met. The first assumption states that variables must be at a continuous level of measurement, the second assumption states that there must be a linear relationship between variables, and the third assumption states that no univariate outliers can exist in the data sets. The fourth and last assumption states that variables must be approximately normally distributed. As noted in the participants and setting section in this chapter, an alpha level of .05, a power of .80, and a large Cohen's effect size of .50 or greater were utilized for data analysis purposes.

CHAPTER FOUR: FINDINGS

Overview

The following chapter provides an overview of this study's findings. This study's research questions, and hypothesis are provided first in null form, followed by descriptive statistics, and ends with an overview of the results.

RQ1: *Is there a statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession?*

- $H_0$1: There is no statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession.
- H_a1: There is a statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession.

RQ2: *Is there a statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession?*

- $H_0$2: There is no statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession.
- H_a2: There is a statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession.

Descriptive Statistics

Composite scores were developed on the SLQ, JSS, and BAT instruments through an average of the respective items comprising each scale. The minimum, maximum, mean, and standard deviations for each variable are reported. The Cronbach alpha for the scales is also presented to summarize the internal consistency of the measures. The strength of the alpha values was assessed through use of the guidelines suggested by George and Mallery (2020).

George and Mallery (2020) state that alpha values can be assessed using the following guidelines: α ≥ .9 Excellent, α ≥ .8 Good, α ≥ .7 Acceptable, α ≥ .6 Questionable, α ≥ .5 Poor, and α < .5 Unacceptable.

Servant Leadership

Servant leadership scores ranged from 1.89 to 6.82, with *M* = 4.61 and *SD* = 1.46. The Cronbach alpha for servant leadership indicated excellent reliability (α = .98). Table 1 presents the summary statistics for servant leadership scores. Figure 1 presents a histogram for servant leadership scores.

Table 1

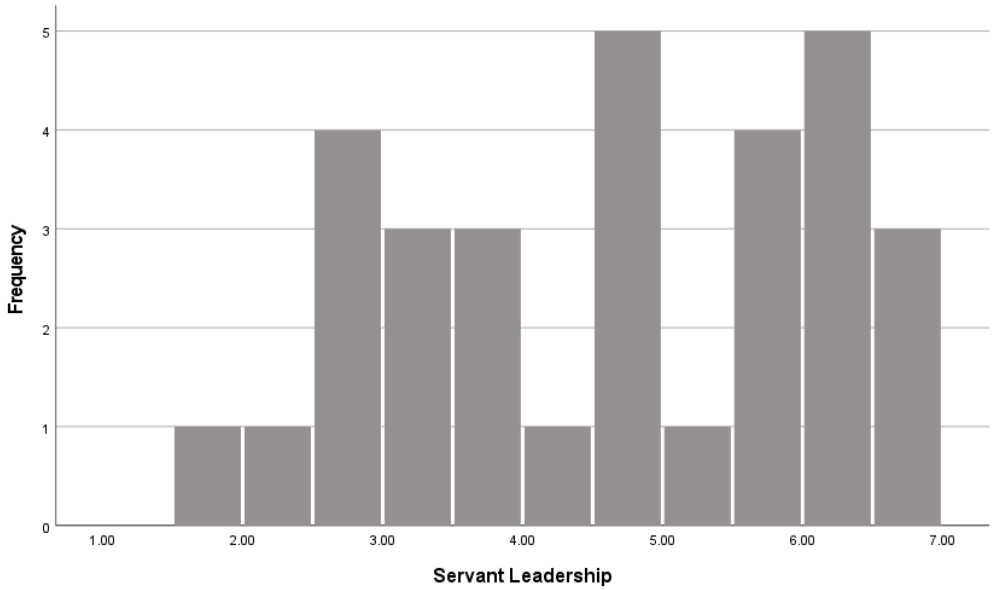
Summary Statistics for Servant Leadership

Variable	*n*	Min	Max	*M*	*SD*	Number of items	α
Servant leadership	31	1.89	6.82	4.61	1.46	28	.98

*Possible scores on servant leadership ranged from 1 = strongly disagree to 7 = strongly agree.

Figure 1.

Histogram for servant leadership.



Job Satisfaction

Job satisfaction scores ranged from 2.50 to 5.11, with *M* = 3.89 and *SD* = 0.67. The Cronbach alpha for job satisfaction indicated excellent reliability (α = .92). Table 2 presents the summary statistics for job satisfaction. Figure 2 presents a histogram for job satisfaction scores.

Table 2

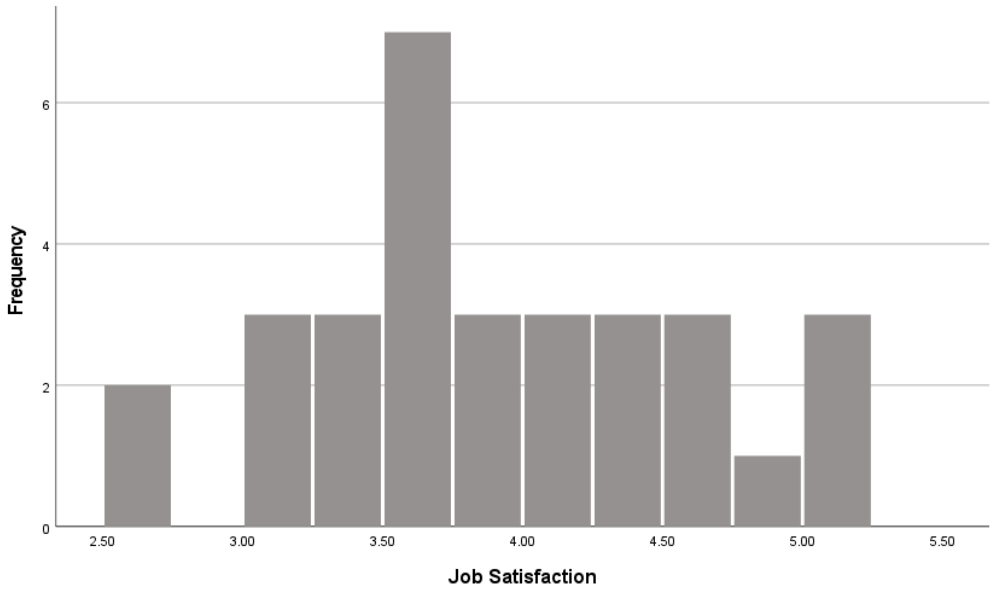
Summary Statistics for Job Satisfaction

Variable	*n*	Min	Max	*M*	*SD*	Number of items	α
Job satisfaction	31	2.50	5.11	3.89	0.67	36	.92

*Possible scores on job satisfaction ranged from 1 = disagree very much to 6 = agree very much.

Figure 2.

Histogram for job satisfaction.



Job Burnout

Job burnout scores ranged from 1.55 to 3.58, with *M* = 2.46 and *SD* = 0.54. The Cronbach alpha for job burnout indicated excellent reliability (α = .94). Table 3 presents the summary statistics for job burnout. Figure 3 presents a histogram for job burnout scores.

Table 3

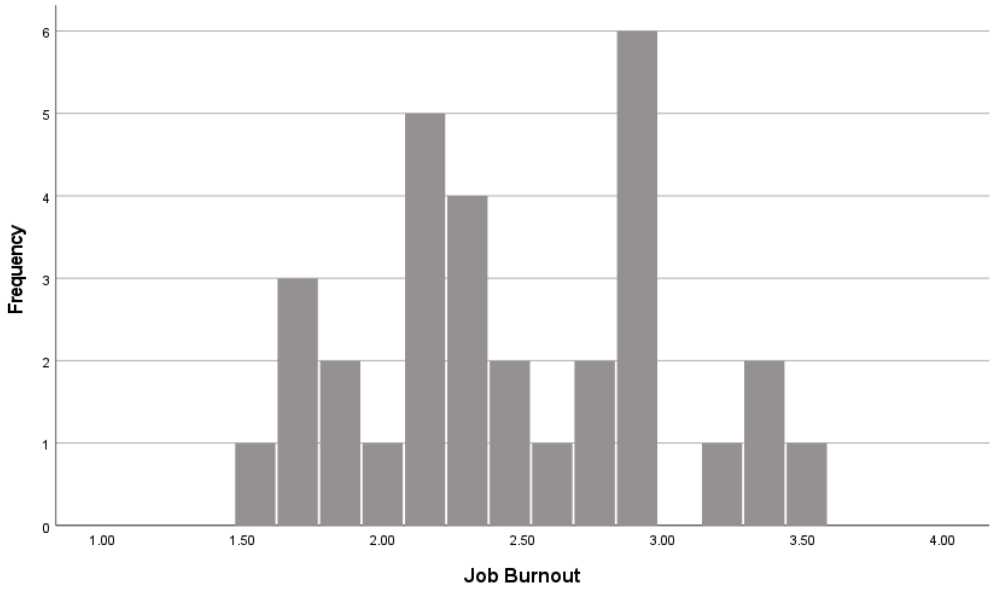
Summary Statistics for Job Burnout

Variable	*n*	Min	Max	*M*	*SD*	Number of items	α
Job burnout	31	1.55	3.58	2.46	0.54	33	.94

*Possible scores on servant leadership ranged from 1 = never to 5 = always.

Figure 3.

Histogram for job burnout.



Results

To address each of the research questions and hypothesis, Pearson correlations were utilized to identify any correlations and examine the strength of the correlations between servant leadership, job satisfaction, and job burnout. As noted in the methods chapter, a Pearson correlation test is appropriate when testing the strength of the relationship between continuous-level variables (Pallant, 2020). Prior to running the Pearson correlation analysis, the four assumptions of a Pearson correlation were tested to ensure its appropriateness to the study design.

The first assumption of a Pearson correlation is that the variables of interest, in this case the SLQ, JSS, and BAT. are measured at a continuous level. Although the individual survey items are ordinal in nature, researchers such as Norman (2010) and Boone and Boone (2012) indicate that Likert-style data computed in aggregate (means and sums) can be treated as continuous measurements for statistical purposes. All three variables – servant leadership, job satisfaction, and job burnout – were treated as continuous data, and therefore the first assumption was supported.

The second assumption of a Pearson correlation is that there must be a linear relationship between the variables. Scatterplots were developed to test this assumption amongst the variables. The scatterplots depicted a positive relationship between servant leadership and job satisfaction (see Figure 4), while there was an inverse trend between servant leadership and job burnout (see Figure 5). Therefore, the second assumption for a Pearson correlation was supported.

Figure 4.

Scatterplot between servant leadership and job satisfaction.

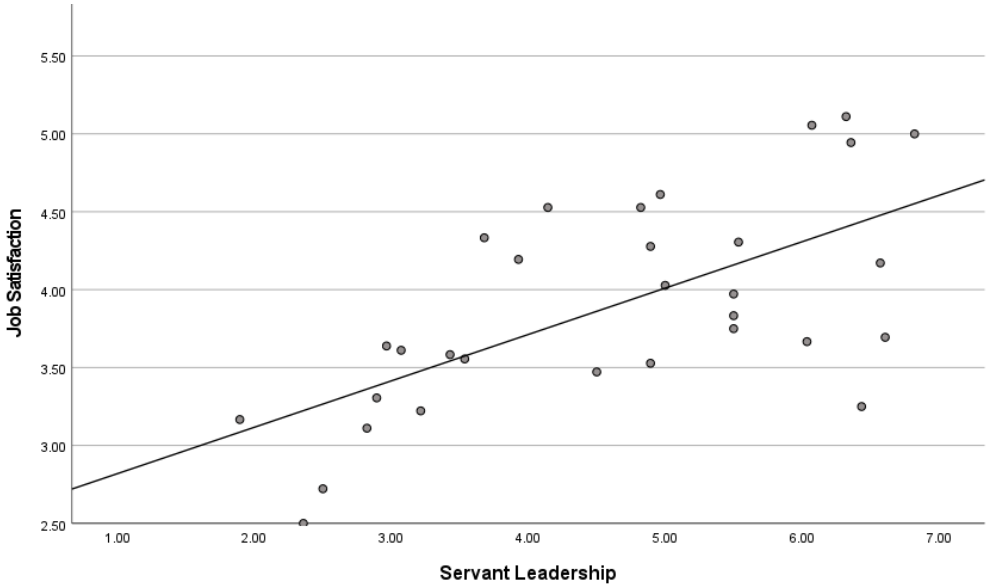
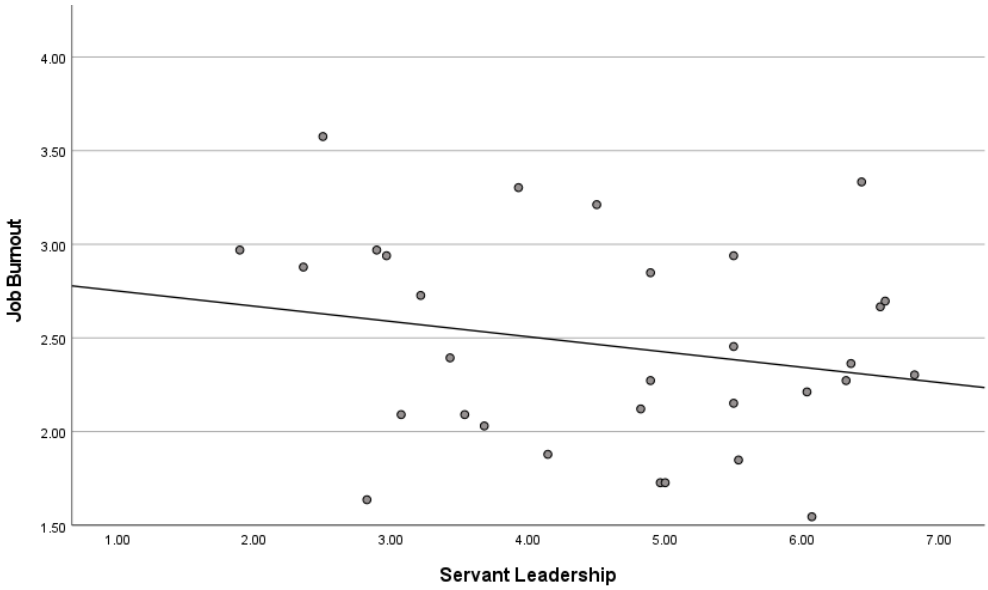


Figure 5.

Scatterplot between servant leadership and job burnout.



The third assumption of a Pearson correlation is that there must be no univariate outliers. Tabachnick & Fidell's (2019) guidelines were utilized to test this assumption amongst the variables. Tabachnick & Fidell (2019) indicate that standardized values, or *z*-scores, exceeding $\pm$ 3.29 standard deviations from the mean are outlying values. The scores for servant leadership, job satisfaction, and job burnout were standardized and none of the values exceeded $\pm$ 3.29 standard deviations, which indicated that no outliers were present in the datasets. Therefore, the third assumption for a Pearson correlation was supported.

The fourth and last assumption of a Pearson correlation is that variables must be approximately normally distributed. A Shapiro-Wilk test was conducted on each of the variables, servant leadership, job satisfaction, and job burnout. A Shapiro-Wilk test is a statistical test that that is often utilized to check if continuous level variables follow a normal distribution. A significant result ($p < .05$) on the Shapiro-Wilk test indicates that the data do not follow a normal distribution (Field, 2013). All three Shapiro-Wilk tests were not statistically significant - servant leadership ($p = .116$), job satisfaction ($p = .650$), and job burnout ($p = .481$). Therefore, the assumption of normality was supported for the variables of interest and the fourth assumption for a Pearson correlation was supported.

The statistical significance on the correlations were evaluated at the generally accepted level, $\alpha = .05$. Cohen's standard (Cohen, 1988) was utilized to evaluate the correlation coefficients to identify the strength of the relationships. Cohen (1988) states coefficients between .10 and .29 represent a small association; coefficients between .30 and .49 represent a moderate association; and coefficients above .50 represent a strong association or relationship. The following findings are presented by first restating the research questions and hypotheses (in null form) followed by the findings, which are also depicted through tables.

RQ1: *Is there a statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession?*

- $H_0$1: There is no statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession.
- H_a1: There is a statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession.

The findings of the Pearson correlation for RQ1 indicated a significant relationship between servant leadership and job satisfaction, $r(29) = .65$, $p < .001$. The correlation coefficient was positive and strong, indicating that as servant leadership scores increased, job satisfaction scores also tended to increase. The null hypothesis for research question one ($H_0$1) was rejected. Table 4 presents the findings of the Pearson correlation.

Table 4
Pearson Correlation between Servant Leadership and Job Satisfaction

Variable	Job Satisfaction	
	r(29)	*p*
Servant Leadership	.65	<.001

RQ2: *Is there a statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession?*

- $H_0$2: There is no statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession.
- H_a2: There is a statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession.

The findings of the Pearson correlation for RQ2 indicated that there was not a significant relationship between servant leadership and job burnout, $r(29) = -.22$, $p = .237$. The null hypothesis for research question two ($H_0$2) was not rejected. Table 5 presents the findings of the Pearson correlation.

Table 5
Pearson Correlation between Servant Leadership and Job Burnout

Variable	Job Burnout	
	r(29)	*p*
Servant Leadership	-.22	.237

CHAPTER FIVE: CONCLUSION

Overview

The following chapter provides an overview of this study's conclusions. This chapter first provides a discussion section that addresses the purpose of the study with the study's research questions, findings, literature review, and theory. This chapter then discusses this study's implications, limitations, and recommendations for future research.

Discussion

This study aimed to examine the relationships between servant leadership, job satisfaction, and job burnout in the Iowa probation and parole officer profession. The following discussion section first restates each research question. The study's theoretical framework and literature review are then revisited, considering this study's findings.

RQ1: *Is there a statistically significant correlation between servant leadership qualities and job satisfaction in the Iowa probation and parole profession?*

RQ2: *Is there a statistically significant correlation between servant leadership qualities and job burnout in the Iowa probation and parole profession?*

Theoretical Framework

The relationship leadership theory served as the theoretical framework for this research study. The relationship leadership theory emphasizes the quality of the relationships between leaders and their followers. Critical components of relationship leadership theory include leaders attempting to meet their followers' needs and leaders taking the time to mentor their followers in personal and professional development. Other vital components include leaders making time to meet with their followers and fostering a work environment that most people enjoy (Western Governors University, 2020). The theoretical framework for this study examined the interactions

and relationships between leaders and followers through the presence or absence of qualities within the servant leadership style with job satisfaction and job burnout. The qualities of the servant leadership style are grounded upon the theoretical concepts of the relationship leadership theory, such as leaders meeting the needs of their followers above their own.

The present studies' findings support the relationship leadership theory notion that great quality relationships between leaders and their followers are associated with fostering an enjoyable environment for most. This study found a significant and strong positive relationship between servant leadership and job satisfaction. The findings indicate that job satisfaction scores increased as servant leadership survey scores increased.

Historical Leadership Literature in Corrections

As noted in this study's literature review, leadership research within the field of corrections began during the 1970s-1980s and was primarily focused on the study of managing vs. leading. Most research during this period focused on prisons/institutions and their operational security efficiency. Dilulio's (1987) book "Governing Prisons" was one of the first significant attempts to examine correctional leaders through a lens of correctional management. It was during the 1990s that correctional leadership research examined the art of leading vs. managing. Mactavish (1993;1995) were some of the first significant studies to examine and set the baseline for future studies on the art of leading vs. managing corrections. These studies examined and found that the most effective leaders shared certain leadership practices, such as collaboration, modeling behavior, sharing an inspired vision, challenging processes, and encouraging the heart. Although research during the 1990s turned its focus away from the art of managing to the art of leading, research primarily remained focused on prisons/institutions.

Leadership research in corrections began examining leadership practices in community corrections at the turn of the century. Leadership research in community corrections has remained limited during the last two decades, and some have explicitly focused on probation and parole agencies. The limited literature available has continued to build upon Mactavish's findings in that effective leadership can occur at the individual level by leaders practicing certain behaviors (Serverson, 2019 and Askelson, 2008). The present study and its findings align with the historical trends and historical findings in that a focus on individual leadership behaviors can have profound impacts throughout agencies and institutions. In expanding Mactivsh's 1990s studies and subsequent studies on individual leadership behaviors, the present study further supported the notion that focusing on individual leadership behaviors is associated with impacting organizations.

Job Satisfaction in Corrections

As noted in this literature review, extensive research studies have examined job satisfaction within a correctional context. Although the importance of job satisfaction has been examined within institutional and community-based corrections, studies examining predictors of job satisfaction remain limited (Rhineberger-Dunn and Mack, 2020). The limited literature available on predictors of job satisfaction within a correctional context suggests that some leadership styles, such as transformational leadership, can significantly impact employee job satisfaction (Asghar and Oino, 2017).

Literature within the last 15 years suggests that leaders who promote and foster work environments that emphasize mentoring, coaching, inspiration, guidance, serving employee needs, trust, and collaboration has gained popularity within corrections. Such traits and personalities promoted by leaders have been predictors of job satisfaction and organizational

effectiveness (Campbell, 2005; Polities, 2006). The findings of the present study align with the findings of recent research. As the present findings suggest, servant leadership was strongly positively associated with job satisfaction. Servant leadership behaviors identify with many traits that have shown to work to drive job satisfaction within the last 15 years. Such traits include active listening, empathy, awareness, persuasion, stewardship, community building, conceptualization, healing, and commitment to people's growth (Spears, 2010).

Job Burnout in Corrections

The present study found no significant associations between servant leadership and job burnout. As noted in the literature review, many studies have examined job burnout in corrections in the last couple of decades. Many studies have focused on predictors of burnout, including organizational structure factors, role conflict, role ambiguity, job characteristics, and high workload levels. Other more specific predictors include mandatory overtime, shift work, operational safety, competing philosophies of rehabilitation vs. control, and adapting to organizational change. Some research has suggested that organizational structures, such as a policy-driven environment implemented by various leadership styles, may be associated with higher job stress and burnout. Correctional officers who are allowed to participate in the policy development decision-making process as it pertains to their jobs experience less job burnout (O'Hare, 2018).

Servant leadership encourages collaboration and positive interpersonal relationships between leadership and direct line staff. Although the present study's findings suggest a negative correlation between servant leadership and job burnout, the fewer servant leadership qualities promoted by leaders, the higher job burnout, such correlation was not significant.

Implications

The findings of this study indicated that servant leadership is strongly positively correlated with job satisfaction among probation and parole officers within a rural community corrections department. The present study further adds to servant leadership literature in that it can be an effective leadership style associated with increasing employee job satisfaction. The present study also adds to the relationship leadership theory literature in that focusing on the quality of interpersonal working relationships between leaders and followers can have, or be associated with, profound positive organizational impacts. The present study also may support a move away from traditional command and control hierarchies within correctional agencies and toward a more collaborative leadership style.

Limitations

As with any research study, the present study presents some limitations, including sample size generalizations, lack of prior literature in the subject area, and reliance on self-reported data. The sample size for the present study was N=31 probation and parole officers. Although the sample size was adequate for data analysis purposes, it is essential to avoid overgeneralizing results. It is important to note that the sample for the study was taken from a rural community corrections department (district 2 of 8) in Iowa. Overgeneralizing results outside this context and lacking prior literature in this area may be inappropriate. Although the present study found significant findings, the lack of prior literature in this area is a limitation. The more similar research with similar findings may further strengthen the findings and generalizations of the present study. Self-reported data is another limitation of the present study. The present study utilized surveys/questionnaires that relied upon participants' self-reporting answers. Although the reliability of answers was examined using Cronbach's alphas, answers were taken at face value.

Recommendations for Future Research

Recommendations for future research are provided in a numbered list vs. narrative form. It is important to note that the recommendations for future research address some of the present study's limitations. The recommendations for future research are as follows:

1. Sample Size: It is recommended that future research sample urban probation and parole departments, given that the present study focused on a rural department. If conducted in Iowa's correction system, future research may sample other districts to examine if similar findings can be accomplished
2. Self-Reported Data: It is recommended that future research utilize different validated data collection tools (that are designed to measure servant leadership) to examine if different tools can achieve similar results. It is also recommended that future research continue to test for internal consistency when utilizing validated self-reporting tools.
3. Conducting Same Research with Different Correctional Populations: It is recommended that future research be expanded to include institutional corrections and other job classifications within community corrections. There is virtually no research examining servant leadership in an institutional corrections setting. Community corrections also employ various job classifications, such as clerical, community program monitors, community treatment coordinators, systems administrators/IT personnel, residential officers, and pre-trial interviewers. Although the various job classifications carry different job duties, some job classifications are supervised by the same supervisor as probation and parole officers. Extending servant leadership research into institutional corrections and other job classifications within

community corrections will explore servant leadership research in an overall correctional context.

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APPENDIX A

Paul Spector Job Satisfaction Survey Validity and Reliability Statistics Information

Job Satisfaction Survey, JSS

Paul E. Spector

The Job Satisfaction Survey, JSS is a 36 item, nine facet scale to assess employee attitudes about the job and aspects of the job. Each facet is assessed with four items, and a total score is computed from all items. A summated rating scale format is used, with six choices per item ranging from "strongly disagree" to "strongly agree". Items are written in both directions, so about half must be reverse scored. The nine facets are Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication. Although the JSS was originally developed for use in human service organizations, it is applicable to all organizations. The norms provided on this website include a wide range of organization types in both private and public sector.

Below are internal consistency reliabilities (coefficient alpha), based on a sample of 2,870.

Scale	Alpha	Description
Pay	.75	Pay and remuneration
Promotion	.73	Promotion opportunities
Supervision	.82	Immediate supervisor
Fringe Benefits	.73	Monetary and nonmonetary fringe benefits
Contingent Rewards	.76	Appreciation, recognition, and rewards for good work
Operating Procedures	.62	Operating policies and procedures
Coworkers	.60	People you work with
Nature of Work	.78	Job tasks themselves
Communication	.71	Communication within the organization
Total	.91	Total of all facets

For more information about the development and psychometric properties of the JSS, consult the following sources:

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APPENDIX B

Servant Leadership Questionnaire Validity and Reliability Statistics Information

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Table 2
CFA results for the servant leadership scale (organizational sample)

Model	$\chi^2(df)$	$\Delta\chi2(\Delta df)^a$	NFI	CFI	RMSEA	SRMR
7-factor	549.14 (329)	–	.95	.98	.06	.05
6-factor	606.48 (335)	57.34**(6)	.94	.97	.07	.06
6-factor 2nd	583.49(335)	34.35**(6)	.94	.97	.06	.05
3-factor	871.21(347)	322.07**(18)	.92	.95	.09	.07
1-factor	1,194.99(350)	645.85**(21)	.90	.93	.12	.08

NFI = normed fit index; CFI = comparative fit index; SRMR = standardized root-mean-square residual; RMSEA = root-mean-square error of approximation.
[a]All alternative models are compared to the 7-factor model.
n=182. **p<.01.

Table 4
Hierarchical linear modeling results for the subordinate-level outcomes

Variable	Community citizenship behavior			In-role performance			Organizational commitment		
	1	2	3	1	2	3	1	2	3
Intercept γ_{00}	4.37**	4.37**	4.37**	5.82**	5.82**	5.80**	5.96**	5.96**	5.97**
Transformational leadership γ_{10}	0.14	−0.03	0.09	0.11	0.17	0.03	0.41**	0.15	0.14
LMX γ_{20}		0.18	0.17		−0.06	−0.12		0.28**	0.40**
Servant leadership dimensions									
Conceptual skills γ_{30}			0.01			−0.16			−0.01
Empowering γ_{40}			0.10			0.02			−0.09
Helping subordinates grow and succeed γ_{50}			−0.24*			−0.03			0.22*
Putting subordinates first γ_{60}			0.20			0.05			−0.07
Behaving ethically γ_{70}			−0.33**			0.20*			−0.10
Emotional healing γ_{80}			−0.10			0.08			−0.18*
Creating value for the community γ_{90}			0.53**			0.03			0.10
Random effects									
σ^2 [a]	1.12	1.11	0.89	0.36	0.36	0.34	0.58	0.56	0.53
τ_{00} [b]	0.01	0.01	0.02	0.13**	0.13**	0.17**	0.01	0.00	0.01
R^2 [c]	0.01	0.02	0.21	0.01	0.00	0.06	0.11	0.14	0.18
ΔR^2 [d]		0.01	0.19		0.00	0.05		0.03	0.04

n=145 (Level 1, subordinates); n=17 (Level 2, supervisors).
*p<.05. **p<.01.
[a] Subordinate-level residual variance.
[b] Variance in the level 1 intercepts across supervisors. Chi-square tests indicated the significance of this variance.
[c] The proportion of level 1 (subordinate-level) variance explained by all independent variables included in the model.
[d] The incremental level 1 variance explained by the addition of independent variables to the model.

Independent variables	Community citizenship behavior			In-role performance			Organizational commitment		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
Transformational leadership	.12	−.03	.07	.22**	.32*	.19	.45**	.16	.15
LMX		.18	.15		−.12	−.21		.35**	.49**
Servant leadership dimensions									
Conceptual skills			.01			−.17			−.01
Empowering			.12			−.01			−.11
Helping subordinates grow and succeed			−.27**			−.07			.33*
Putting subordinates first			.23			.15			−.12
Behaving ethically			−.37**			.16			−.13
Emotional healing			−.12			.26			−.25*
Creating value for the community			.52**			−.06			.12
F	2.04	1.77	5.09**	7.52**	4.08*	1.61	36.78**	22.79**	6.44**
R^2	.01	.02	.20	.05	.05	.10	.21	.24	.30
ΔR^2		.01	.18		0	.05		.03	.06

**$p<.01$, *$p<.05$. $N=145$.

APPENDIX C

Burnout Assessment Tool Version 2.0 Validity and Reliability Statistics Information

Table 11: The internal consistency of the BAT scales (coefficient α)

Scale	# items	Flanders (N = 1,500)	Netherlands (N = 1,500)
Exhaustion	8	.92	.94
Mental distance	5	.91	.93
Emotional impairment	5	.90	.94
Cognitive impairment	5	.92	.94
Total core symptoms	23	.96	.97
*Total secondary symptoms**	11	.89	.94
Depressed mood	6	.93	--

Note: * In the Flemish sample, the 10-item version has an a value of .90.

Table 12: Test-retest reliability of the BAT scales (stability coefficient r_t)

Scale	T1 -T2 (N = 597)	T2-T3 (N = 368)	T1-T3 (N=447)
Exhaustion	.71	.75	.69
Mental distance	.68	.64	.60
Emotional impairment	.67	.64	.60
Cognitive impairment	.62	.66	.54
Total core symptoms	.74	.73	.68
Total secondary symptoms	.80	.82	.80
Depressed mood	.66	.70	.64

Table 13: Inter-rater reliability of the BAT (N = 23)

Scale	*r*	*d*
Exhaustion	.63**	.37
Mental distance	.69***	.19
Emotional impairment	.60**	.23
Cognitive impairment	.12	.18
Total core symptoms	.63**	.19
Total secondary symptoms	.70***	.14

Note: ** $p < .01$, *** $p < .001$.

APPENDIX D

IRB Permission

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

March 28, 2022

Alfredo Rodriguez
Scott Stenzel

Re: IRB Exemption - IRB-FY21-22-776 EXAMINING ASSOCIATIONS BETWEEN SERVANT LEADERSHIP, JOB BURNOUT, AND JOB SATISFACTION IN THE IOWA PROBATION AND PAROLE JOB PROFESSION

Dear Alfredo Rodriguez, Scott Stenzel,

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

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of

continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

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

Sincerely,
G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

APPENDIX E

Agency/District 2 Permission

SECOND JUDICIAL DISTRICT
DEPARTMENT OF CORRECTIONAL SERVICES
Public Safety Through Risk Reduction

February 25, 2022

Dear Alfredo Rodriguez:

After careful review of your research proposal entitled *"EXAMINING ASSOCIATIONS BETWEEN SERVANT LEADERSHIP, JOB BURNOUT, AND JOB SATISFACTION IN THE IOWA PROBATION AND PAROLE JOB PROFESSION"*, I have decided to grant you permission to contact our staff and invite them to participate in your study at the 2nd Judicial District Department of Correctional Services.

Check the following boxes, as applicable:

☒ I grant permission for Alfredo Rodriguez to contact Probation and Parole Officers to invite them to participate in his research study.

☒ I'm requesting a copy of the results upon study completion and/or publication.