

THE IMPACT OF HIGHER EDUCATION ON LEADERSHIP STYLES IN
CALIFORNIA LOCAL EDUCATIONAL AGENCIES AND HOW
THEY AFFECT TURNOVER RATES AND JOB
SATISFACTION IN CLASSIFIED
EMPLOYMENT

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Biljana Babic Tatomirovic, MBA, BS

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by

Biljana Babic Tatomirovic

Supervised by

Lee R. Roberts, PhD

APPROVED BY

Dr. Aaron Nyanama

Dissertation chair

RECEIVED/APPROVED BY:

Admissions Director

DEDICATION

To my mother, whose love and pride in my achievements were unwavering until her passing, and to my father, whose memory still guides me. Though they are no longer here to see me cross this finish line, their enduring faith in my journey has carried me through. This dissertation is a testament to their love, sacrifices, and the legacy they leave behind.

This academic work is dedicated to all the parents who made countless sacrifices for their children, encouraging their dreams and ambitions but could not witness them reach their final goals.

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ABSTRACT

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Biljana Babic Tatomirovic
2025

Dissertation Chair: Lee R. Roberts, PhD
Co-Chair: <If applicable. Co-Chair's Name>

The purpose of this mixed quantitative and qualitative phenomenological study was to explore the employee perception of the impact of the level of education on management styles in California Local Educational Agencies and how those management styles affect their everyday life and job satisfaction.

While there is substantial research on the correlation between education and leadership styles, the intersection of higher education, leadership styles and their direct impact on turnover rates and job satisfaction among Classified employees within California Local Educational Agencies remains underexplored.

A mixed-method phenomenological approach was employed, combining quantitative surveys, observations, and qualitative interviews. The quantitative component included a survey administered to forty-four Classified employees and managers at the Monterey County Office of Education, focusing on management styles, job satisfaction, managerial

performance, and turnover-related factors. Qualitative data were collected through in-depth interviews with eight Classified managers and employees selected based on covert observations conducted in public settings, meetings, and daily interactions. Data analysis involved triangulation to identify themes and patterns related to educational attainment and its effect on leadership behaviors.

Even though quantitative analysis showed that 51.5% of employees believe that their manager's level of education impacted their management style, the qualitative analysis and the overall findings indicate that while higher education plays a role in shaping managerial practices, practical experience and interpersonal skills are often seen as equally or even more crucial in effective leadership.

Higher education is among the most significant factors in producing management practices within California Local Educational Agencies. Managers with advanced academic qualifications are perceived as better leaders and exhibit management styles that positively impact employee engagement and retention. The practical application of advanced theoretical knowledge remains a key area for improvement.

The data suggests customized professional development programs should be implemented to blend academic credentials and real-world management challenges.

Advanced education combined with ongoing leadership training should show the best results in improving organizational effectiveness and employee satisfaction.

TABLE OF CONTENTS

List of Tables	x
List of Figures	xi
CHAPTER I: INTRODUCTION.....	1
1.1 INTRODUCTION	1
1.2 RESEARCH PROBLEM.....	4
1.3 PURPOSE OF RESEARCH.....	5
1.4 SIGNIFICANCE OF THE STUDY	6
1.5 CALIFORNIA CODE, EDUCATION CODE - EDC § 45390.....	9
1.6 RESEARCH GAP	10
1.7 RESEARCH PURPOSE AND QUESTIONS.....	12
CHAPTER II: REVIEW OF LITERATURE	14
2.1 HIGHER EDUCATION	14
2.2 PUBLIC SECTOR LEADERSHIP	15
2.3 LEADERSHIP TRAITS	18
2.4 DIFFERENT MANAGERIAL STYLES AND THEIR CHARACTERISTICS	22
2.5 THE MOST RECOGNIZED MANAGEMENT STYLES – PROS AND CONS	44
2.6 ORGANIZATIONAL BEHAVIOR.....	46
2.7 ORGANIZATIONAL CULTURE.....	46
2.8 JOB SATISFACTION.....	47
2.9 JOB SECURITY	49
2.10 LEADERSHIP AND FOLLOWERSHIP	51
2.11 DIMINISHERS VS. MULTIPLIERS.....	52
2.12 SOURCES OF PUBLIC SERVICE IMPROVEMENT	52
2.13 LEADERSHIP BEHAVIORS AND THEIR IMPACT ON ORGANIZATIONAL PERFORMANCE IN GOVERNMENTAL ENTITIES.....	53
2.14 BUREAUCRATIC EFFECTIVENESS IN US CABINET AGENCIES	53
2.15 THE EFFECT OF MANAGERIAL QUALITY	54
2.16 AN EMPIRICAL TEST OF CONCLUSIONS FROM EFFECTIVE SCHOOLS’ RESEARCH.....	54
2.17 EXPLORING THE POLITICAL STYLES AND STRATEGIES USED BY SUCCESSFUL WOMEN CLASSIFIED MANAGERS IN EDUCATIONAL AGENCIES.....	56
2.18 TOTAL QUALITY MANAGEMENT	57
2.19 INTERNATIONAL DIFFERENCES IN JOB SATISFACTION.....	58
2.20 PUBLIC SECTOR LEADERSHIP THEORY	60

2.21 THE IMPACT OF AUTOCRATIC AND DEMOCRATIC LEADERSHIP STYLE ON JOB SATISFACTION.....	62
2.20 THE INFLUENCE OF LEADERSHIP STYLE ON TEACHER JOB SATISFACTION.....	62
2.23 THE NEXT STEPS.....	64
CHAPTER III: METHODOLOGY.....	67
3.1 OVERVIEW OF THE RESEARCH PROBLEM.....	67
3.2 OPERATIONALIZATION OF THEORETICAL CONSTRUCTS.....	69
3.3 RESEARCH PURPOSE AND QUESTIONS.....	72
3.4 RESEARCH DESIGN.....	74
3.5 POPULATION AND SAMPLE.....	79
3.6 PARTICIPANT SELECTION.....	81
3.7 INSTRUMENTATION.....	83
3.8 DATA COLLECTION PROCEDURES.....	85
3.9 DATA ANALYSIS.....	87
3.10 RESEARCH DESIGN LIMITATIONS.....	89
3.11 CONCLUSION.....	90
CHAPTER IV: RESULTS.....	92
4.1 RESEARCH QUESTIONS.....	92
4.2 EMPLOYEE SURVEY RESULTS.....	93
4.3 MANAGEMENT SURVEY RESULTS.....	122
4.4 OBSERVATIONS.....	140
4.5 INTERVIEWS.....	143
CHAPTER V: DISCUSSION.....	159
5.1 DISCUSSION OF RESULTS.....	159
5.2 DISCUSSION OF THE CENTRAL RESEARCH QUESTION.....	167
5.3 DISCUSSION OF RESEARCH SUB-QUESTIONS.....	170
CHAPTER VI: SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS.....	172
6.1 SUMMARY.....	172
6.2 IMPLICATIONS.....	173
6.3 RECOMMENDATIONS FOR FUTURE RESEARCH.....	175
6.4 CONCLUSION.....	176
APPENDIX A SURVEY CONSENT FORM.....	178
APPENDIX B INTERVIEW CONSENT FORM.....	180

APPENDIX C ORGANIZATIONAL CHART	183
REFERENCES	214

LIST OF TABLES

Table 1 Management Styles section of the Employee Survey.....	98
Table 2. Management Styles section of the Management Survey	131

LIST OF FIGURES

Figure 1 Population and Sample	81
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CHAPTER I: INTRODUCTION

1.1 INTRODUCTION

In California's education system, people employed in noncertificated positions are categorized as Classified employees, encompassing all positions that do not require certification or credentials and are not exempted by the Education Code (Cal. Educ. Code §45103). Classified positions are present in various educational agency departments, such as human resources, technology and information services, payroll and retirement services, maintenance and operations, and district advisory services.

The California Education Code permits the governing board of a school district to designate certain positions as senior management of the classified service (Cal. Educ. Code §45100.5). Employees in such positions receive the same rights and benefits as other Classified employees, except for the provision relating to obtaining permanent status in a senior management position. The Education Code regulates the maximum number of positions that can be designated as senior management or cabinet-level positions, which includes assistant superintendent of finance and business, human resources, maintenance and operations, and technology and information services. On average, there is one senior-level manager for every five middle managers in California's educational settings (Ed-Data, 2023).

Classified managers in California Local Educational Agencies play a critical role in overseeing the non-instructional functions that are fundamental to the smooth

operation of schools. Their leadership and coordination efforts directly impact the learning environment, making them essential contributors to the educational ecosystem. Recognizing their contributions, addressing challenges, and providing avenues for professional development are critical steps in ensuring that classified managers can continue to lead and support their teams effectively. That is why it is so vital that Classified managers have good leadership skills and patience for constant work to better themselves for the benefit of the organization and the community they serve.

Leadership in Classified management. Leadership is a critical component in the effectiveness and stability of Local Educational Agencies (LEAs), especially in a diverse and expansive state like California. Within these agencies, Classified employees—including administrative support, technical staff, and maintenance personnel—are essential to educational institutions' smooth operation and success. However, high turnover rates and varying levels of job satisfaction among these employees pose significant challenges. This research will explore the impact of higher education on the leadership styles of Classified managers in California's LEAs and examine how these leadership styles influence turnover rates and job satisfaction among Classified employees.

Strong leadership skills at nearly every educational level are frequently associated with the capacity for critical thinking and proficient oral and written communication (Duncan et al, 2011). Leaders with advanced educational qualifications are presumed to be better equipped to implement effective management practices that can positively influence employee morale and retention. This research seeks to understand how these

advanced educational accomplishments translate into leadership behaviors of Classified managers and, subsequently, how these behaviors impact the satisfaction and retention of Classified employees.

The reason for the research. The motivation for this research stems from the need to enhance job satisfaction and reduce the high turnover rates that affect California's educational sector. Frequent turnover among Classified employees disrupts organizational continuity, increases recruitment and training costs, and can negatively affect the morale and performance of the remaining staff. By investigating the relationship between leaders' educational backgrounds and their management styles, this study aims to identify strategies that could foster a more supportive and stable work environment.

The significance of this research is not only in its potential to inform policy decisions but also in its direct relevance to professional development programs. By identifying effective leadership styles that promote higher job satisfaction and lower turnover rates, this study aims to contribute to the creation of a more positive and stable work environment in California's LEAs. Moreover, the findings could serve as a guide for the development of educational programs for Classified managers, equipping them with the necessary skills to become better leaders in their respective fields.

Ultimately, the core aspiration of this research is to deliver actionable understandings that can significantly improve the working conditions for Classified employees. This will ensure that California's educational institutions are well-supported and capable of delivering high-quality education to all students, a goal that aligns with

the interests of all educational policymakers, administrators, and professionals involved in the Classified management of Local Educational Agencies in California.

1.2 RESEARCH PROBLEM

Certain leaders hinder their teams' intelligence and capability by striving to maintain dominance as the most knowledgeable individuals. This behavior often leads them to suppress the skills of others, resulting in a stifled flow of ideas. You've encountered such individuals in your professional interactions (Wiseman & McKeown, 2010). You often felt frustrated because of their lack of communication and poor listening skills. Most employees would prefer a manager who values their input and ideas and spends less time micromanaging their day-to-day activities (Ndidi et al, 2022). Is there anything we can do to change that? Are micromanagers born that way, or do they develop those traits later in life? Is micromanagement generally bad, and what can we do to transform more "diminishers into multipliers"? (Wiseman & McKeown, 2020)

Local Educational Agencies in California face significant challenges related to leadership and its impact on employee turnover and job satisfaction among Classified employees. Classified employees, who play crucial roles in the functioning of educational institutions, often experience dissatisfaction and high turnover rates, which can disrupt organizational stability and effectiveness. Previous research suggests that leadership styles and practices significantly influence these factors. Still, there is a lack of understanding and research about how higher education specifically impacts leadership styles within LEAs and how these styles affect employee outcomes.

This research addresses the problem of insufficient research and understanding of the relationship between the educational backgrounds of Classified managers and their leadership styles and how these styles influence turnover rates and job satisfaction among Classified employees. This gap in research and knowledge hinders the development of effective strategies to improve leadership practices, improve job satisfaction, and lower turnover rates in California's LEAs.

1.3 PURPOSE OF RESEARCH

Regardless of its widespread use in scientific research, there has yet to be a universal consensus on the definition of job satisfaction (Aziri, 2011). The purpose of this mixed quantitative and qualitative phenomenological study is to explore the impact of higher education on the leadership styles of Classified managers within California's LEAs and examine how these styles influence turnover rates and job satisfaction among Classified employees. Through this exploration, the study aims to identify strategies that can enhance job satisfaction and reduce turnover rates, ultimately fostering a more supportive and stable work environment in California's educational sector.

“Satisfaction is tentatively defined; its measurement and theoretical implications are considered” (Hoppock, 1935). By employing a mixed-methods approach, this research will provide a comprehensive understanding of the experiences and perspectives of both managers and employees. Quantitative data from surveys will offer insights into the prevalence and impact of various leadership styles, while qualitative data from interviews and observations will delve deeper into the lived experiences of Classified

employees and managers. The phenomenological analysis will uncover the essence of these experiences, providing nuanced and actionable insights.

According to Ekaterini (2010), "In the modern management of human resources it is useful to investigate whether, there is less use of directive form of leadership in preference to transactional, transformational and empowering leadership practices". The trend in modern human resource management is clearly towards reducing the reliance on directive leadership in favor of transactional, transformational, and empowering leadership practices. This shift aligns with contemporary organizational needs and employee expectations, fostering environments that promote innovation, engagement, and high performance. As organizations continue to grow, the emphasis on developing leaders who can inspire, motivate, and empower their teams will only grow stronger.

1.4 SIGNIFICANCE OF THE STUDY

The roles of Classified managers and Certificated managers in a school district or county office of education are distinct, each contributing uniquely to the educational environment. Here is a detailed comparison of their roles and qualifications:

Classified manager's role and responsibilities. Operational support by overseeing non-instructional operations, including facilities management, transportation, food services, technology support, and human resources; administrative functions by managing tasks such as budgeting, procurement, and payroll and ensuring compliance with labor laws and district policies; staff supervision by supervising classified staff (non-

teaching personnel) to ensure the efficient and effective operation of school district services.

Classified manager's qualifications do not require a teaching credential. Often, they have backgrounds in business administration, public administration, or specific technical fields relevant to their areas of responsibility.

Certificated manager's role and responsibilities. Educational leadership focuses on instructional leadership, setting academic goals, implementing curriculum standards, and ensuring teaching practices meet educational requirements; teacher supervision by overseeing and supporting teachers, providing professional development opportunities, conducting evaluations, and fostering a positive learning environment; policy implementation by implementing educational policies, overseeing student services, and engage with parents and the community to support student achievement.

Certificated manager's qualifications require a teaching credential. They typically possess advanced degrees in education or educational administration and have experience as classroom teachers before moving into administrative roles.

Employee turnover incurs significant expenses. Beyond the obvious costs of finding replacements, there are additional hidden expenses like decreased productivity, compromised workplace safety, and diminished morale. Enhancing the selection process to evaluate candidates' likelihood of staying and their motivational alignment early on can help lower turnover rates, ultimately boosting the organization's profitability (O'Connell & Kung, 2007).

This study is significant for several reasons. Firstly, it addresses a critical issue within California's educational sector: the high turnover rates and low job satisfaction among Classified employees. By understanding the role of leadership in these dynamics, the research can inform policies and practices that enhance employee retention and satisfaction, leading to more stable and effective educational environments.

Secondly, the study's findings have the potential to influence professional development programs for Classified managers. By identifying the leadership styles that are most effective in promoting job satisfaction and reducing turnover, the research can guide the development of training and educational programs that equip managers with the skills needed to lead effectively.

Thirdly, the research contributes to the broader field of educational leadership by providing empirical evidence on the impact of higher education on leadership styles. This can inform both academic discussions and practical applications in various educational contexts, not just within California but potentially in other regions facing similar challenges.

Finally, by improving the working conditions for Classified employees, the study ultimately benefits students and the broader educational community. Stable and satisfied staff are better able to support educational institutions, contributing to higher quality education and better outcomes for students.

1.5 CALIFORNIA CODE, EDUCATION CODE - EDC § 45390.

Effective mentorship significantly contributes to professional advancement and academic achievement. Outstanding mentors offer a clear vision and effectively steer their protégés toward reaching the objectives tied to that vision (Schrubbe, 2004).

Professional development, a key element of employee growth, has shifted from isolated skill-building initiatives to a focus on continuous learning for everyone, aligning with a broader organizational learning strategy (Fenwick, 2003).

The Legislature acknowledges the crucial contributions of classified school employees, teachers, and administrators in the educational system. The key points of their findings and declarations are:

Role of classified school employees. Classified school employees are essential to the education system, ensuring that campuses are safe, clean, and well-maintained. Their work enables pupils and students to focus on learning and succeed academically.

Need for professional development. Classified school employees are at the forefront of maintaining campus safety and caring for pupils and students. To effectively perform their roles, these employees require ongoing professional development and training. Areas for training include campus safety, academic achievement, curriculum standards, special education, health care, child nutrition, pupil transportation, environmental safety, and parental involvement.

Role of teachers and administrators. Teachers and administrators from kindergarten through 12th grade are vital in supporting pupils' academic achievements.

Professional development training for teachers and administrators is crucial to enhance their ability to support pupils academically.

The literature agrees that ongoing professional development is vital for enhancing knowledge and practices, ultimately aiming to boost student learning. However, this form of professional growth requires a considerable time commitment from teachers and a substantial financial investment from the schools or educational authorities funding it. Therefore, it is necessary to identify factors contributing to successful outcomes from professional development initiatives (Hilton et al, 2015).

The Legislature highlights the importance of continuous training and professional development for all school staff to ensure the best educational outcomes for pupils and students.

1.6 RESEARCH GAP

While there is substantial research on the impact of higher education on leadership styles and the general implications for organizational performance and employee satisfaction, there is a noticeable lack of studies specifically focused on California Local Educational Agencies (LEAs). Furthermore, the intersection of higher education, leadership styles, and their direct impact on turnover rates and job satisfaction among Classified employees within these LEAs remains underexplored.

Specific context of California LEAs. Most existing studies do not narrow down their focus to California's unique educational landscape, which includes a diverse demographic, varying economic conditions, and specific state policies that influence

Local Educational Agencies. The unique challenges and opportunities in California LEAs might lead to different dynamics than those observed in other regions or states.

Classified employees focus. Much of the existing research emphasizes the experiences and perceptions of certified employees (e.g., teachers and administrators) rather than Classified employees (e.g., clerical staff, custodians, and paraprofessionals). Classified employees play crucial roles in the functioning of schools, yet their job satisfaction and turnover rates in relation to leadership styles influenced by higher education are not well-documented.

Leadership styles mediated by higher education. While there are studies on the influence of higher education on leadership styles, there is a gap in understanding how this translates into practical leadership within the specific context of educational settings. How do educational leaders with advanced degrees implement leadership styles that differ from those without? And how do these styles affect classified staff differently than certified staff?

Quantitative vs. qualitative analysis. There is a need for a mixed-method approach that not only quantifies the impact of leadership styles on job satisfaction and turnover rates but also provides qualitative insights into the lived experiences of Classified employees under various leadership styles influenced by higher education.

Comparative analysis. There is limited comparative analysis between different types of LEAs within California (e.g., urban vs. rural, large vs. small) and how higher education impacts leadership styles in these varied contexts, subsequently affecting Classified employee outcomes.

By addressing these gaps, this research could provide a comprehensive understanding of how higher education shapes leadership styles in California LEAs and the resultant effects on Classified employee turnover rates and job satisfaction. This could ultimately inform policies and practices aimed at improving leadership efficacy and employee retention in the educational sector.

1.7 RESEARCH PURPOSE AND QUESTIONS

When skilled employees leave frequently, it can damage a company's productivity. Businesses are worried about their ability to keep essential personnel, like those playing a crucial role in driving the company's innovation. Retaining these important staff members is becoming a significant concern for organizations aiming to maintain their competitive edge and foster innovative behavior (Long et al, 2011).

The overarching purpose of this research is to explore the impact of higher education on the leadership styles of Classified managers within California's LEAs and examine how these styles influence turnover rates and job satisfaction among Classified employees. To achieve this purpose, the study will address the following research questions:

Central research question. What is the impact of the level of education on the management styles of senior and middle managers within the classified service in California Local Educational Agencies? What impact does a Bachelor's have? What impact does a Master's have? What impact does a Doctorate have? What level of education is most effective at positively influencing employee morale and retention?

Research sub-questions. How do Classified employees perceive the management style of their immediate supervisor, and how does that affect their job satisfaction? Do Classified managers recognize their leadership style, and what is their perception of how that style affects their employees?

By addressing these questions, the research aims to provide a comprehensive understanding of the interchange between higher education, leadership styles, job satisfaction, and turnover rates, offering valuable insights for policymakers, administrators, and educational leaders.

CHAPTER II: REVIEW OF LITERATURE

2.1 HIGHER EDUCATION

“If we want America to lead in the 21st century, nothing is more important than giving everyone the best education possible — from the day they start preschool to the day they start their career.” —President Barack Obama

Higher education typically refers to post-secondary education delivered by universities, colleges, academies, and other organizations that award educational degrees or professional credentials. It includes undergraduate programs (such as associate's and bachelor's degrees) and graduate programs (such as master's and doctoral degrees). Higher education aims to provide advanced knowledge and skills, foster critical thinking, and prepare individuals for professional careers or further academic pursuits.

Higher education institutions play an important role in contemporary society, surpassing their historical functions. Colleges and universities are the front line of new discoveries in various fields, essential expertise for major institutions, and a capable workforce equipped for advanced and specialized roles in the economy. Furthermore, they bolster democracy by educating future leaders, preparing informed citizens, and providing critical analysis of governmental actions. These institutions also contribute to public health, cultural enrichment, and the creation of new industries. Their influence extends to preserving history and fostering a deeper understanding of society and the environment. Given their critical importance, the performance of colleges and

universities is a matter of broad public interest. Remarkably, American institutions have excelled, with seventeen out of the top twenty universities globally located in the United States. This success underscores their significant contributions to national and global progress. Consequently, the effectiveness of higher education institutions is vital to societal advancement (Bok, 2015).

According to the U.S. Government (n.d.), higher education plays a crucial role in national development. Getting a college degree or some kind of further education after high school isn't just for a select few anymore; it's becoming essential for landing many of the new jobs in today's economy. In the next ten years, jobs that need more than a high school diploma will grow faster than those that don't. In fact, over half of the 30 fastest-growing careers require some form of more increased education. Plus, college graduates make, on average, twice as much as those with only a high school diploma. So, going to college or getting a post-secondary credential is now one of the surest ways to get into the better career opportunities.

2.2 PUBLIC SECTOR LEADERSHIP

Reed (2021) said "Past research has shown that leadership style is a key factor that affects voluntary employee turnover." A leader establishes interpersonal relationships with the group members. This involves inspiring, guiding, and aiding them in progressing towards the group's objectives. By doing so, the leader ensures that the group remains focused and motivated (Farahbakhsh, 2006).

Understanding the diverse motivations behind public sector employment can provide insights into the levels of public service motivation within the workforce and how these motivations may impact job satisfaction and performance. Organizations can leverage this understanding to attract and retain employees who are aligned with their mission and values, ultimately contributing to a more engaged and effective public sector workforce (Taylor & Westover, 2011). This alignment is crucial for attracting and keeping employees who are not only dedicated to serving the public but also feel fulfilled in their roles. Finally, this can produce higher job satisfaction, improved performance, and a more engaged and effective public sector workforce.

In any situation, people understand how crucial leadership is. In organizations, good leadership means better products and services, a cohesive team, personal growth, and happier employees. It also sets a clear direction, aligns with the surroundings, encourages innovation, and shapes the organizational culture (Van Wart, 2003). These factors collectively underscore the pivotal role that strong leadership plays in driving organizational success and fostering a positive work environment.

Even though leadership plays a significant role in shaping team performance within organizations, and there's extensive literature on leadership and team dynamics, our understanding of how leaders specifically create and manage effective teams remains limited (Zaccaro et al, 2001). This gap suggests a need for further research and exploration to uncover the nuanced mechanisms by which leaders can maximize team effectiveness, ultimately leading to more informed practices and better outcomes in organizational settings.

Leadership performance “has been cited as a critical success factor determining the success or failure of a project” (Sastoque-Pinilla et al, 2022). The existing research has provided useful information about leading teams and projects, but there hasn't been much focus on how to manage the performance of team leaders (Nixon et al, 2012). This study lays the groundwork for future research by creating a plan and framework for further investigation into how leadership performance affects project results in California Local Educational Agencies. It highlights the opportunity for more research to understand how project leaders' performance impacts project outcomes.

Distinct leadership challenges. Public sector leadership, especially in education, faces unique challenges compared to the private sector. These include navigating bureaucratic structures, addressing diverse stakeholder needs, and managing public accountability. Examining these challenges is necessary for developing practical leadership skills tailored to the public sector context.

Leadership competencies and training. There is a need for focused leadership development programs that address the specific competencies required for public sector leaders. Skills like strategic thinking, emotional intelligence, and adaptive leadership are essential but often underdeveloped in current training programs for Classified managers in LEAs..

Integration of leadership styles. Research indicates that successful public sector leadership requires a blend of various leadership styles, including transformational and servant leadership. However, there is a lack of comprehensive studies examining how these styles can be effectively integrated and applied in the context of California LEAs.

Gap in practical application. While theoretical frameworks for public sector leadership exist, there is a significant gap in their practical application within LEAs. Case studies and real-world examples of effective leadership practices in similar contexts are sparse, making it challenging for current leaders to apply these theories effectively.

Focus on Classified managers. Classified managers, who often handle essential administrative and operational roles, require specific leadership training that is distinct from certificated staff (like teachers and principals). The existing research does not adequately address the leadership development needs of these managers, creating a gap in their preparedness to take on higher leadership roles.

Addressing the above involves developing targeted training programs, conducting more applied research, and creating a repository of best practices and case studies. This will help bridge the gap between current leadership skills and the demands placed on Classified managers in California LEAs.

2.3 LEADERSHIP TRAITS

Multipliers harness their team's full potential, motivating and guiding them to excel. In contrast, Diminishers tap into only a fraction of their team's capabilities, opting to rely primarily on their own intellect (Wiseman & McKeown, 2020). In essence, the difference between Multipliers and Diminishers lies in their approach to leadership. Multipliers understand the value of empowering their team members, leading to enhanced performance and achievement of collective goals. Diminishers, on the other hand, limit their team's potential by centralizing decision-making and failing to fully leverage the

diverse talents within their team. This highlights the importance of adopting a Multiplier mindset to foster a culture of collaboration, growth, and success within any organization.

A manager can be assigned, but leadership must be garnered, even following selection to a managerial role. Leadership is not a mere position within an organization; it is a dynamic, influential force. Leadership is not derived from one's position or rank, but from authority and respect (Farahbakhsh, 2006). The key takeaway from these statements is that while a managerial position can be assigned within an organization, true leadership must be earned through actions, behaviors, and the trust of others. Leadership transcends titles and positions; it is about wielding influence, authority, and respect regardless of one's formal role. This emphasizes the importance of cultivating leadership qualities and building strong relationships within teams to effectively drive organizational success.

With the increasing bureaucratization and specialization of social institutions, leadership has been linked to either managerial and interpersonal skills or charismatic personality traits (Watkins, 1989). Some managers have that charisma that attracts people coming to work with excitement while others don't. This suggests a shift in the perception of leadership from solely being about authority to encompassing a blend of competencies and personal qualities that inspire and guide others.

The notion that leadership could stem from a philosophical inclination has been dismissed as impractical and elitist (Watkins, 1989). This dismissal suggests a prevailing belief that leadership should be grounded in tangible skills, experiences, and actions rather than abstract concepts or intellectual pursuits. However, it's worth considering

whether philosophical perspectives could offer valuable insights into effective leadership, such as fostering ethical decision-making and long-term vision.

On numerous occasions, organizations have faltered due to either subpar leadership, insufficient collaboration among members, or objectives that do not align with what is necessary and beneficial for society (Farahbakhsh, 2006). This highlights the critical importance of strong leadership, effective teamwork, and a clear alignment of organizational goals with broader societal needs and values. When any of these elements are lacking, organizations are at risk of underperformance or even failure, underscoring the significance of addressing these issues proactively.

According to Darling (1992) “Leadership may come from personal enthusiasm, personal authority, credibility, knowledge, skill, or charisma”. Each of these qualities contributes to an individual's ability to affect and encourage others towards a common goal or vision. Whether it's through passionate advocacy, earned respect, expertise, proficiency, or magnetic charm, effective leaders harness these attributes to guide and motivate their teams towards success.

Leadership, an essential aspect of the directive process, is best understood by examining the role a leader has within a group. This role can be delineated through different roles a leader performs in any given situation. A leader initiates the formation of a group by bringing members together, creating a cohesive unit aimed at achieving common goals. The leader's actions infuse life into the group, making it functional and goal-oriented (Farahbakhsh, 2006).

Leadership competency gaps. Classified managers, who often lack formal training opportunities compared to certificated managers, face significant gaps in essential leadership competencies. These include managing change, building collaborative relationships, and strategic planning. A systematic review of leadership literature highlights the importance of technical proficiency and transformational leadership in enhancing employee creativity and satisfaction, areas where Classified managers might need more development.

Mismatched training programs. Current leadership development programs often emphasize execution and communication skills, which, while important, do not fully prepare managers for future challenges. There is a need for a more strategic focus, including digital understanding, empathy, and leading remote teams, especially in the evolving educational landscape post-pandemic.

Barriers to development. Several barriers hinder the development of effective leadership skills among Classified managers. These include outdated leadership concepts, insufficient training in new technologies, and a lack of comprehensive leadership approaches that align with the active needs of educational institutions. Organizational structures often do not support the lateral movement required for effective leadership development.

Future research areas. To bridge the leadership gap, future research should focus on tailored leadership development programs that address the unique needs of Classified managers in educational settings. This includes creating clear leadership strategies,

assessing individual development needs, and ensuring ongoing evaluation of leadership initiatives to measure their impact.

Addressing these gaps requires a multifaceted approach, incorporating targeted training, strategic planning, and continuous assessment to develop the necessary leadership competencies among Classified managers in California LEAs.

2.4 DIFFERENT MANAGERIAL STYLES AND THEIR CHARACTERISTICS

The concept of management style is too broad and requires refinement by viewing both the level and type of ability when assessing current competence and predicting potential. Recognizing the importance of context is essential for accurately identifying and expressing different capabilities. This understanding enables the development of more nuanced and precise typologies. These typologies allow for the effective matching of individuals' strengths to suitable work areas at any given time (Stamp, 1986).

Management styles encompass diverse approaches managers employ to lead their teams and reach organizational dreams. These styles range from the authoritative and structured methods of Autocratic and Bureaucratic Management to the flexible and inclusive practices of Democratic and Participative Management. Some managers focus on innovation and adaptability, as seen in Transformational and Adaptive Management, while others prioritize efficiency and consistency through Process-Oriented and Quality Management. Coaching and Servant Management styles emphasize employee development and well-being, whereas Transactional and Performance-Based Management concentrate on performance metrics and rewards. Visionary and

Inspirational Management styles aim to motivate and energize teams with a compelling vision, while Crisis and Aggressive Management are geared towards decisive action in high-pressure situations. Also, management styles such as Cultural and Ethical Management adapt to the broader context of the organization, aligning with cultural norms and ethical standards. This comprehensive exploration of distinct management styles provides a framework for comprehending how different methods can be applied to various organizational contexts and challenges, enabling managers to tailor their strategies to fit their teams and objectives best.

Adaptive management. Resource managers are up against some massive and complex challenges right now, needing fresh strategies to juggle development and conservation goals. One promising method is adaptive management, which is now widely recognized as a natural, intuitive, and potentially effective way to tackle decision-making amid uncertainties. However, the concept of adaptive management is still evolving, and its success stories are still pretty limited (Williams & Brown, 2014). Adaptive Management is a dynamic and flexible approach to leadership that emphasizes the ability to adjust strategies and practices in response to changing conditions and new information. This management style involves continuous learning, monitoring, and adjusting, ensuring that decisions are based on the most current data and situational context. Adaptive managers are proactive in identifying potential challenges and opportunities, allowing them to pivot and modify their plans to better meet organizational goals. This style fosters resilience and innovation within teams, as it encourages experimentation, feedback, and the willingness to evolve practices to improve outcomes. By being

responsive and flexible, adaptive management can effectively address the complexities and uncertainties of today's fast-paced and ever-changing business environments.

Affiliative Management: Managers focus on creating harmony and building emotional bonds within the team.

Aggressive management: Although an aggressive management style could effectively achieve task completion, it also impedes productive communication and degrade the overall quality of work life (Myburgh et al., 2011). Aggressive management style is characterized by a highly assertive and often confrontational approach to leadership. Managers employing this style are typically very direct, setting ambitious goals and maintaining high expectations for performance. They frequently use pressure tactics, including criticism and stringent demands, to motivate employees. While this approach can drive significant short-term productivity gains, it often generates a high-stress work environment, potentially leading to increased employee turnover and burnout. This management style can be effective in specific situations requiring rapid results, but its long-term sustainability and impact on employee morale and well-being are frequently questioned.

Autocratic management: Controlling autocrat leadership style has the lowest impact on job satisfaction (Alonderiene & Majauskaite, 2016). Autocratic management, also known as authoritarian leadership, is a style where the leader makes all the decisions without input from team members. This style can be valuable in situations where quick decisions are necessary, such as in emergencies or with inexperienced employees who need clear instructions. But it can also lead to a deficiency of creativity and innovation

since employees are not encouraged to share their ideas. It can create a negative work environment, causing low morale and high turnover rates. While it has its advantages in certain contexts, many modern workplaces prefer more inclusive and participatory management styles to foster collaboration and employee satisfaction. In today's collaborative work environment, blending authoritative elements with more democratic practices is often recommended to balance efficiency and team satisfaction.

Bureaucratic management: Bureaucratic management is not an ideal system for all situations. While it can enhance efficiency and productivity, it often leads to employee dissatisfaction due to the loss of creativity, autonomy, and freedom (Abun et al., 2021). Bureaucratic management is a style that emphasizes strict compliance to rules, procedures, and a clear hierarchy. In this approach, everything is done by the book, with detailed policies and regulations guiding all decisions and actions. This can create a highly organized and predictable work environment, which is great for maintaining consistency and ensuring compliance with standards. However, it can also lead to inefficiency, as the focus on following procedures can slow decision-making and stifle innovation. Employees might feel restricted and less motivated due to the lack of flexibility. While bureaucratic management can be effective in large organizations or government settings, it often needs to be balanced with more flexible approaches to acclimate to changing circumstances and promote a more dynamic work culture.

Charismatic management: "The concept of charismatic leadership lies at the heart of certain fundamental debates in the social sciences, one of these being the relationship between the individual and society" (Callan, 2003). Charismatic management is a style

where the leader's charm and persuasive communication skills inspire and motivate employees. Leaders who use this approach are often seen as energetic, enthusiastic, and visionary, creating a strong emotional connection with their team and leading to high levels of employee engagement, loyalty, and motivation as team members feel inspired to work towards a shared vision. However, it can also have downsides, as the success of this style heavily relies on the leader's personality. The team's performance can suffer if the leader leaves or loses credibility. Additionally, there's a risk of overlooking practical details and long-term planning in favor of maintaining enthusiasm and momentum. Despite these challenges, charismatic management can be incredibly effective in driving change and achieving ambitious goals when balanced with solid strategic planning.

Coaching management: Coaching management is a leadership style that focuses on developing and nurturing employees' skills and talents. Leaders who adopt this practice act more like mentors than traditional managers, providing guidance, support, and feedback to help team members grow professionally and personally. This style emphasizes active listening, goal-setting, and creating a positive and motivating environment. By investing time in understanding their employees' strengths and weaknesses, coaching managers can tailor their approach to each individual's needs, fostering a culture of continuous learning and improvement. While this style can lead to high job satisfaction and improved performance, it requires significant time and effort from the manager and might not be as effective in high-pressure situations where quick decisions are needed. Overall, coaching management can be incredibly beneficial for

long-term team development and creating a supportive and dynamic workplace (Lee, 2003).

Collaborative management: Collaborative management is a leadership style where the focus is on teamwork and collective decision-making. In this approach, managers encourage input and ideas from all team members, fostering an environment where everyone's voice is heard and valued. This style promotes open communication, trust, and mutual respect, which can lead to more innovative solutions and higher employee satisfaction. Collaborative managers can leverage diverse perspectives and expertise by involving the team in the decision-making process, making the organization more adaptable and resilient. However, this approach can sometimes slow down decision-making due to the need for consensus and can be challenging to implement if team members are not accustomed to working together closely. Despite these challenges, collaborative management can construct a more dynamic and motivated workforce, ultimately leading to better outcomes for the organization (DeWitt, 2016).

Consultative management: Consultative management is a leadership style where managers actively seek and consider employees' input before making decisions. Unlike purely democratic styles, the final decision still rests with the manager, but the process involves open discussions and feedback from the team. This approach helps build trust and respect between managers and employees, as team members feel valued and heard. It also leads to more informed decisions, as managers use the team's experience, knowledge, and perspectives. However, consultative management can sometimes slow down decision-making, as it requires time for discussion and feedback. It also relies on managers having strong communication skills and being genuinely open to employee

input. Overall, this style can create a more inclusive and motivated work environment, balancing authoritative decision-making with participatory engagement (Mansaray, 2019).

Crisis management: Crisis management style is a critical approach to dealing with unexpected and challenging situations that threaten an organization's operations or reputation. It encompasses various strategies and principles aimed at effectively mitigating the impact of crises and restoring normalcy. A successful crisis management style involves proactive planning, quick decision-making, clear communication, and strategic coordination of resources. It emphasizes the importance of leadership resilience, adaptability, and transparency to inspire confidence and maintain trust among stakeholders. By focusing on preparedness, responsiveness, and recovery efforts, organizations can navigate crises with minimal disruption and emerge stronger from adversity (Bundy et al., 2017).

Cultural management: Cultural management style refers to the approach taken by leaders and organizations to nurture and leverage cultural diversity within their teams and environments. It involves creating an inclusive atmosphere where differences in backgrounds, perspectives, and values are respected and celebrated. Effective cultural management style emphasizes openness, sensitivity, and awareness of cultural nuances to promote a collaborative and harmonious work environment. Leaders are promoting cultural intelligence, encouraging cross-cultural communication, and integrating diverse viewpoints into decision-making processes. By valuing cultural diversity and promoting a culture of mutual respect, organizations can improve creativity, innovation, and overall

performance while creating a sense of belonging and unity among employees (Thomas & Peterson, 2016).

Democratic management: Democratic management style is characterized by leaders who actively involve team members in decision-making processes, valuing their input and perspectives. This method fosters a communal environment where the whole team has a voice and feels comfortable to contribute to the organization's goals. Leaders in democratic management seek consensus through open discussions, soliciting ideas, and considering diverse viewpoints before making decisions. This style promotes transparency, fairness, and inclusivity, enhancing team morale and commitment. By encouraging participation and shared responsibility, democratic leaders can gather their teams' collective effort and creativity, leading to more effective solutions and problem-solving. Moreover, it cultivates a sense of collective accountability among participants, as they are involved in shaping the direction and outcomes of their work (Al Rahbi et al., 2017).

Democratic-Participative management: Democratic-participative management style combines elements of democratic leadership with active participation from team members in decision-making processes. Leaders in this style not only encourage open communication and collaborative decision-making but also empower employees to take initiative and contribute ideas autonomously. This approach values teamwork, transparency, and inclusivity, fostering a culture where everyone's input is respected and considered. Democratic-participative leaders facilitate discussions, solicit feedback, and delegate responsibilities based on individual strengths and expertise, aiming to use the

team's collective ideas. By promoting a sense of ownership and shared responsibility, this management style can enhance motivation, creativity, and overall organizational effectiveness. It emphasizes mutual respect and trust between leaders and employees, cultivating a supportive environment where innovation and continuous improvement thrive (Koopman & Wierdsma, 2013).

Environmental management: Environmental management style pertains to the leadership approach taken by organizations to address and mitigate environmental impacts associated with their operations. This style emphasizes sustainability, conservation, and responsibility towards natural resources and ecosystems. Leaders in environmental management prioritize initiatives such as reducing carbon footprints, implementing green technologies, and complying with environmental regulations. They encourage a culture of environmentally safe supervision within the organization, promoting practices that minimize waste, pollution, and ecological harm. This style often involves setting ambitious environmental goals, conducting regular audits, and engaging stakeholders to ensure commitment to sustainable practices across all levels of the organization. By integrating ecological considerations into strategic decision-making and operations, the environmental management style strives to achieve long-term environmental sustainability while maintaining business success and societal well-being (Kagan, 2010).

Ethical management: Ethical management style revolves around upholding high standards of integrity, fairness, and accountability in organizational decision-making and behavior. Leaders practicing ethical management prioritize honesty, transparency, and

ethical conduct in all aspects of operations and interactions. They stick to moral principles and values that guide their actions, ensuring that business practices align with ethical standards and legal requirements. This style emphasizes treating employees, customers, suppliers, and the community with respect and fairness, fostering trust and loyalty. Ethical leaders take accountability for their decisions and actions, making ethical considerations a central part of organizational culture and decision-making processes. By promoting ethical behavior and integrity, ethical management style contributes to a positive organizational reputation, stakeholder confidence, and sustainable long-term success (Lawton & Macaulay, 2015).

Holistic management: The holistic management style integrates various aspects of organizational operations and strategies into a cohesive and interconnected whole. Leaders adopting this approach consider the interconnectedness of different aspects of the organization, including financial, social, environmental, and cultural factors. They emphasize the importance of balancing short-term goals with long-term sustainability and stakeholder interests. Holistic management entails viewing the organization as part of a broader ecosystem, considering the impacts of decisions on all stakeholders and the environment. Leaders in holistic management foster a collaborative and inclusive decision-making process that considers diverse perspectives and aims for integrated solutions. By addressing the interconnected complexities of the organization and its external environment, a holistic management style promotes resilience, innovation, and sustainable growth while striving for holistic well-being and success (Quatro et al., 2007).

Human relations management: Human relations management style focuses on fostering positive relationships and effective communication among employees within an organization. Leaders practicing this style prioritize the well-being, motivation, and satisfaction of their team members. They emphasize building trust, empathy, and mutual respect to develop a supportive work climate where individuals feel valued and motivated to contribute. Human relations management encourages open communication channels, feedback mechanisms, and opportunities for professional development and growth. Leaders in this style recognize the importance of addressing interpersonal dynamics, resolving conflicts constructively, and promoting collaboration among team members. By nurturing strong human relationships and promoting a people-centric approach, human relations management style enhances employee engagement, productivity, and overall organizational performance (Hyde et al., 2009).

Inspirational management: Inspirational management is a leadership style that focuses on motivating and empowering employees through vision, encouragement, and support. Leaders who adopt this style prioritize the creation a positive and blanket work environment where team members feel valued and inspired to achieve their best. They set a compelling vision for the future, communicate it effectively, and lead by example, demonstrating the values and behaviors they wish to see in their team. By fostering a culture of trust, recognition, and continuous growth, inspirational managers not only drive high performance but also enhance job satisfaction and loyalty, ultimately leading to a more cohesive and dynamic organization (Bonau, 2017).

Innovative management: Innovative management is a leadership approach that emphasizes creativity, flexibility, and forward-thinking to drive organizational success. Leaders who practice this style prioritize fostering an innovational culture where new ideas are promoted and calculated risks are welcomed. They empower employees to think outside the box and provide the resources and support needed to experiment and implement novel solutions. By following industry trends and technological progress, innovative managers ensure their organizations remain competitive and adaptable in a rapidly changing market. This management style drives growth and efficiency and inspires a dynamic, engaged workforce eager to contribute to the company's progress and success (Volná et al., 2015).

Intuitive management: Intuitive management is a leadership style that relies on instinctive understanding and a deep sense of awareness to guide decision-making and team dynamics. Leaders who adopt this approach often trust their gut feelings and insights, developed through experience and keen observation, to navigate complex situations and interpersonal relationships. They prioritize empathy, emotional intelligence, and a holistic understanding of their team members' strengths and motivations. By creating an environment where intuition and soft skills are valued alongside data and analysis, intuitive managers foster a supportive and adaptive workplace. This style encourages open communication, flexibility, and a strong sense of trust, allowing the organization to respond rapidly and constructively to challenges and opportunities (Agor, 1984).

Laissez-Faire management: Laissez-faire management is a hands-off leadership style that grants employees high autonomy and decision-making freedom. Leaders who employ this approach trust their team members to take responsibility for their work and exercise their creativity and expertise without constant oversight. By providing minimal direction and intervention, laissez-faire managers create circumstances where individuals are empowered to innovate and solve problems independently. This style is particularly effective when managing highly skilled and self-motivated teams who thrive on independence. However, it requires a foundation of trust and clear communication and ensuring that employees have the necessary resources and support to succeed. When implemented effectively, laissez-faire management can lead to high job satisfaction, innovation, and a strong sense of ownership among team members (Sharma & Singh, 2013).

Macro management: Macro Management, a leadership approach that centers on overarching goals, long-term strategies, and broad organizational objectives, is a style that places a high value on trust. Leaders who practice this style are proponents of big-picture thinking, strategic direction, and overall performance rather than the details of daily operations. They instill confidence in their team members to manage their responsibilities independently, fostering a culture of self-reliance and accountability. By providing high-level guidance and support, macro managers encourage innovation, creativity, and proactive problem-solving within their teams. This management style promotes an environment leading to higher job satisfaction, increased motivation, and more dynamic organizational growth. Through this broad, hands-off approach, macro

management aims to achieve sustained success and adaptability in a rapidly changing business landscape (Szast & Morska, 2023).

Micromanagement: Micromanagement is a leadership style characterized by close supervision and control over employees' work processes and activities. Leaders who adopt this approach are highly detail-oriented, often involving themselves in the minutiae of day-to-day tasks and decision-making. They provide explicit instructions, closely monitor progress, and frequently check in on employees to ensure that tasks are being performed precisely as directed. While this style can ensure high accuracy and adherence to standards, it can also stifle team members' creativity, autonomy, and morale. Employees under micromanagement may feel a lack of trust and empowerment, leading to decreased job satisfaction and productivity. Despite its potential drawbacks, this management style can be effective in situations that require strict compliance and high precision or during critical projects where errors must be minimized (Szast & Morska, 2023).

Normative management: Normative management is a leadership style that emphasizes devotion to established standards, procedures, and norms within an organization. Leaders who adopt this approach prioritize consistency, reliability, and predictability by enforcing clear guidelines and policies. They focus on ensuring that all team members understand and follow the organizational rules and expectations, which helps maintain order and efficiency. Normative managers often use detailed documentation, regular training, and systematic performance evaluations to reinforce these standards. This style is especially effective when precision, compliance, and

uniformity are crucial, such as in regulatory or safety-sensitive industries. By promoting a stable and orderly work environment, normative management helps mitigate risks, maintain quality, and achieve consistent outcomes, though it may sometimes stifle creativity and flexibility if applied too rigidly (Anheier, 2000).

Pacesetting management: Pacesetting management is a dynamic leadership style characterized by high expectations and a focus on achieving excellence through rapid progress and high performance. Leaders who adopt this approach set ambitious objectives and demonstrate the standards they anticipate from their team, often leading by example and maintaining a relentless focus on results. Pacesetting managers drive their teams to work hard and meet challenging targets, fostering a culture of continuous improvement and high achievement. This style is particularly effective in fast-paced, competitive environments where quick results are essential. However, it requires a team of highly skilled, self-motivated individuals who can thrive under pressure. While pacesetting management can lead to exceptional performance and productivity, it can also result in burnout and decreased morale if not balanced with adequate support and recognition (Namiq, 2018).

Performance-Based management: Performance-based management is a leadership style that focuses on achieving specific outcomes and rewarding employees based on their performance and contributions to organizational goals. Leaders who adopt this approach set clear, measurable objectives and continuously monitor progress to ensure targets are met. They implement performance metrics and evaluation systems to assess individual and team achievements, providing feedback and recognition accordingly. This

management style emphasizes accountability, productivity, and results, often linking compensation, promotions, and other incentives to performance outcomes. By creating a meritocratic environment, performance-based management motivates employees to excel and fosters a culture of high achievement. However, it requires fair and transparent evaluation processes to avoid potential issues of bias or inequity, and it must be balanced with support and development opportunities to ensure long-term employee engagement and growth (Van Dooren et al., 2015).

Persuasive management: Persuasive management is a leadership style where leaders maintain control over decisions while convincing and motivating employees to accept and follow these decisions willingly. Leaders who practice this approach excel in communication, using logical arguments, emotional appeal, and personal charisma to influence their team. They take the time to explain the rationale behind their decisions, addressing concerns and highlighting the benefits to both the organization and the employees. Persuasive managers foster a cooperative and positive work environment by building trust and gaining acceptance. This style ensures that employees feel heard and valued, even if the final decision rests with the manager. While persuasive management can lead to high levels of engagement and commitment, it requires skilled communicators who can balance assertiveness with empathy and actively listen to their team members' input (Togola & Chen, 2024).

Process-Oriented management: Process-oriented management is a leadership style that emphasizes the importance of systematic procedures, structured workflows, and consistent methodologies to achieve organizational objectives. Leaders who adopt this

approach focus on defining, implementing, and optimizing processes to enhance efficiency, quality, and predictability in operations. They prioritize clear documentation, regular training, and continuous improvement practices to ensure that all team members understand and adhere to established protocols. By fostering a culture of discipline and standardization, process-oriented managers aim to minimize errors, reduce variability, and improve overall performance. This management style is particularly effective in industries requiring accuracy and consistency, such as manufacturing, healthcare, and finance. However, while it can lead to significant gains in efficiency and reliability, it is important to balance process orientation with flexibility to adapt to changing circumstances and innovate when necessary (Benraad et al., 2022).

Quality management: Quality management is a leadership approach that prioritizes the consistent delivery of high-quality products, services, and processes to meet or exceed customer expectations. Leaders who adopt this style focus on understanding and improving every aspect of the organization to enhance quality standards. They emphasize the importance of quality assurance and quality control. Quality management involves setting clear quality objectives, implementing robust quality assurance processes, and empowering employees to identify and resolve quality issues promptly. By fostering a culture of excellence and customer satisfaction, quality-focused managers ensure long-term success and competitiveness for their organization. This approach requires a commitment to data-driven decision-making, collaboration across teams, and a dedication to meeting regulatory requirements and industry standards to maintain and improve overall quality performance (Oakland, 2014).

Quiet management: Quiet Management is a leadership approach characterized by subtle, behind-the-scenes influence rather than overt, authoritative direction. Leaders who adopt this style prioritize listening, observing, and nurturing a cooperative environment where team members feel welcome to contribute ideas and take ownership of their work. Quiet managers often excel in emotional intelligence, providing support and guidance through one-on-one interactions and personal mentorship rather than public displays of control. This style encourages a culture of trust, respect, and sovereignty, leading to improved employee satisfaction and a more cohesive, motivated team. Quiet managers facilitate sustainable long-term success and innovation by creating a supportive environment (Kao, 2024).

Relationship-Oriented management: Relationship-Oriented Management is a leadership style that emphasizes the importance of interpersonal relationships, team cohesion, and employee well-being. Leaders who adopt this approach prioritize building strong, positive connections with their team members, fostering a supportive and collaborative work environment. They focus on understanding individual motivations, addressing personal and professional needs, and creating a sense of community within the workplace. This management style encourages open communication, active listening, and empathy, which can lead to higher employee morale, increased job satisfaction, and greater loyalty. By valuing relationships and personal development, relationship-oriented managers inspire trust and commitment, ultimately driving team performance and organizational success (Henkel et al., 2019).

Results-Based management: Results-Based Management is a leadership approach that focuses on achieving specific, measurable outcomes and driving performance towards defined goals. Leaders who practice this style prioritize setting clear objectives, establishing performance metrics, and systematically monitoring progress to ensure that targets are met. This approach emphasizes accountability, efficiency, and effectiveness, encouraging team members to stay goal-oriented and results-driven. By concentrating on tangible outputs and the impact of their work, Results Based Management fosters a culture of continuous improvement and high performance. Managers using this style often employ data analysis and performance reviews to identify areas for enhancement and to celebrate successes, ultimately aiming to maximize productivity and achieve strategic objectives (Vähämäki & Verger, 2019).

Servant management: “The empirical research revealed significant positive impact of leadership style on job satisfaction of faculty where servant leadership style has been found to have the highest positive significant impact on job satisfaction...” (Alonderiene & Majauskaite, 2016). Servant Management is a leadership style that prioritizes serving others, focusing on the benefit of team members and their communities. Leaders who embrace this approach see themselves as facilitators and supporters rather than traditional authority figures. They emphasize empathy, active listening, and a deep commitment to helping their team members better themselves by developing their skills and achieving their personal and professional goals. Servant managers lead by example, fostering a culture of trust, respect, and collaboration. This management style promotes favorable work conditions where employees feel appreciated

and inspired, enhancing overall job satisfaction, loyalty, and productivity. By putting the needs of others first, servant managers create a sustainable and inclusive organizational culture that drives long-term success.

Strategic management: Strategic Management is a leadership approach focused on long-term planning, foresight, and aligning organizational resources to achieve overarching goals. Leaders employing this style prioritize the analysis of internal and external environments, identifying opportunities and threats, and crafting comprehensive plans to guide the organization toward its objectives. They emphasize the importance of vision, mission, and strategic direction, ensuring that every decision and action contributes to the overall strategy. Strategic managers are adept at balancing short-term demands with long-term aspirations, fostering innovation, and maintaining a competitive edge. By integrating a holistic and forward-thinking perspective, strategic management drives sustainable growth and secures the organization's position in the marketplace (David, 2011).

Task-Oriented management: Task-oriented management is a leadership style that prioritizes completing specific tasks and achieving defined goals. Leaders who adopt this approach focus on organizing work processes, defining clear roles and responsibilities, and setting precise performance standards. They emphasize efficiency, productivity, and adherence to schedules, often using detailed planning and systematic monitoring to ensure tasks are executed correctly and on time. This management style involves closely supervising and directing team activities, providing explicit instructions, and addressing any issues that may impede progress. Task-oriented managers are typically results-driven,

valuing structure and discipline in their approach. By concentrating on the effective execution of tasks, this style aims to enhance operational efficiency and achieve high performance and output levels (Huynh & Hua, 2020).

Technocratic management: Technocratic Management is a leadership approach that emphasizes decision-making based on technical expertise, data analysis, and specialized knowledge. Leaders who adopt this style prioritize scientific principles, empirical evidence, and advanced methodologies to inform their strategies and actions. They rely on expert insights and quantitative data to optimize processes, solve complex problems, and drive organizational innovation. Technocratic managers often foster a culture of continuous learning and professional development, encouraging their team to stay up to date with specialized progress and industry trends. This management style values precision, rationality, and efficiency, ensuring logical and well-founded decisions. Technocratic management aims to achieve high performance, accuracy, and strategic success by leveraging technical proficiency and evidence-based practices in a rapidly evolving landscape (Schmidt & Gualmini, 2013).

Transactional management: Transactional Management is a leadership style centered on structured tasks, clear goals, and the use of rewards and penalties to motivate employees. Leaders who adopt this approach emphasize the establishment of well-defined roles, expectations, and performance standards, maintaining a focus on routine operations and short-term objectives. They employ a system of contingent rewards, such as bonuses or recognition, to reinforce desirable behaviors and outcomes, while also implementing corrective actions or penalties when performance falls short. This

management style relies on formal authority and a clear hierarchy, ensuring that tasks are completed efficiently and according to established protocols. By providing explicit guidance and feedback, transactional managers create a stable and predictable work environment, driving productivity and maintaining organizational control (Birasnav, 2014).

Transformational management: Transformational management is a leadership approach that concentrates on uplifting and energizing employees to go beyond their limits and achieve remarkable results. This approach focuses on creating a vision for the future and fostering an environment where team members feel empowered to contribute to the organization's goals. Transformational managers lead by example, demonstrating integrity, commitment, and enthusiasm, which in turn fosters loyalty and dedication among their employees. They prioritize personal development and provide support and encouragement for their team members to grow professionally. By promoting a culture of innovation and constant advancement, transformational managers drive positive change and help their organizations navigate complex challenges with agility and resilience (Anderson, 2017).

Visionary management: Visionary management is a leadership style centered on crafting and communicating a clear, compelling vision for the future of an organization. Visionary managers excel at articulating a long-term direction and inspiring common goals ideology. They are forward-thinking, often identifying trends and opportunities that others might overlook. This style of management fosters a sense of purpose and direction, encouraging creativity and innovation among team members. By painting a vivid picture

of what the future can hold, visionary managers engage and motivate their teams, driving them to achieve ambitious objectives and navigate challenges with confidence and optimism (Mupa, 2015).

2.5 THE MOST RECOGNIZED MANAGEMENT STYLES – PROS AND CONS

Micromanagement is a managerial approach in which a manager closely observes and regulates the tasks of their subordinates (Mishra et al, 2019). The micromanager often becomes excessively immersed in the specifics of their employees' tasks, frequently dictating how these tasks should be carried out (Delgado, 2015).

Micromanagement is frequently linked to adverse results, such as decreased employee motivation, diminished job satisfaction, and increased turnover rates. (Davenport & Watson, 2013). The micromanager might get caught up in administrative duties, diverting attention from strategic matters. Additionally, micromanagement can foster a culture of dependence, where team members believe they cannot make decisions or act without their manager's approval. This can stifle initiative and innovation within the organization.

Macro management is a leadership approach in which a manager delegates tasks and responsibilities to subordinates while offering guidance and support as required. The macro manager concentrates on strategic matters like goal-setting, plan development, and progress monitoring, granting subordinates greater autonomy in their roles. This management style is frequently connected with favorable outcomes, including elevated employee motivation, heightened job satisfaction, and enhanced performance (Bass &

Bass, 2009). Macro management can greatly benefit the organization's effectiveness. A macro manager is able to concentrate on strategic matters like policy development, resource allocation, and partnership building, while granting subordinates greater autonomy in their roles. This approach can cultivate a culture of innovation and initiative, where team members are empowered to take ownership of their work and make independent decisions.

Micromanagement in the workplace presents numerous pros and cons. While it might prove advantageous in specific short-term scenarios, the long-term drawbacks can be substantial, including diminished employee morale, elevated staff turnover, decreased productivity, and discontent among employees. Micromanagement can also impede departmental growth opportunities and contribute to burnout. Managers should evaluate their leadership approach, striking a balance between daily tasks and strategic planning to mitigate micromanagement tendencies. Effective delegation of tasks is essential (Andolsen, 2008).

Micromanagement and macro management represent distinct leadership approaches, each with unique implications for the effectiveness of governmental roles. Micromanagement may harm the organization's efficiency, whereas macro management can offer benefits. The selection of a leadership style should be guided by the organization's specific needs and objectives, as well as the leader's skills and preferences.

Managers ought to craft a vision for the department's future, recruit suitable talent, set up protocols, enhance communication, and anticipate occasional employee mistakes as a natural part of learning. Encouraging self-direction among employees can

heighten motivation and productivity, alleviating staffing challenges and enhancing employee contentment (Collins & Collins, 2002).

2.6 ORGANIZATIONAL BEHAVIOR

According to eCampus Ontario (2022) "Organizational behavior is defined as the systematic study and application of knowledge about how individuals and groups act within the organizations where they work". It is a systematic study and application of knowledge about how people—both individuals and groups—behave within organizations. Organizational behavior investigates different factors that impact behavior in the workplace. Those factors include leadership, communication, decision-making, motivation, and organizational structure.

Organizational behavior is the study of individuals and groups in organizations (Schermerhorn et al, 2011) and how people interact within groups. Individual behavior includes personality traits, values, attitudes, perceptions, and motivation. Understanding how individuals behave in specific situations helps in predicting and managing their actions within the organization. Group behavior examines how individuals behave in teams and how group dynamics develop.

2.7 ORGANIZATIONAL CULTURE

The idea of organizational culture is still debated, even though it's based on theories from different fields. People can't agree on a clear definition, and there's confusion over what the term really means. There's also ongoing argument about the best

ways to study and measure it, which causes disagreements about whether this type of research is useful or reliable (Bellot, 2011).

The modern examination of organizational culture integrates various perspectives rather than belonging to a unified academic discipline. Instead of one prevailing viewpoint or method, it features a diverse blend of concepts and approaches (Ouchi & Wilkins, 1985). When people study organizational culture today, they don't follow just one way of thinking or one set of methods. Instead, they use a mix of different ideas and approaches from various fields. There's no single "right" perspective; it's a combination of many viewpoints.

2.8 JOB SATISFACTION

While salary is certainly an important factor in attracting and retaining talent, it's not the sole determinant of employee satisfaction and productivity. According to Chandrasekar (2011) “many studies have revealed that most employees leave their organization because of the relationship with their immediate supervisor or manager.” The quality of the workplace environment, including factors such as job autonomy, opportunities for growth and development, supportive leadership, and a positive company culture, plays an influential role in shaping employee motivation and performance. Employees who feel valued, supported, and connected to their work and colleagues are more likely to be motivated, innovative, and productive. Effective managers recognize the importance of creating a positive work environment that encourages teamwork, creativity, and a sense of purpose among employees. They invest in building strong

relationships with their team members, provide meaningful feedback and recognition, and create possibilities for employees to develop their skills and advance in their careers. By prioritizing the quality of the workplace environment and focusing on factors that truly drive employee engagement and performance, organizations can cultivate a motivated and productive workforce that contributes to their long-term success.

The relational aspect of leadership, recognizing both leaders and followers, is often acknowledged but not fully explored. Scholars have overlooked followership compared to leadership, possibly due to the historical focus of leadership studies on psychology, which prioritizes individual-level analysis. This bias towards individualism, especially prevalent in the U.S., has led to a neglect of followership as it contradicts the cultural emphasis on individual autonomy (Slater, 1995).

For many, the significance of leadership is clear in any context. Within organizations, strong leadership leads to better quality and efficiency in products and services. It fosters unity, personal growth, and increased satisfaction among employees. Moreover, it establishes a clear direction and vision, aligns with the surroundings, encourages innovation and creativity, and revitalizes the organizational culture. Achieving all this is a considerable task, particularly in today's world (Van Wart, 2003).

The ability of organizations to survive and achieve their goals is strongly tied to the quality of their human resources. It is essential for individuals within the organization to feel happy and appreciated. Meeting these expectations helps individuals contribute positively to the organization while also feeling fulfilled. Organizations where employees are highly motivated tend to achieve high efficiency and meet their organizational

objectives. Organizational efficiency hinges on teachers' job satisfaction and their willingness to align with organizational goals. The level of job satisfaction impacts individuals' physical and mental health, work environment, efficiency, and socio-economic development. Ensuring employee satisfaction is a important management responsibility. Leaders who can generate creative solutions, set institutional policies, and implement necessary regulatory improvements play a key role. Transformational leaders enhance job satisfaction by fostering a shared vision and motivating their followers (Aydin et al, 2013).

A leader looks after the personal needs and interests of the group members. By addressing these needs, the leader fosters an environment where members feel valued and are more likely to remain committed to the group over an extended period (Farahbakhsh, 2006).

2.9 JOB SECURITY

Smith and Gebala (1974) state that "public employees are protected contractually to the extent provided explicitly by collective bargaining agreements or by federal, state, and municipal civil service laws." Public employees' contractual protections are primarily defined by collective bargaining agreements (CBAs) and civil service laws at federal, state, and municipal levels. CBAs, negotiated between public employees, often represented by unions, and their employers, cover a wide range of employment terms including wages, hours, working conditions, benefits, job security, and grievance procedures. These agreements offer significant safeguards tailored to specific

employment contexts, providing protections beyond statutory rights and ensuring a structured process for addressing workplace issues.

Labor demand in sectors like agriculture and construction experiences significant fluctuations throughout the year, driven by seasonal changes and weather conditions. In contrast, except for elementary and secondary education, the public sector provides services consistently throughout the year, resulting in more stable labor demand. Additionally, public services demand is relatively insensitive to credit market conditions, unlike certain private sector goods, such as those in construction and durable manufacturing, which are highly affected by credit availability. These factors suggest that there is "less seasonal and cyclical variability in demand for public services" (Freeman & Ichniowski, 2007) compared to private goods, leading to lower layoff rates in the public sector, all else being equal. The public sector's stability can be attributed to the continuous need for services and more consistent funding sources, which help buffer public employment from the economic volatility that often impacts private sector jobs. This relative stability highlights the unique nature of labor demand within the public sector, emphasizing the differing employment patterns between the public and private sectors (Allen, 1988).

The labor demand in California's TK-12 school system is currently shaped by several factors, including teacher shortages, funding allocations, and initiatives aimed at recruitment and retention. California continues to face a significant shortage of teachers, particularly in high-need subjects and underserved areas. The demand for Classified employees is significant, encompassing a wide spectrum of roles necessary for the daily

operations and support within schools. Classified employees, who do not require teaching credentials, include positions such as paraeducators, clerical staff, custodians, maintenance workers, groundskeepers, child nutrition assistants, and child care workers. These positions are important in providing the smooth functioning of educational institutions and supporting the overall educational environment (California Department of Education, 2023).

2.10 LEADERSHIP AND FOLLOWERSHIP

Leadership stands as a pivotal element determining an organization's effectiveness and triumph (Nixon et al, 2012). Leadership cannot exist in isolation; it requires followership. Leaders and followers are interdependent, forming a social relationship. Therefore, viewing leadership as solely the actions of a leader overlooks the crucial role of followers in the dynamic (Slater, 1995).

Leaders are tasked with navigating intricate challenges, including resource management, strategic decision-making, and team leadership (Zaccaro et al, 2001). These multifaceted responsibilities require leaders to possess a diverse skill set, including the ability to allocate resources efficiently, make sound strategic decisions, and inspire and guide their teams towards shared goals. Successfully addressing these challenges is essential for driving organizational success and fostering a productive and cohesive work environment.

Through initiating group formation, establishing interpersonal relationships, and addressing personal needs, the leader plays a critical role in maintaining the group's stability and driving it toward success (Farahbakhsh, 2006).

2.11 DIMINISHERS VS. MULTIPLIERS

Some leaders hinder their teams' intelligence and capabilities by exerting dominance and suppressing the skills of others, resulting in a stifled flow of ideas. This behavior, commonly observed in micromanagers, can detrimentally impact team morale and productivity. To address this issue, it's crucial to explore whether micromanagers are inherently predisposed to such behavior or if it develops over time. Additionally, there's a need to examine the broader implications of micromanagement and explore strategies for transforming "diminishers" into "multipliers," fostering environments where teams can thrive and reach their full potential. This highlights the importance of leadership development and cultivating a culture of empowerment and collaboration within organizations (Wiseman & McKeown, 2020).

2.12 SOURCES OF PUBLIC SERVICE IMPROVEMENT

Boyne (2003) reviewed sixty-five empirical studies and shed light on what drives public service performance. Grouping the statistical results into five key areas—resources, regulation, markets, organization, and management—the analysis reveals that increasing resources and improving management are the most effective ways to enhance public services. The study also highlights a need for further research and offers recommendations to boost the quality of future studies in this field. He also identified

only four studies that have empirically addressed the linkage between leadership behaviors and organizational performance. These studies are conducted by Brewer & Selden (2000), Meier & O'Toole (2002), Wolf (1993), and Zigarelli (1996). Several other studies relevant to this research are included in this literature review.

2.13 LEADERSHIP BEHAVIORS AND THEIR IMPACT ON ORGANIZATIONAL PERFORMANCE IN GOVERNMENTAL ENTITIES

Researchers often highlight leadership as a key factor in organizational performance. However, despite the common belief in its importance for organizational success, there is a lack of extensive research on how leadership behaviors influence performance in governmental entities (Muterera, 2012). Specifically, there is a need for more studies on the impact of leadership behaviors within governmental educational agencies. This research investigates whether leadership styles in governmental contexts affect public-sector employee satisfaction.

2.14 BUREAUCRATIC EFFECTIVENESS IN US CABINET AGENCIES

Per Wolf (1993), the issue of bureaucratic effectiveness has long been a contentious topic in American politics and public administration. Various theories and competing hypotheses seek acceptance, with case studies being the primary method for empirical analysis. In his research, he employed the case survey method to compile the collective judgments of previous case-study researchers on bureaucratic effectiveness and other important traits of U.S. cabinet agencies. He then performed an initial test of the competing theories using Maximum Likelihood Estimation. The processes outlined by

the "Political Theory of the Firm" emerge as the most accurate model for bureaucratic effectiveness.

2.15 THE EFFECT OF MANAGERIAL QUALITY

Meier & O'Toole (2002) explored the relationship between public management quality, specifically in school districts, and program performance. The study conducted a large-scale analysis using data from Texas school districts over a period of five years. One of the unique aspects of Meier and O'Toole's study was their method of measuring management quality. They looked beyond standard factors and focused on the additional salary paid to school superintendents. This approach revealed a positive correlation between this measure of managerial quality and 10 out of 11 performance indicators, reflecting a range of organizational goals such as standardized test scores and school attendance. Importantly, these relationships held true even after controlling for other factors that could influence program success. The study suggests that measuring managerial quality in this way could be valuable for testing existing management theories and advancing research in the field.

2.16 AN EMPIRICAL TEST OF CONCLUSIONS FROM EFFECTIVE SCHOOLS' RESEARCH

Zigarelli (1996) conducted a study using data from the National Educational Longitudinal Study to investigate the impact of various school characteristics on student achievement levels. The study identified six key constructs related to effective schools and examined their independent effects on student achievement.

The study found that the most important effective school characteristics that positively impacted student achievement levels were:

1. Achievement-oriented school culture: Schools that prioritize and promote a culture of academic achievement tend to have higher student performance.

2. Principal autonomy in hiring and firing teachers: Principals having the authority to make decisions regarding teacher personnel matters, such as hiring and firing, was associated with improved student achievement.

3. High teacher morale: Schools with high levels of teacher morale were linked to better student performance outcomes.

Interestingly, the study did not find evidence that the following factors were significantly related to student performance:

1. Teacher empowerment: Giving teachers more decision-making power and autonomy within the school setting did not show a direct impact on student achievement levels.

2. Teacher education level: The level of education attained by teachers did not have a significant independent effect on student performance.

3. Principal influences: Factors related to the principal's leadership style or characteristics did not emerge as significant predictors of student achievement.

4. Quality of relations between the administration and the school: The strength of the relationship between the school administration and the school community did not show a direct correlation with student achievement.

Overall, the study highlights the importance of “an achievement-oriented school culture, principal autonomy in hiring and firing teachers, and high teacher morale” (Zigarelli, 1996) as key factors influencing student achievement levels.

2.17 EXPLORING THE POLITICAL STYLES AND STRATEGIES USED BY SUCCESSFUL WOMEN CLASSIFIED MANAGERS IN EDUCATIONAL AGENCIES

Stanley (2020) conducted a qualitative phenomenological study focused on exploring the political styles and strategies of successful women Classified managers within educational agencies in California's central coast region, particularly those who have advanced from middle management to top-level management positions.

The study aimed to discover and describe the political styles of successful women Classified managers and explore the political strategies they perceived as enhancing or hindering their promotion within educational agencies.

The research used a phenomenological approach to capture the experiences of 15 classified women managers who had achieved high-level management positions in educational agencies in Monterey, San Benito, and Santa Cruz counties.

The data analysis revealed that successful women Classified managers in educational agencies most closely identified with the strategist political style. The political strategy of "building trust" was found to be the most effective in helping these women advance in their careers.

The study concluded that successful women Classified managers predominantly use the political style of strategist to progress to top-level positions within educational

agencies. Additionally, building trust was identified as the most commonly used political strategy by these managers.

The study suggests further research to explore political styles and strategies from the perspectives of other populations within educational agencies, such as successful men in similar managerial roles and staff-level employees. It also recommends expanding the study beyond California to include other states. Additionally, the recommendation includes conducting a single long-term case study to track the evolution of political styles and strategies as a woman progresses from an entry-level to a top-level management position.

2.18 TOTAL QUALITY MANAGEMENT

Per Darling (1992) A leader in Total Quality Management (TQM) is defined as a person who inspires and cultivates sufficient competence to influence a group of individuals to willingly achieve organizational goals. Research has identified four key elements of successful leadership in quality management:

Attention through vision: Leaders effectively set and communicate a clear vision that guides the organization towards its goals.

Meaning through communication: Leaders convey the significance of the vision and goals through consistent and transparent communication.

Trust through positioning: Leaders build trust by positioning themselves predictably and reliably within the organization.

Confidence through respect: Leaders instill confidence in their followers by showing respect and valuing their contributions.

Characteristics of leaders in quality management include:

Agenda and outcome focus: Leaders possess a clear agenda and an intense focus on achieving desired outcomes.

Mastery of communication: Effective leaders excel in communication, ensuring that their vision and expectations are understood.

Predictability: Leaders are consistent in their actions and decisions, making their positions known to their followers.

Positive self-regard: Successful leaders have a positive self-image and confidence in their abilities.

Commitment to others: Leaders are dedicated to bringing out the best in their team members, fostering a collaborative and supportive environment.

This framework underscores the critical elements and characteristics required for effective leadership in the context of Total Quality Management, emphasizing the importance of vision, communication, trust, respect, and a focus on outcomes.

2.19 INTERNATIONAL DIFFERENCES IN JOB SATISFACTION

Westover and Taylor (2010) explored cross-national differences in job satisfaction and its determinants over time (1989-2005), and how these differences impacted long-term worker productivity and performance.

The study utilized “non-panel longitudinal data from the International Social Survey Program on Work Orientations I, II, and III for” (Westover & Taylor, 2010) the years 1989, 1997, and 2005. It employs various bivariate and multivariate descriptive statistics and ordinary least squares regression analysis “to investigate the relationship between job satisfaction and its key determinants” (Christen et al, 2006) across six countries: Great Britain, the USA, West Germany, Hungary, Norway, and Israel (Westover & Taylor, 2010).

The findings indicate that intrinsic rewards are the most significant factor explaining variance in job satisfaction across all countries, followed by work relations with management. “Public service motivation-fit (PSM-fit) and work relations with co-workers” (Westover & Taylor, 2010) play a less prominent role in shaping job satisfaction. The study also reveals that the determinants of job satisfaction vary by country. Additionally, while age consistently appears as a significant antecedent of job satisfaction across the 1989, 1997, and 2005 waves, the significance of other personal antecedents changes with each wave.

The research was limited by the use of a pre-existing dataset, which restricts the measurement of key variables like job satisfaction and public service motivation (PSM) to single-item scales. The rigor of the PSM measurement scale could be improved. Furthermore, self-completed surveys may introduce common method variance, as respondents might have distorted perceptions of their organizational conditions. Despite these limitations, the study supports existing literature and empirical studies on job satisfaction, PSM, workplace rewards, and interpersonal dynamics.

In a competitive global market, organizations increasingly seek ways to enhance employee productivity and performance. While there are various short-term "quick-fix" methods, achieving long-term and sustainable improvements requires fostering core organizational values and beliefs that boost overall worker satisfaction, thereby creating a culture of high engagement and achievement.

The paper's main contribution lies in examining cross-national differences in worker satisfaction and its determinants over a 16-year period. Additionally, it introduces and justifies the use of a new construct, PSM-fit, as a vital component in understanding job satisfaction.

2.20 PUBLIC SECTOR LEADERSHIP THEORY

In 1995, Larry Terry highlighted a significant gap in public-sector literature, specifically the underrepresentation of administrative or "bureaucratic leadership" (Van Wart, 2003). He evaluated the current state of research on administrative leadership, addressing several key questions:

Importance of Administrative Leadership Study: The study of administrative leadership is crucial as it pertains to the effective functioning of public institutions, impacting policy implementation and public service delivery. Despite its critical role, it still needs to be explored compared to leadership in the private sector.

Reasons for Neglect: The neglect of administrative leadership in research can be attributed to several factors, including the complexity and diversity of public-sector

environments, the challenges in measuring leadership effectiveness, and a historical focus on elected officials and political leadership over bureaucratic processes.

Progress Since 1995: Since Terry's observation, the administrative leadership literature has seen some advancements. However, progress has been incremental and uneven. Key reasons for this slow progress include persistent methodological challenges, limited funding for public administration research, and the overshadowing influence of private-sector leadership paradigms.

Strengths and Weaknesses: The current literature on administrative leadership exhibits specific strengths, such as a growing recognition of the unique contexts of public administration and increased attention to ethical leadership and accountability. However, weaknesses remain, including a lack of robust theoretical frameworks, insufficient empirical studies, and limited interdisciplinary approaches. Compared to mainstream leadership literature, the public-sector focus is narrower, often lacking the depth and breadth found in private-sector studies.

Future Research Areas: Several areas are ripe for further research. These include the development of new theoretical models tailored to public-sector contexts, longitudinal studies to understand leadership dynamics over time, the impact of digital transformation on bureaucratic leadership, and comparative studies between different governance systems. Additionally, there is a need for more practical research that directly informs public administration practices and policies.

Overall, while there have been strides in understanding administrative leadership, the field remains underdeveloped compared to its private-sector counterpart. Addressing

the identified gaps and leveraging interdisciplinary insights could significantly enhance the robustness and applicability of bureaucratic leadership research.

2.21 THE IMPACT OF AUTOCRATIC AND DEMOCRATIC LEADERSHIP STYLE ON JOB SATISFACTION

Bhatti et al. (2012) research focuses on evaluating how different leadership styles—autocratic and democratic—affect job satisfaction among teachers in public and private schools. The methodology, statistical analysis, and key findings are succinctly outlined.

Objective: The study investigates the impact of autocratic and democratic leadership styles on job satisfaction among teachers in private and public schools.

Methodology: Participants: 205 teachers (105 from public schools and 100 from private schools).

Instrument: A validated questionnaire with 23 items, utilizing a five-point Likert scale ranging from "almost always" to "almost never".

Data analysis: Employed Mean, Standard Deviation, T-Test, ANOVA, Correlation, and Regression Analysis.

Findings: Leadership style significantly influences job satisfaction. Public school teachers exhibit higher job satisfaction compared to their private school counterparts.

2.20 THE INFLUENCE OF LEADERSHIP STYLE ON TEACHER JOB SATISFACTION

Bogler (2001) investigated how principals' leadership styles (either transformational or transactional), their decision-making approaches (autocratic versus

participative), and teachers' views of their profession influence job satisfaction among teachers. He tried to define the extent to which variations in teachers' job satisfaction can be attributed to their perceptions of their profession, compared to their views on their principals' leadership styles and decision-making methods. A quantitative survey using Likert-type scales was distributed to 930 teachers in Israeli schools, with 745 responses received. Path analysis was utilized to understand the impact of the independent variables on teacher job satisfaction. The most notable finding was that teachers' perceptions of their profession significantly influenced their job satisfaction. Additionally, principals' transformational leadership had both direct and indirect effects on teachers' satisfaction through their occupational perceptions. The study discusses the implications for supervisors, principals, and policy makers at the governmental level.

A number of studies have been carried out by researchers to illustrate the effects of various leadership styles on school outcomes. These studies specifically employed a comprehensive range of leadership styles. The influence of transformational, transactional, and laissez-faire leadership on teachers' job satisfaction and organizational commitment was examined. Aydin et al (2013) aimed to assess the impact of school administrators' leadership styles on teachers' job satisfaction and organizational commitment through a meta-analysis approach. Twelve studies conducted in Turkey were analyzed using this method. The findings revealed that transformational leadership significantly enhanced teachers' job satisfaction and organizational commitment. It was concluded that as administrators' leadership styles shifted from transactional to

transformational, teachers' levels of job satisfaction and organizational commitment increased.

2.23 THE NEXT STEPS

The study we are embarking on is important to understand if there is, in fact, a correlation between the level of education on the management styles of senior and middle managers within Classified services in California Local Educational Agencies, what, besides education, has the most impact on leadership styles, and what distinguishes a good manager and successful leader from the alternative. Other factors besides education, like political orientation, diversity acceptance, cultural competence, and many others, can also influence one's management style.

Experience: Hands-on experience often molds leadership styles more profoundly than formal education alone. The challenges faced, decisions made, and lessons learned in real-world scenarios can greatly influence managerial approaches.

Personality Traits: Personality traits like empathy, adaptability, decisiveness, and emotional intelligence can heavily impact leadership effectiveness. These traits can sometimes be innate or developed through life experiences.

Organizational culture: The overall culture within an organization can significantly shape how managers lead. Leaders may adapt their styles to align with or challenge existing norms and values within their organization.

Stakeholder expectations: The expectations and demands of various stakeholders, including employees, superiors, board members, and the community, can influence managerial decisions and approaches.

External pressures: Outside factors such as economic conditions, regulatory changes, technological advancements, and societal trends can exert pressure on managers and influence their leadership styles.

Ethical values: Personal ethical values and principles can guide managerial decisions and actions, impacting the perceived effectiveness of leadership.

Communication skills: Effective communication is necessary for leadership success. The ability to articulate vision, provide feedback, and inspire others can significantly influence managerial effectiveness.

Conflict resolution skills: How managers handle conflicts and disagreements within the organization can greatly impact team dynamics and overall performance.

Innovation and adaptability: Leaders should be innovative and adjustable in today's rapidly changing world. Their ability to embrace change, foster innovation, and navigate uncertainty can determine organizational success.

Vision and strategic thinking: A clear vision and strategic mindset are hallmarks of successful leadership. Managers who can set long-term goals, formulate effective strategies, and inspire others to achieve them are often viewed as effective leaders.

Understanding these additional factors alongside education can provide a more nuanced understanding of leadership within educational agencies. It's also essential to

explore how these factors interact and intersect to shape managerial styles and outcomes.

CHAPTER III: METHODOLOGY

3.1 OVERVIEW OF THE RESEARCH PROBLEM

The issue of leadership and its impact on employee performance and satisfaction is a critical area of concern in organizational studies (Keskes, 2014). Within California's Local Educational Agencies (LEAs), this issue is particularly pressing due to the pivotal role Classified employees play in maintaining the daily operations of educational institutions. Classified employees, who encompass a wide range of non-teaching staff, often face dissatisfaction and high turnover rates. This disrupts organizational stability and effectiveness, which could affect the quality of services delivered to students. The leadership styles adopted by managers within these agencies are a significant factor influencing these outcomes.

Certain leaders hinder their teams' intelligence and capability by striving to maintain dominance as the most knowledgeable individuals. This phenomenon, as described by Wiseman and McKeown (2010), occurs when leaders adopt a "diminisher" approach, suppressing the skills and contributions of their team members to remain in control. Such leaders often exhibit poor communication and listening skills, leading to frustration among employees. In contrast, employees generally prefer managers who value their input and ideas, engage in open communication, and refrain from micromanaging daily activities (Ndidi et al., 2022). This preference highlights the negative impact that diminisher leadership can have on employee satisfaction and performance.

Micromanagement, often associated with diminisher leadership, raises several critical questions: Are micromanagers inherently predisposed to these traits, or do they

develop them over time? Is micromanagement inherently detrimental, or are there contexts in which it may be beneficial? More importantly, how can we transform diminishers into "multipliers"—leaders who amplify the intelligence and capabilities of their team members, fostering a more collaborative and innovative work environment (Wiseman & McKeown, 2020)?

Local Educational Agencies in California face substantial challenges related to these leadership dynamics. The dissatisfaction and turnover among Classified employees are symptoms of deeper issues within the leadership practices of these institutions. While previous research has established a link between leadership styles and employee outcomes, there is a notable gap in understanding how the educational backgrounds of Classified managers specifically influence their leadership styles and, consequently, how these styles affect turnover rates and job satisfaction.

This research addresses this gap by investigating the relationship between higher education and leadership styles within California's LEAs. By examining how the educational backgrounds of Classified managers influenced their leadership practices, this study sought to uncover the underlying factors contributing to employee dissatisfaction and high turnover rates. Understanding this relationship was important for creating effective strategies to improve leadership practices within LEAs, enhance job satisfaction among Classified employees, and reduce turnover rates.

Furthermore, this research delved into the mechanisms through which certain leadership styles either exacerbated or alleviated issues related to employee turnover and job satisfaction. By integrating qualitative and quantitative analyses, the study provided a comprehensive view of the impact of higher education on leadership styles and employee outcomes. The mixed-method approach enabled a nuanced understanding of the complex

interactions between educational background, leadership practices, and employee experiences.

In summary, the problem of insufficient research and understanding of the relationship between the educational backgrounds of Classified managers and their leadership styles is a significant barrier to improving organizational effectiveness within California's LEAs. This study sought to fill this research gap by providing insights into how higher education influences leadership styles and how these styles affect turnover rates and job satisfaction among Classified employees. The findings of this research will contribute to developing strategies aimed at transforming leadership practices, fostering a more positive work environment, and enhancing educational institutions' overall stability and effectiveness.

3.2 OPERATIONALIZATION OF THEORETICAL CONSTRUCTS

According to Emmerich et al. (2016), "Operationalization is a substantial aspect of quantitative research and generally referred to as the process of defining how to quantify a phenomenon or concept which itself is not directly measurable." Operationalizing theoretical constructs entails translating abstract concepts into concrete, measurable variables. This involves defining these concepts clearly, selecting appropriate data collection methods, and using these methods to capture and analyze the constructs effectively.

The theoretical constructs in this study are operationalized through a comprehensive survey and interview approach, targeting Classified employees at the Monterey County Office of Education (MCOE). The constructs included management styles, job satisfaction, the impact of education on management practices and employee

mobility within departments. Each construct was defined and measured using specific survey and interview questions, allowing for both quantitative and qualitative analysis.

Management styles. The management style construct was measured using both Likert-scale survey items and in-depth interview questions. The survey included items that assessed various management styles such as Adaptive, Aggressive, Autocratic, Bureaucratic, Charismatic, Coaching, Collaborative, Consultative, Crisis, Cultural, Democratic, Environmental, Ethical, Holistic, Human Relations, Inspirational, Innovative, Intuitive, Laissez-Faire, Macro management, Micromanagement, Normative, Pacesetter, Performance-Based, Persuasive, Process-Oriented, Quality, Quiet, Relationship-Oriented, Results-Based, Servant, Strategic, Task-Oriented, Technocratic, Transactional, Transformational, and Visionary Management. Each style was operationalized through two specific statements. Respondents marked their agreement on a five-point scale from "Strongly Disagree" to "Strongly Agree."

For example, Transformational Leadership was measured by items such as "My manager inspires and motivates me to exceed my own expectations" and "My manager encourages creativity and innovation in the workplace." Transactional Leadership is assessed by items like "My manager provides clear guidelines and expects them to be followed" and "My manager rewards me for meeting performance targets."

In the interviews, respondents were asked to describe their manager's style, provide specific examples, and discuss the effectiveness of various aspects of their manager's approach. This allowed for a richer understanding of management styles beyond the survey data.

Job satisfaction. Job satisfaction was another critical construct, assessed through both survey and interview data. The survey measured job satisfaction using Likert-scale items focused on overall job satisfaction, work environment, job security, work-life

balance, and compensation and benefits. Respondents indicate their satisfaction on a scale from "Very Satisfied" to "Very Dissatisfied."

Sample survey questions included, "How satisfied are you with your overall job?" and "How satisfied are you with your work environment?" The interviews provided further insight by asking employees to discuss what they like most and least about their jobs and how their manager's style impacts their job satisfaction and performance.

Impact of education on management practices. The impact of education on management practices is examined through questions that explore the perceived influence of educational background on management style and effectiveness. The survey included questions about the highest level of education attained by both the respondent and their manager and whether respondents believe education has influenced management practices.

Sample survey questions included, "What is your highest level of education?" and "Do you believe your manager's level of education has influenced their management style?" The interviews delved deeper by asking employees to provide examples of how their manager's educational background has impacted their approach to management and whether they think a higher level of education generally leads to better management.

Department changes and employee mobility. This construct is measured through survey questions about employees' experiences with department changes and their reasons for staying or leaving. These questions provide insight into how management styles and job satisfaction influence employee mobility within the organization.

Sample survey questions included, "Have you ever changed departments within this organization?" and "If yes, what were the reasons for changing departments?" The interviews further explore these themes by asking employees to describe their

experiences with department changes and how their manager's style has influenced their decisions.

Open-ended feedback. Both the survey and interviews included open-ended questions that allowed employees to provide additional feedback on management practices, job satisfaction, and suggestions for improvement. This qualitative data enriched the study by capturing nuanced perspectives and experiences that may not be fully captured by the structured survey items.

By combining survey data with in-depth interviews, this study aimed to provide a comprehensive understanding of how management styles and educational backgrounds impact job satisfaction and employee mobility within the Monterey County Office of Education. The operationalization of these constructs ensured a thorough examination of the relationships between education, management practices, and employee outcomes.

3.3 RESEARCH PURPOSE AND QUESTIONS

This mixed-methods phenomenological study aimed to explore the impact of higher education on the leadership styles of Classified managers within California's Local Educational Agencies (LEAs) and examined how these styles influenced turnover rates and job satisfaction among Classified employees.

Despite the extensive use of the concept of job satisfaction in scientific research, there is yet to be a universal consensus on its definition (Aziri, 2011). This study sought to bridge this gap by providing a detailed understanding of job satisfaction within the context of California's educational sector, ultimately aiming to identify strategies that can enhance job satisfaction and reduce turnover rates.

Hoppock's (1935) assertion that "satisfaction is tentatively defined; its measurement and theoretical implications are considered" underscored the need for a

nuanced exploration of job satisfaction. By employing a mixed-methods approach, this study offered a comprehensive understanding of the experiences and perspectives of both managers and employees. Quantitative data from surveys provided insights into the prevalence and impact of various leadership styles, while qualitative data from interviews and observations delved deeper into the lived experiences of Classified employees and managers. The phenomenological analysis will uncover the essence of these experiences, providing nuanced and actionable insights.

Modern human resource management trends indicate a shift towards reducing reliance on directive leadership in favor of transactional, transformational, and empowering leadership practices (Ekaterini, 2010). This shift aligns with contemporary organizational needs and employee expectations, promoting environments that foster innovation, engagement, and high performance. As organizations continue to evolve, the emphasis on developing leaders who can inspire, motivate, and empower their teams will only grow stronger. This study will contribute to this evolving discourse by exploring the interplay between higher education, leadership styles, job satisfaction, and turnover rates in California's LEAs.

This research aimed to address several key questions. First, how does higher education influence the leadership styles of Classified managers within California's LEAs? Second, what is the relationship between leadership styles and job satisfaction among Classified employees? Third, how do different leadership styles impact turnover rates among Classified employees? Fourth, what strategies can be developed to enhance job satisfaction and reduce turnover rates based on the identified leadership styles?

By addressing these questions, the study sought to provide valuable insights into the dynamics of leadership and job satisfaction in the educational sector, informing policies and practices aimed at creating more effective and supportive work

environments. The findings are expected to contribute to a deeper understanding of how educational backgrounds influence leadership styles and, in turn, how these styles affect employee outcomes. Ultimately, the research aimed to offer practical recommendations for fostering a more supportive and stable work environment within California's Local Educational Agencies, benefiting both managers and employees and contributing to the overall effectiveness and stability of the sector.

Central research question. What is the impact of the level of education on the management styles of senior and middle managers within the classified service in California Local Educational Agencies? What impact does a Bachelor's have? What impact does a Master's have? What impact does a Doctorate have? What level of education is most effective at positively influencing employee morale and retention?

Research sub-questions. How do Classified employees perceive the management style of their immediate supervisor, and how does that affect their job satisfaction? Do Classified managers recognize their leadership style, and what is their perception of how that style affects their employees?

By addressing these questions, the research aimed to provide a comprehensive understanding of the interchange between higher education, leadership styles, job satisfaction, and turnover rates, offering valuable insights for policymakers, administrators, and educational leaders.

3.4 RESEARCH DESIGN

A research design is a comprehensive strategy used to address research questions by systematically collecting and analyzing empirical data. When creating a research design, researchers need to make key decisions regarding their overall objectives and approach, whether they will use primary or secondary sources, the sampling methods or

criteria for selecting participants in the study, and the data collection and analysis procedures. A well-constructed research design ensures that the chosen methods align with the research objectives and that the analysis is appropriate for the data collected. Essentially, it serves as a framework that outlines the processes for data handling, which is crucial for obtaining valid and reliable results. The findings may be unreliable, imprecise, or irrelevant without a robust research design (McCombes, 2023).

The research design for this study was a mixed-methods approach, combining quantitative and qualitative surveys with qualitative interviews and covert observations to comprehensively explore the impact of higher education on management styles and its subsequent effects on job satisfaction and employee turnover within the Monterey County Office of Education. This design was selected to provide both range and depth of understanding, capturing measurable trends and rich, detailed insights from Classified managers and employees.

Mixed-methods approach. The mixed-methods approach blended both quantitative and qualitative data, offering a holistic view of the research problem. The quantitative component involved a structured survey administered to a large sample of Classified managers and employees, while the qualitative component consisted of semi-structured interviews with survey respondents and covert observations to identify the best candidates for interviews.

Quantitative component. The quantitative component utilized a survey designed to measure key constructs: management styles, job satisfaction, the impact of education on management practices, and employee mobility within departments. The survey included Likert-scale questions, multiple-choice questions, and open-ended questions, allowing for both numerical analysis and qualitative insights.

Survey design and distribution. The survey was distributed electronically to all Classified managers and employees who were included in the sample size within three divisions of MCOE, ensuring broad participation. The survey consisted of five main sections:

Demographic information: Collected data on respondents' age, years of service, and highest level of education attained.

Management styles: Assessed perceptions of current managers' styles using statements aligned with various management styles (e.g., Transformational, Transactional, Visionary). Participants ranked their agreement on a five-point Likert scale.

Job satisfaction: Measured overall job satisfaction and specific aspects such as work environment, job security, work-life balance, and compensation.

Impact of education: Examined perceptions of how education influenced management practices and effectiveness.

Employee mobility: Gathered data on department changes and reasons for staying or leaving, providing insights into employee turnover.

The survey data were analyzed using statistical methods to identify trends, correlations, and significant differences between groups based on educational attainment and other demographic factors.

Qualitative component. The qualitative component involved semi-structured interviews with a purposive sample of survey respondents, informed by covert observations. These interviews aimed to deepen the understanding of how management styles and educational backgrounds influenced job satisfaction and employee mobility.

Covert observation. The researcher conducted covert observation to identify the best candidates for the interview process. The criteria for selecting interview participants

included individuals who had changed departments within MCOE at least once, don't express any desire to change the department ever, or were promoted to their current role within the last five years. Additionally, observations determined which managers were the best candidates for interviews based on their observed management style. This covert observation ensured a more informed and targeted selection of interviewees, enhancing the quality and relevance of the qualitative data collected.

Interview design and implementation. The interview questions were designed to complement the survey data, exploring themes such as:

- Personal experiences with current managers and specific examples of their management practices.
- Perceptions of the effectiveness of different management styles and their impact on job satisfaction and performance.
- Reflections on the role of education in shaping management practices.
- Insights into employee mobility, including reasons for department changes and decisions to stay or leave.

Interviews were conducted via video conferencing, recorded, and transcribed for analysis. Qualitative data were coded and analyzed thematically to identify common patterns and unique insights.

Data integration and analysis. The integration of quantitative and qualitative data occurred at several stages:

Data collection: Quantitative and qualitative survey data and qualitative interview data were collected concurrently.

Data analysis: Quantitative data were analyzed statistically, while qualitative data were analyzed thematically. The results from both analyses were compared and contrasted to identify convergent and divergent findings.

Data interpretation: The integrated findings provided a comprehensive understanding of the research questions, highlighting how educational backgrounds influenced management styles and how these styles impacted job satisfaction and employee mobility.

Validity and reliability. To ensure validity and reliability, several strategies were employed:

Pilot testing: The survey was pilot tested with a small group of Classified employees to refine questions and ensure clarity.

Triangulation: The use of multiple data sources (surveys, interviews, and covert observations) allowed for triangulation, enhancing the credibility of the findings.

Member checking: Participants were invited to review and confirm the accuracy of interview transcripts and interpretations, ensuring their perspectives were accurately represented.

Ethical considerations. Ethical considerations were paramount in this study. Informed consent was collected from all participants, ensuring they understood the purpose of the study and their right to withdraw at any time. Confidentiality was maintained by anonymizing survey responses and interview transcripts. The study obeyed the ethical guidelines specified by the institutional review board (IRB) of the researcher's institution.

By employing a mixed-methods approach and incorporating covert observations, this research design captured the complexity of the relationships between education, management styles, job satisfaction, and employee turnover within MCOE. The combination of quantitative scope, qualitative depth, and informed participant selection provided a robust framework for addressing the research questions and contributing valuable insights to the field of educational management.

3.5 POPULATION AND SAMPLE

According to Best Edit Proof (n.d.) in a dissertation, defining the population and sample is crucial for accurate statistical analysis. A population encompasses all individuals or items sharing certain characteristics, while a sample is a subset of this population used for analysis. The sample size is typically smaller but should be representative to ensure reliable inferences about the entire population. When the population is too large or inaccessible, sampling becomes necessary. Researchers often use random sampling methods to reduce bias to a minimum and enhance the validity of their findings, although non-probability sampling is sometimes used for convenience. Measurements derived from the population are termed parameters, while those from the sample are called statistics. Sampling error, the discrepancy between these measures, is unavoidable but can be lowered by increasing the sample size. Overall, sampling is practical, cost-effective, and manageable, making it essential for conducting research on large populations.

Population. The target population for this study comprises Classified managers and Classified employees within the seven Divisions of the Monterey County Office of Education. The Divisions are:

- Educational Services Division
- Finance and Business Services Division
- General Services Division
- Human Resources Division
- Information Technology Services Division
- Special Education Division
- Student Services Division

Within these divisions, there are a total of sixty-four Classified managers and three hundred and fifty Classified employees. These people are responsible for a wide range of tasks and responsibilities essential to the functioning of the educational institution. The diversity of roles and responsibilities among these employees provides a rich context for examining the impact of higher education on management styles and the subsequent effects on employee morale and retention.

Sample. This study employed a stratified sampling method to ensure representation across different divisions. The sample was drawn from three specific divisions:

- Finance and Business Services Division
- General Services Division
- Information Technology Services Division

This selection was made to provide a comprehensive view of the management styles in divisions with varied operational focuses. Within these three divisions, the sample consisted of eleven Classified managers and thirty-three Classified employees.

The choice of these divisions was strategic, aiming to capture insights from areas with distinct functional responsibilities. The Finance and Business Services Division handles Internal Business Services, District Advisory Services, and Payroll and Purchasing. The General Services Division oversees Maintenance and Operations, and Transportation. The Information Technology Services Division is responsible for managing technology services, software development, and the Escape financial system infrastructure and support. By focusing on these divisions, the study aimed to explore the potential variability in management styles and their impacts across different operational contexts within the educational institution.

The sample size was selected to provide a manageable yet representative subset of the population, allowing for in-depth analysis while maintaining feasibility in data collection and analysis. This approach ensures that the findings of the study are robust and reflective of the broader population within the Monterey County Office of Education. The latest available MCOE Organizational Chart is included in the Appendix.

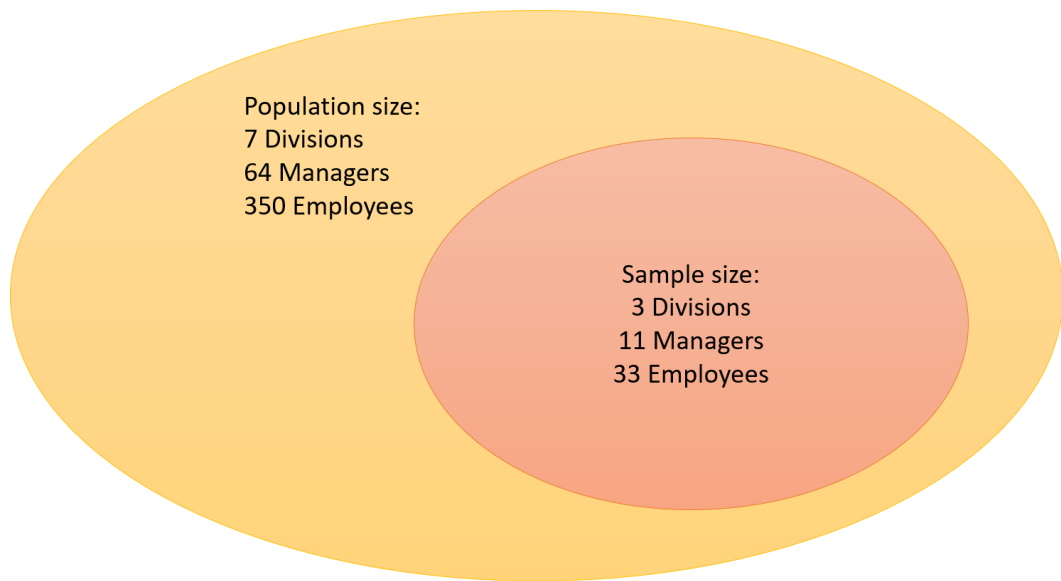


Figure 1 Population and Sample

3.6 PARTICIPANT SELECTION

The participant selection process for this study aimed to provide a thorough understanding of the impact of higher education on management styles and its subsequent

effect on job satisfaction and turnover rates. The selection process involved two distinct groups of participants: survey participants and interview participants.

The population provided a broad spectrum of perspectives across different levels of the organizational hierarchy, ensuring that the study could capture the nuances in management styles and their impacts across the board.

From the total population, a stratified sampling method was employed to ensure representation from each subgroup within the organization. The sample included participants from three specific divisions to provide a comprehensive view of the management styles in divisions with varied operational focuses.

Sampling process. The sampling process involved several key steps for both survey participants and interview participants.

Survey participants:

Invitation to participate: Classified managers and Classified employees within the selected divisions were invited to participate in the surveys. Participation was voluntary, and individuals were asked who wanted to participate. The invitation was sent to the whole division and those who decided to participate signed the Consent Form.

Proportional allocation: Sample sizes for each subgroup were determined based on their proportions within the total population. This method ensured that larger subgroups had a correspondingly larger representation in the sample.

Interview participants:

Observation and selection: Participants for the interviews were chosen based on observation and specific criteria. The criteria included individuals who had changed departments within the Monterey County Office of Education (MCOE) at least once, don't express any desire to change the department ever, or were promoted to their current role within the last five years.

Invitation to participate: Selected individuals were invited to participate in the interviews. This approach ensured that the study could capture insights from those who had experienced significant career transitions within the organization. Those who decided to participate signed the Consent Form.

Justification for sample size. The sample sizes were chosen to balance the need for statistical power with the practical constraints of conducting the study. While the sample sizes for Classified managers and Classified employees are relatively small compared to the total population, they are sufficient to provide meaningful insights into the research questions. Including a diverse range of participants from different divisions and hierarchical levels within the organization enhances the robustness of the findings.

Overall, the participant selection process was designed to ensure a comprehensive and representative sample, allowing for a detailed exploration of the impact of higher education on management styles and its effects on job satisfaction and turnover rates among Classified employees in California's Local Educational Agencies.

3.7 INSTRUMENTATION

Research instruments are essential tools used to gather data relevant to a study, and they come in various forms. These instruments can include surveys, interviews, observation checklists, and tests, each serving different purposes depending on the research objectives (Birmingham & Wilkinson, 2003).

Research instrumentation encompasses the use of various tools, equipment, and techniques to collect data for a study. This can involve diverse methods, including mixed-method approaches that integrate both qualitative and quantitative research. Instrumentation is essential to the research process, especially in quantitative studies, as it directly impacts the validity and reliability of the data.

Data collection is a pivotal stage in any research study, aimed at addressing research questions and gaining insights into the topic. This process involves systematically gathering information, and researchers may encounter challenges in selecting the most suitable methods for data collection based on the type of data being investigated (Office of Research Integrity, 2024).

The instrumentation for this study included a combination of quantitative and qualitative surveys and qualitative interview protocols supplemented by covert observation notes. These tools were designed to capture comprehensive data on the impact of higher education on management styles and its subsequent effects on job satisfaction and employee turnover within the Monterey County Office of Education.

The survey instrument contained a structured questionnaire with five main sections: demographic information, management styles, job satisfaction, impact of education, and employee mobility. The demographic section collected data on respondents' age, years of service, and highest level of education attained. The management styles section used statements aligned with various management styles (e.g., Transformational, Transactional, Visionary) with a five-point Likert scale for responses. The job satisfaction section measured overall job satisfaction and specific aspects such as work environment, job security, work-life balance, and other. The impact of education section examined perceptions of how education influenced management practices and effectiveness. Finally, the employee mobility section gathered data on department changes and reasons for staying or leaving, providing insights into employee turnover.

For the qualitative component, semi-structured interview protocols were developed to explore in-depth the themes identified in the survey. Interview questions were designed to prompt detailed responses on personal experiences with current

managers, the effectiveness of different management styles, the role of education in shaping management practices, and insights into employee mobility.

Covert observations were conducted to identify the best candidates for the interview process. These observations focused on individuals who had changed departments within MCOE at least once, don't express any desire to change the department ever, or were promoted to their current role within the last five years. Additionally, managers were observed to determine which ones exhibited management styles that were particularly relevant to the study's objectives. Observation notes were systematically recorded to ensure consistency and reliability in the selection process.

3.8 DATA COLLECTION PROCEDURES

According to Sutton and Austin (2015) regardless of the philosophical standpoint or data collection method used (focus groups or one-on-one interviews), the research process generates substantial data. Various methodologies exist for recording interviews, including handwritten notes and video recordings. Audio or video recordings must be transcribed verbatim before data analysis, typically taking an experienced transcriber around eight hours to transcribe a 45-minute interview, producing 20-30 pages of text. Researchers also maintain "field notes" to capture impressions, environmental contexts, behaviors, and nonverbal cues not evident in audio recordings. These notes, handwritten during the interview, provide crucial context for interpreting audio data and remind researchers of situational factors important for analysis. Although informal, field notes should be secured like audio tapes and transcripts due to their sensitive nature.

The data collection methods for this study were designed to systematically gather comprehensive and reliable data from both quantitative and qualitative sources.

The quantitative data collection began with the distribution of the survey instrument to all Classified managers and employees who were included in the sample size within the three selected divisions of Monterey County Office of Education. The survey was administered electronically, ensuring accessibility and convenience for participants. Participation was completely voluntary, and participation consent was obtained from all respondents. The electronic format allowed for efficient data collection and storage, facilitating subsequent analysis. Responses were collected over a predetermined period to ensure sufficient participation and representation.

For the qualitative data collection, the researcher employed a multi-step process. Initially, covert observations were conducted to identify potential interview candidates based on the criteria of department changes and recent promotions. These observations also helped in selecting managers with relevant management styles. Following the observations, selected individuals were invited to participate in semi-structured interviews. Invitations were sent via email, and participants were given the information about the study's purpose and their role in the interview process.

The interviews were conducted and recorded either in person or via Zoom and Google Meet, depending on the participants' preferences and availability. All interviews were recorded with the participant's consent and subsequently transcribed for analysis. The interview protocols guided the conversation, ensuring consistency across interviews while allowing for flexibility to explore individual experiences and perspectives in depth.

Throughout the data collection, ethical considerations were meticulously adhered to. The researcher secured the informed consent from all participants, and confidentiality was maintained by anonymizing survey responses, interview transcripts, and observation notes. The study followed the ethical guidelines established by the IRB of the researcher's institution, ensuring that participants' rights and well-being were protected.

By integrating quantitative and qualitative surveys, qualitative interviews, and covert observations, the data collection procedures provided a robust framework for capturing the complex relationships between education, management styles, job satisfaction, and employee turnover within Monterey County Office of Education. This comprehensive approach ensured the reliability and validity of the data collected, contributing to the study's overall rigor and credibility.

3.9 DATA ANALYSIS

Real-world datasets are rarely in a perfect format for immediate use in visualization tools. The ease of working with pre-structured datasets in learning environments contrasts with the complexity of handling real data. It emphasizes the importance of data wrangling skills, suggesting that transforming and preparing data is often more challenging than the actual visualization process. Selecting the appropriate visualization typically becomes straightforward once the data is properly formatted and aggregated. This underscores the significance of mastering data manipulation techniques to effectively utilize visualization tools in practical applications (Wickham & Wickham, 2016).

The data analysis for this study involved a systematic approach to examining both quantitative and qualitative data collected through surveys, interviews, and covert observations. The integration of these data sources provided a comprehensive understanding of the research questions.

Quantitative data analysis. The structured survey data collected underwent a multi-step statistical analysis with the purpose to identify trends, correlations, and significant differences among various groups.

Descriptive statistics: The initial phase involved computing descriptive statistics such as means, medians, and standard deviations to summarize key variables like management styles, job satisfaction, and employee mobility. This provided an overview of the data.

Inferential statistics: To explore relationships and differences among groups based on educational attainment and other demographic factors, advanced statistical procedures were utilized. This phase involved conducting various tests to determine the significance of predictors of management styles and their impacts on job satisfaction and employee turnover. By examining the data, the analysis aimed to identify key patterns and significant differences that could explain the observed outcomes.

Correlation analysis: This step assessed the strength and direction of relationships between variables such as educational level and perceived management effectiveness.

Qualitative data analysis. The qualitative information, gathered through semi-structured interviews and unobtrusive observations, was analyzed using thematic analysis. The process included the following steps:

Transcription: Interviews were transcribed word-for-word to ensure an accurate reflection of participants' responses.

Coding: The transcribed data underwent systematic coding, utilizing both inductive and deductive methods. Initial codes were obtained from the research questions, with additional codes emerging organically from the data.

Thematic analysis: The coded data were then examined to uncover common themes and patterns. These themes were developed to explore the impact of educational backgrounds on management practices and how these practices influenced job satisfaction and employee turnover.

Data integration. The blending of quantitative and qualitative data occurred at multiple stages:

Convergence: Findings from quantitative and qualitative analyses were compared to identify converging results, enhancing the validity of the conclusions.

Divergence: Any divergent findings were explored further to understand the underlying reasons and context, providing a nuanced understanding of the research problem.

Meta-Inference: The integrated data were interpreted to draw comprehensive conclusions about the impact of higher education on management styles and its effects on job satisfaction and employee turnover.

3.10 RESEARCH DESIGN LIMITATIONS

Study limitations are inherent shortcomings in a research design that may impact the study's results and conclusions. Researchers have a responsibility to the academic community to transparently and thoroughly disclose all limitations of their study. Meaningful discussion of limitations should specify the limitation, its implications, alternative approaches, and mitigation steps, providing context for the findings to ensure accurate interpretation and support future research (Ross & Bibler, 2019).

While this study employed a robust mixed-methods approach, several limitations were acknowledged:

Sample size and generalizability. The sample was limited to Classified managers and employees within Monterey County Office of Education (MCOE), which may limit the generalizability of the findings to other educational agencies or sectors. However, it was crucial to conduct the study within the same organization to maintain consistency, as organizational behavior may vary significantly among different County Offices of

Education (COEs), potentially disrupting the data. By focusing on a single COE, the study aimed to provide a more accurate and reliable analysis of the impact of higher education on management styles within that specific context.

Self-Reported data. The reliance on self-reported survey data may have presented biases such as social desirability bias, where respondents provided answers they believed were socially acceptable rather than their true feelings.

Covert observations. Covert observations, while providing valuable insights, may have raised ethical concerns and may not have captured all relevant behaviors due to the observer's presence and interpretation.

Cross-Sectional design. The cross-sectional nature of the study meant that it captured data at a single point in time, limiting the ability to infer causal relationships or observe changes over time.

Interviewer bias. During qualitative interviews, the interviewer's biases and interpretations may have influenced the responses of participants, despite efforts to remain neutral and objective.

3.11 CONCLUSION

In conclusion, this study comprehensively explored the impact of higher education on management styles and its subsequent effects on job satisfaction and employee turnover within the Monterey County Office of Education. By employing a mixed-methods approach that integrated quantitative and qualitative surveys with qualitative interviews and covert observations, the research design provided both range and depth of understanding. The systematic analysis of both quantitative and qualitative data enabled the identification of significant trends and rich, detailed insights, contributing valuable knowledge to the field of educational management.

Despite inherent limitations, the study's methodology was designed to capture the complex relationships between education, management styles, job satisfaction, and employee mobility. The findings are expected to inform policy and practice within educational agencies, potentially leading to improved management strategies and enhanced employee satisfaction and retention.

CHAPTER IV:

RESULTS

4.1 RESEARCH QUESTIONS

When skilled employees leave companies frequently, it can damage a business' effectiveness. Companies are concerned about their ability to retain skilled staff, such as those who are key in driving the company's innovation. The retention of these essential staff members becomes a significant concern for organizations aiming to maintain their competitive advantage and foster innovative behavior (Long et al, 2011).

The overarching purpose of this research is to explore the impact of higher education on the leadership styles of Classified managers within California's LEAs and probe how these styles influence turnover rates and job satisfaction among Classified employees. To achieve this purpose, the study addressed the following research questions:

Central research question. What is the impact of the level of education on the management styles of senior and middle managers within the classified service in California Local Educational Agencies? What impact does a Bachelor's have? What impact does a Master's have? What impact does a Doctorate have? What level of education is most effective at positively influencing employee morale and retention?

Research sub-questions. How do Classified employees perceive the management style of their immediate supervisor, and how does that affect their job satisfaction? Do Classified managers recognize their leadership style, and what is their perception of how that style affects their employees?

By addressing these questions, the research aimed to comprehensively understand the interchange between higher education, leadership styles, job satisfaction, and turnover

rates, offering valuable insights for policymakers, administrators, and educational leaders.

4.2 EMPLOYEE SURVEY RESULTS

Thirty-three employees were surveyed across three different divisions in the Monterey County Office of Education. Below is the summary of the most important results related to the topic.

Demographic information. The majority of 42.4% of employees have been with the MCOE for over sixteen years, 33.3% less than two years, and 24.3% between three and fifteen years.

The age difference between them was broad. 39.4% were between 46-55 years old, 36.4% were between 36-45 years, 18.2% were between 25-35, and 6.1% were older than 56. The years spent in the current position were 12.1% less than 1 year, 48.5% between 1-3 years, 6.1% between 4-6 years, 12.1% between 7-10 years and 21.2% 10+ years. The best description of their level of education is 3% doctorate degree, 6.1% master's degree, 27.3% bachelor's degree, 21.2% associate degree, 24.2% some college education, and 18.2% have a high school diploma or equivalent. The majority of 39.4% believe that the bachelor's degree provides the best opportunities in the organization, followed by 21.2% who believe that the master's degree provides the best opportunities and 18.2% think that the doctorate provides the best opportunities.

When asked about their manager's education level, 42.4% responded that they had a bachelor's degree, 30.3% said they had a master's, and 12.1% said they had a doctorate. Among them, 51.5% believe that their manager's level of education has impacted their management style, 27.3% think that it did not, and 21.2% replied that they don't know.

Job satisfaction. Of 33 employees, 45.5% said they were very satisfied with their job, 39.4% were satisfied, 9.1% were neutral, and 6.1% were very dissatisfied. Satisfaction with the work environment is 39.4% for very satisfied and satisfied both, 12.1% were neutral, and 9.1% were dissatisfied. For job security, 48.5% responded that they were satisfied, 39.4% were very satisfied, 9.1% neutral, and 3% very dissatisfied. Work-life balance showed that 42.4% were very satisfied, 30.3% satisfied, 21.2% neutral, and 6.1% dissatisfied. With compensations and benefits, 18.2% were very satisfied, 48.5% were satisfied, 15.2% were neutral, 15.2% were dissatisfied, and 3% were very dissatisfied.

For open-ended question "What does job satisfaction mean to you personally?" the answers were comprehensive and different:

- Job satisfaction is important to me because it motivates me to be productive and do my best at getting my job done.
- Job satisfaction, to me, is a sense of accomplishment and a feeling of helping students succeed in their goals.
- Job satisfaction means having an opportunity to contribute my best work while working with people I get along with well to an organization that appreciates the value I add by compensating me fairly, providing a reasonable amount of job security, and offering chances to move up in the organization.
- Job satisfaction means wanting to come to work happily versus needing to come to work.
- Everything.
- Being content with the job I do and the nature of my work supervision.

- Personally, job satisfaction means that I am in a position to leverage my skills and experience to continue to improve and innovate current technologies to make user experience better here at MCOE and our school districts.
- Having a good work environment & career growth opportunities.
- A feeling of being valued, fulfilled, purpose, pride and dare I say, a dash of pleasure.
- It is very important to feel fulfillment and enjoy what you do.
- For me, job satisfaction comes from having opportunities for personal and professional growth while working in a role that has a meaningful purpose. It also means having the autonomy to make decisions and maintain a healthy work-life balance, which empowers me to do my best work.
- Everything, you have to be happy where you are at. Specially if you spend 8 plus hours in this place.
- It means going home at the end of the day knowing I accomplished or fulfilled my daily duties and feeling satisfied in returning to work the following work day.
- I love my job taking care my students and working with parents and teachers is very important to me is my satisfaction
- A job that offers personal and professional growth while maintaining a positive work-life balance.
- Being able to perform your job in a great atmosphere.
- Job satisfaction means that I work in a department where I feel trusted, appreciated, respected, and free to be my authentic self. Department leadership plays a large role in job satisfaction, for example, creating an

environment where the team feels comfortable working together and enjoys coming to work.

- Job satisfaction is a feeling of fulfillment or enjoyment. It is a measure of a workers' contentment with their job.
- I mean I love being here everyday.
- That I enjoy what I do and that I'm treated fairly at work.
- Enjoying going to work every day. Being appreciated for my work. Feeling part of a team.
- The feeling of being accomplished and enjoy going to work. As well as working for an employer who recognizes your hard work and shows their appreciation.
- I've never really considered it, it's really just a job to me.
- Being able to enjoy your day at work
- I'm at a positive environment, My job is meaningful I have a lot of positive relationships with students and parents and management is great. I love working at MCOE.
- To be able to know that the job was done correct.
- Financial independence/freedom, being able to live comfortably without worrying about financial crisis. The 10/20/70 rule was taught to me during my bachelor's in accounting/taxation class that leads to financial freedom.
- Job satisfaction is important as it effects our lives and well being as a whole. Luckily I work in a positive environment and love my job!
- To me job satisfaction is having a healthy work environment where employees are provided with the tools necessary to do the job, they are appreciated and are made aware that they are an important part of the

organization and where they are monetarily compensated to live comfortably in the community you work in.

- I enjoy what I do but it doesn't spill over to my personal life I don't stress about it when I'm home.
- That you like your job and you enjoy the job.
- Job satisfaction to be is being happy what I do, who I work with, and who I serve. I'm happy with what I do, my job, my responsibilities. NOT always happy who I have to work with because they don't take responsibility for their mistakes. AND I serve employees and retirees and I feel I make a difference.

Manager's performance. The survey results regarding managers' performance revealed that, for the statement "My manager provides clarity of expectations and goals," 33 responses were as follows: 42.4% of participants strongly agreed, 45.5% agreed, and 9.1% disagreed. Only 3% were neutral.

For the statement "My manager provides the necessary support and resources," 51.5% of participants strongly agreed, 33.3% agreed, 9.1% were neutral, 6.1% strongly disagreed, and 3% disagreed.

The statement "My manager recognizes and appreciates good work" shows that 51.5% of participants strongly agreed, 27.3% agreed, 18.2% were neutral, and 3% disagreed.

For the statement "My manager provides opportunities for professional development," responses revealed that 33.3% of participants strongly agreed, 33.3% agreed, 24.2% remained neutral, 6.1% disagreed, and 3% strongly disagreed.

Regarding the statement "My manager treats everyone fairly and equitably," the survey results indicate that 48.5% of participants strongly agreed, 27.3% agreed, 9.1% were neutral, another 9.1% disagreed, and 6.1% strongly disagreed.

The survey results regarding managers' performance for the statement "My manager is effective in resolving conflicts" indicate that 42.4% of participants strongly agreed, 33.3% agreed, 15.2% were neutral, 6.1% disagreed, and 3% strongly disagreed.

In the statement, "My manager's level of education positively influences their management practices," the responses show that 42.4% of participants strongly agreed, 27.3% agreed, 27.3% remained neutral, and 3% disagreed.

Regarding the statement, "My manager regularly seeks and acts on feedback from team members," the survey gathered 32 responses. Among these, 37.5% of participants strongly agreed, 28.1% agreed, 25% were neutral, and 9.4% disagreed. Data for strong disagreement was not recorded.

Management styles. Various questions were created to point to the specific management styles detailed in Chapter Two. Below are the results:

Table 1. Management Styles section of the Employee Survey

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My manager inspires and motivates me to exceed my own expectations.	31.5%	37.5%	18.8%	12.5%	0%
My manager encourages creativity and innovation in the workplace.	31.3%	43.8%	15.6%	0%	9.4%

My manager provides clear guidelines and expects them to be followed.	37.5%	37.5%	15.6%	9.4%	0%
My manager rewards me for meeting performance targets.	18.8%	21.9%	43.8%	12.5%	3.1%
My manager regularly uses rewards or punishments to drive performance.	9.4%	9.4%	43.8%	21.9%	15.6%
My manager communicates a clear and compelling vision of the future.	21.2%	42.4%	24.2%	12.1%	0%
My manager inspires enthusiasm and commitment to organizational goals.	21.9%	43.8%	21.9%	9.4%	3.1%
My manager focuses on the completion of specific tasks and goals.	39.4%	45.5%	12.1%	3%	0%
My manager monitors performance closely to ensure tasks are completed efficiently.	24.2%	30.3%	36.4%	9.1%	0%
My manager makes decisions based on technical expertise and data analysis.	25.8%	45.2%	25.8%	3.2%	0%

My manager emphasizes the importance of technical skills and knowledge in our work.	22.6%	48.4%	25.8%	3.2%	0%
My manager prioritizes my needs and well-being above their own.	18.2%	36.4%	24.2%	21.2%	0%
My manager focuses on my personal and professional growth.	21.2%	27.3%	27.3%	21.2%	3%
My manager gives me a high degree of autonomy in my work.	28.1%	43.8%	18.8%	9.4%	0%
My manager is hands-off and allows me to make my own decisions.	24.2%	54.5%	9.1%	12.1%	0%
My manager involves me in decision-making processes.	21.2%	54.5%	15.2%	9.1%	0%
My manager values my input and feedback.	27.3%	57.6%	6.1%	9.1%	0%
My manager closely monitors every detail of my work.	12.1%	21.2%	39.4%	24.2%	3%
My manager often intervenes and corrects my work.	3%	24.2%	21.2%	45.5%	6.1%
My manager provides a high level of autonomy and freedom in my work.	24.2%	51.5%	21.2%	3%	0%
My manager focuses on long-term goals rather than daily tasks.	9.1%	36.4%	36.4%	18.2%	0%

My manager adjusts their approach based on the situation and needs of the team.	24.2%	54.5%	12.1%	3%	6.1%
My manager is flexible and responsive to changes in the work environment.	30.3%	57.6%	3%	6.1%	3%
My manager pushes the team hard to achieve high performance and results.	31.3%	25.0%	34.4%	6.3%	3.1%
My manager is assertive and demanding in their expectations.	15.2%	21.2%	42.4%	21.2%	0%
My manager makes decisions unilaterally without consulting the team.	6.3%	9.4%	34.4%	46.9%	3.1%
My manager expects compliance with their directives without question.	3.1%	28.1%	28.1%	40.6%	0%
My manager strictly follows rules and procedures, with little room for flexibility.	9.4%	15.6%	37.5%	34.4%	3.1%
My manager emphasizes adherence to organizational policies.	21.2%	45.5%	33.3%	0%	0%
My manager has a magnetic personality that inspires and engages the team.	42.4%	27.3%	61.1%	18.2%	6.1%

My manager is able to rally the team around a common vision.	30.3%	36.4%	18.2%	12.1%	3%
My manager focuses on developing my skills and abilities.	21.2%	39.4%	27.3%	12.1%	0%
My manager provides constructive feedback to help me improve.	27.3%	39.4%	21.2%	9.1%	3%
My manager encourages teamwork and collaboration among employees.	30.3%	45.5%	15.2%	3%	6.1%
My manager fosters a cooperative and inclusive work environment.	31.3%	37.5%	21.9%	6.3%	3.1%
My manager seeks my input and opinions before making decisions.	6.1%	51.5%	36.4%	6.1%	6.1%
My manager values and considers my suggestions.	21.2%	54.5%	18.2%	6.1%	0%
My manager remains calm and composed during crises.	36.4%	48.5%	3%	3%	9.1%
My manager makes quick and effective decisions in emergency situations.	45.5%	33.3%	18.2%	3%	0%
My manager promotes and respects diversity and inclusion within the team.	34.4%	46.9%	12.5%	6.3%	0%
My manager is sensitive to and respectful of cultural differences.	45.5%	42.4%	9.1%	3%	0%

My manager prioritizes environmentally sustainable practices.	15.2%	54.5%	27.3%	3%	0%
My manager encourages reducing waste and conserving resources.	9.4%	50%	34.4%	6.3%	0%
My manager demonstrates high ethical standards in their behavior.	30.3%	45.5%	18.2%	3%	3%
My manager promotes honesty and integrity in the workplace.	36.4%	45.5%	12.1%	3%	3%
My manager considers the well-being of the whole team in their decisions.	39.4%	36.4%	15.2%	9.1%	0%
My manager integrates personal and professional development.	24.2%	45.5%	15.2%	15.2%	0%
My manager inspires me to perform at my best.	45.5%	27.3%	18.2%	9.1%	0%
My manager is a role model for excellence and dedication.	42.4%	33.3%	15.2%	6.1%	3%
My manager encourages innovative thinking and problem-solving.	36.4%	36.4%	18.2%	9.1%	0%
My manager supports experimentation and new ideas.	30.3%	45.5%	18.2%	6.1%	0%
My manager relies on their intuition and experience to make decisions.	21.9%	53.1%	21.9%	3.1%	0%

My manager values gut feelings and instincts in decision-making.	12.5%	31.3%	40.6%	15.6%	0%
My manager prioritizes strong interpersonal relationships in the workplace.	31.3%	31.3%	28.1%	3.1%	6.3%
My manager emphasizes the importance of employee well-being and morale.	40.6%	37.5%	12.5%	6.3%	3.1%
My manager sets and enforces clear standards and norms for behavior.	21.9%	43.8%	25.0%	9.4%	0%
My manager ensures compliance with organizational norms and policies.	30.3%	51.5%	15.2%	3%	0%
My manager sets high standards and leads by example.	39.4%	36.4%	15.2%	3%	6.1%
My manager expects the same level of performance from the team as they do from themselves.	36.4%	39.4%	15.2%	9.1%	0%
My manager sets high-performance standards and expects the team to meet them.	31.3%	40.6%	18.8%	9.4%	0%
My manager emphasizes achieving performance goals and targets.	25%	46.9%	18.8%	9.4%	0%

My manager rewards high performance and addresses underperformance.	12.1%	30.3%	30.3%	24.2%	3%
My manager uses persuasion and influence to guide the team.	23.3%	30%	20%	20%	6.7%
My manager is effective at convincing others to support their ideas.	22.6%	41.9%	22.6%	12.9%	0%
My manager focuses on optimizing processes and workflows.	15.6%	50%	21.9%	12.5%	0%
My manager ensures that all tasks follow a structured process.	28.1%	40.6%	15.6%	15.6%	0%
My manager prioritizes high-quality work and attention to detail.	34.4%	43.8%	12.5%	9.4%	0%
My manager promotes continuous improvement and excellence.	31.3%	40.6%	21.9%	6.3%	0%
My manager leads with a calm and composed demeanor.	48.5%	33.3%	6.1%	6.1%	6.1%
My manager is effective at managing without drawing attention to themselves.	30%	40%	20%	10%	0%
My manager builds strong relationships with team members.	42.4%	24.2%	21.2%	9.1%	3%
My manager focuses on fostering trust and respect within the team.	37.5%	31.3%	21.9%	3.1%	6.3%

My manager focuses on achieving measurable outcomes and results.	24.2%	42.4%	30.3%	3%	0%
My manager sets clear performance goals and tracks progress.	27.3%	30.3%	33.3%	6.1%	3%
My manager develops long-term strategies to achieve organizational goals.	27.3%	42.4%	24.2%	6.1%	0%
My manager anticipates future challenges and opportunities.	15.2%	57.6%	21.2%	6.1%	0%
My manager makes decisions based on technical expertise and data analysis.	18.8%	53.1%	25%	3.1%	0%
My manager emphasizes the importance of technical skills and knowledge in our work.	18.8%	53.1%	25%	3.1%	0%
My manager emphasizes the importance of technical skills and knowledge in our work.	28.1%	46.9%	21.9%	3.1%	0%
My manager adapts their leadership style based on the situation and my needs.	35.5%	45.2	9.7%	6.5%	3.2%

Department changes and mobility. Of 33 employees, 39.4% changed their department at least once while working at MCOE, while 60.6% never did. The selection of the reasons for the department change allowed participants to select several reasons

why they decided to do so. The results showed that 10 employees had career advancement, 8 had a better fit with skills and interests, 5 had a conflict with the previous manager, 8 had lack of growth opportunities in the previous department, 5 were looking for a better work environment in the new department, 1 was moved by a manager, and 4 did not provide the reason.

The same option was provided to employees who never changed the department and could pick several reasons why. The results showed that 16 had satisfaction with their current role, 15 had good relationships with their manager, 12 decided to stay because of the career growth opportunities, 14 because of the good work environment, 4 because of convenience or location, 1 loved his current job because it allows him to interact with people and make a positive impact on their daily lives, and 2 did not provide the reason. When asked if they would consider changing departments in the future, 18.2% responded yes, 48.5% said no, and 33.3% maybe. When asked what factors would influence their decision to change or stay in the current department, 22 said the reason would be career advancement, 10 said better fit with skills and interests, 13 chose better compensation, 10 selected better work environment, and 15 selected opportunities for professional development.

Open-Ended questions. There were a few questions that were not included in any category but were important to record responses.

What do you like most about your job?

- I like that I constantly learn new things and develop my skills.
- What I like most about my job is the ability to set my priorities and complete tasks to meet not only my manager's expectations but the organization's as well. Which in turn meets the needs of the District and students.

- The opportunity to use my own judgment while having support available when I'm not certain how to complete a task.
- My coworkers and time flexibility
- The level of responsibility I have within the government's educational institution.
- I like that I get to support employees and districts with their needs.
- It provides me the opportunity to meet people and influence their professional life in a positive way. With my upbringing and life experience, I see value in every human being, and if given the opportunity, they all have something to bring to the table and make a positive change in society.
- Having to help others in times of urgent need.
- Providing service to the SPED students of Monterey County
- Interacting with people
- What I enjoy most about my job is the opportunity to continuously grow and develop, both personally and professionally, while contributing to work that feels meaningful. I also appreciate the balance between autonomy in decision-making and maintaining a healthy work-life balance, which allows me to thrive in my role.
- People I work with
- I love what I do
- Driving
- Learning
- The work environment is my favorite.
- What I like most about my job is how comfortable I feel in the department. Our department works as a team, is cross-trained, and is always willing to do

whatever it takes to meet deadlines, complete tasks, and has exceptional customer service.

- I enjoy supporting the department and helping people.
- The kids
- The people and the work
- I enjoy the ever-changing school business work and projects. I am grateful that my boss promotes growth and change in the workplace.
- This is a new position for the organization. I am enjoying the challenges. I am taking on to structure the position to best fit the organization's needs.
- The people that I work with.
- I enjoy the schedule and also walking.
- My students
- The variety of jobs
- Being capable of utilizing the tools and resources learned in Accounting to interpret data and understand the Accounting language takes skill and time to learn compared to others who chose not to study Accounting. It makes it feel more special to possess these skills after years of Accounting, Auditing, and Taxation.
- I feel like my skills flow naturally. I was meant to be in this role.
- Working with employees, I learn something new every day, close-knit team.
- I like the daily interaction I have not only with the people who calling in for assistance but also with my colleagues.
- The Schedule
- I like everything about my job, I help employees/retirees, and they appreciate it.

What do you like least about your job?

- There's nothing I dislike about my job. I'm new to this job, and I'm happy to be working here.
- The inability to work from home if the occasion arises where it would be beneficial to all.
- The pay and commute.
- Not having my own space for focus and privacy.
- Getting reprimanded for not having immediate responses.
- Not all of my duties and responsibilities are valued when reclassifications are performed.
- Least interesting part about my job is the constant changing of the technology and the personal time and effort it takes to adapt to it so I can optimally perform my job duties.
- Not having an answer to people's requests.
- Adversarial people.
- When I have no one to interact with.
- What I like least about my job is that, being very technical, it can be difficult to clearly demonstrate or communicate the value of my work to others. Sometimes the complexity of the tasks makes it hard for people to see the impact of what I do, even though it's essential.
- The distance from my house
- n/a
- Sometimes the assignment in the middle of the day
- open office layout.

- I am lucky to be in this position and I can honestly say there is nothing to dislike.
- There is nothing I don't enjoy about my job.
- Our department is very divided and doesn't work well as a team.
- Traffic.
- The division between departments.
- The thing I like least about my job is that I want more work to do. I make up my own projects that help the department but want more responsibility.
- Not having a team to help me. It feels like I'm running a one man show that is supporting the entire organization's procurement needs.
- Management isn't great at managing
- I get off pretty late
- Crazy drivers
- when stuck in one area
- I love everything about my job and position. Perhaps cleaning mistakes from the past of previous employees that would only copy/paste prior year work-papers rather than understanding the concepts of the project may be my least favorite.
- dealing with grumpy people, but I try to uplift them as best I can and make light of the situation.
- There are deadlines and in order to meet them I rely on others to provide all documents.
- After so many years sometimes it can get repetitive
- N/A
- Having to work with HR.

How could your manager improve their performance?

- My manager is a great leader. Her guidance keeps me on the right track.
- My manager's performance goes above and beyond the normal expectations. She shines in her position.
- I'm not sure. I really like my manager.
- Not micromanage all the time.
- Be nicer and less combative.
- By sharing more information when it comes to department changes.
- In my field of work, it all depends on the individual employee whether they want to improve or not. Learning new technology skills is time away from your personal life and not every individual is willing to make that commitment. The best a manager can do is emphasize the importance of the role that the employee's plays, organization goals and expectations. My type of role requires an individual to be independent and ability to self-drive technologies to meet the current organization and industry standards.
- Giving more opportunities for improving employee's skills.
- Be more proactive.
- My manager is perfect.
- My manager already does an excellent job, particularly in fostering an environment where we can grow and learn.
- Be more understanding with others
- n/a
- I think they need to set the routes better like noon route with the other route so the driver work straight time

- Provide feedback more often. More professional development opportunities
- My manager is a great example of true leadership.
- I feel my manager is highly effective in supporting the department and leaves very little room for improvement.
- Our manager could promote team building, cross training, and trust the team to use their ideas and creativity to improve productivity within the department.
- Be more diligent'm self driven
- Not retiring.
- They could be more receptive to others feelings and opinions
- Be more in depth with us, also be hands-on and work with us
- In my perspective.... He's doing a good job and can't see or say where he can improve.
- Be more open-minded.
- I believe my manager's performance is excellent, we can always collaborate together such as attend more meetings or unify the other departments rather than the strange divide between our departments.
- Difficult to say, I think she does a brilliant job, but I don't always see every facet of her work.
- unsure
- I don't have too much input on this because as far as I know his performance is fine. I know when ever I need something it gets addressed.
- N/A
- I feel my manager doesn't acknowledge what I do, she provides trainings for others but not me.

What suggestions do you have for improving job satisfaction and reducing turnover in your department?

- My suggestion for improving job turn over is not at my managers level. The team below her would benefit from a manager who leads by example and works with the team to achieve goals. To reduce turnover in the department my suggestion would be to make all feel included and an asset to the team.
- Maybe higher pay. However, generally people seem pretty happy here and there isn't a lot of turnover.
- Better pay.
- Play on people's strengths and experience & don't shame them for their lack of knowledge in administrivia.
- The organization needs to value the Classified employees more when reclassifications are performed. I feel that Classified employees are undervalued.
- continue learning new technologies and continue improving user experience
- Building relationships
- favorable wages, more value, consideration, more resources, trainings and materials
- We don't have turn over.
- Since our department experiences little to no turnover, encouraging even more opportunities for collaboration and celebrating achievements across the team would help sustain the high level of satisfaction we already enjoy.
- Hr department that helps all employees
- n/a

- Setting the routes better with more students so we can get more time in the route and they don't have to have many small routes and no sub drivers available
- Improvement of processes.
- I believe when you lead by example, the job satisfaction comes with it and the reduction turnover will remain low.
- Hold monthly team meetings where ideas for improvement can be shared.
- If our manager treated employees fairly, stopped micro-managing, focused more on cross training, and didn't complain to employees about other employees, it would drastically improve job satisfaction and reduce turnover.
- raise wages
- Good work environment
- Not hiring people who don't fit or aren't ready for the role.
- Showing appreciation to staff goes a long way because in return staff are happy and enjoy coming to work.
- Management needs manager training or we need a change.
- Be fair and not have favorites
- to be consider of others
- Collaboration is key to have a successful team. Knowing where we are in reconciliations before the month is closed could be helpful for example, to be able to fix or correct an issue ahead of time.
- The next Controller or Senior Accountant(depending on if Brenda R becomes the new Controller) must be able to get along with all of the employees in the department. There are ways of handling things without making enemies or making employees feel personally attacked.

- Better pay
- We don't have much turnover we have good work environment.
- N/A
- I think learning how to talk to people, and train them properly.

Please describe any additional thoughts or feedback regarding your manager's leadership style and its impact on your job satisfaction and performance.

- My manager is always in a positive mood, which encourages me to have a positive attitude.
- My manager checks in with me daily. This style sets the tone for a productive work relationship and puts us on the path to meeting the goals not only for that day but long term. This goes a long way with my job satisfaction as I feel appreciated and acknowledged.
- It's easy to take direction from my manager because she knows the technical aspects of my job very well and she's very likeable.
- My director is awesome and my manager needs more improvement in style, approach and maturity.
- I believe management has all the best intentions and wants everyone to succeed. It's more for them to value the importance of customer service. Setting a positive tone boosts moral, any negativity or personal attacks takes away from the credibility of the organization's higherarchy.
- My direct manager's leadership style is great. However, job satisfaction and performance are impacted when changes are made by the organization, not the direct managers.

- My manager brings technical experience which helps me to communicate better with this rapid changing of technologies.
- Although I do not feel that the higher education my manager has acquired has changed their managing style, I do appreciate the style that they exemplify. However, just because I find this style to be agreeable with me, it does not mean that all employees under said manger will agree with me or even be taken back by this style. Everyone is different, with different likes and dislikes.
- Positive leadership and the willingness to help us succeed.
- My manager's leadership style positively impacts my job satisfaction and performance by providing an outstanding balance of support and autonomy. By not micromanaging and encouraging us to grow through continuous learning, they create an environment where I feel trusted and motivated to develop my skills and contribute meaningfully.
- n/a
- I'm happy with my manager
- Supervisor's flexibility provides the staff with the time to care for ourselves and family. This helps staff maintain personal health leading to better job performance.
- I feel lucky to have my manager; I see the leadership that inspires me to be like one day. When an issue comes up when meeting with other managers or coworkers, she is quick to find a solution and also gives great direction and feedback. The interactions with my manager are positive and praises good work, which leads to job satisfaction and inspires me to keep performing well.

- Our department manager is very fair, kind, and strives to keep the department productive and happy. It makes coming to work enjoyable.
- Our manager seems to enjoy bullying employees and pointing out their flaws/mistakes. If our manager was a positive leader and didn't put employees down, it would be a much more positive work environment and would improve job satisfaction and performance.
- To me, he's the best manager I have ever had.
- My manager allows me to work on my own but also knows to help others that need more micro management. Seeing her be versatile and accommodating to the needs of her team makes me motivated to get to her level of leadership.
- It's not very great, people are constantly on edge and we have lost people to other departments due to management's management style.
- Try to understand our work
- None
- to go more in depth in our conversations
- I believe my manager's leadership style and impact of my job satisfaction aligns very well with my career, expertise and goals in my life. For example, my manager works directly with the County Treasury with property taxes and I can fully understand those duties that inspire me in a way that I know I am in the right place.
- She allows me to just be me and do my job freely which has worked out incredibly. She points out where I could improve and I act on it.
- My current manager is someone I look up to and feel comfortable asking for help or guidance as she is very knowledgeable.

- I have seen my manager escalate up the leadership latter in this organization and one thing that has been consistent with him is that he wants the team to succeed as a whole he doesn't take credit for other peoples work. In fact he is always available to help us achieve excellence in our work.
- N/A
- We need a manager that is available throughout the day.

Please provide any suggestions for improving management practices in your organization.

- For the organization, management practices vary by departments. Possibly a shared professional development program where they can collaborate and share ideas and their management style and what did and did not work for their team. Or an anonymous suggestion box that team members can enter constructive suggestions to the management team.
- I'm relatively new in my position so I don't have much knowledge of management practices outside of my department.
- We need more equality and fairness, no favoritism.
- Allow feedback to be a two way street not simply top down. Office parties are easy, quick fixes but they don't incentivize over the long-term.
- Improve the overall communication.
- adapting industry standards framework so we can collectively as an organization position our users and stakeholders closer to safe and secure cybersecurity environment

- Simply... Put yourselves in our shoes and then ask yourself, is this right? Is this Just? Is this fair (as it pertains to each individual)? Would I be happy accepting this... (insert issue/chaffer/conclusion)?
- Our management team is outstanding.
- One suggestion for improving management practices would be to foster a greater sense of trust across all levels. Building this trust could help strengthen relationships and improve overall team dynamics.
- More management training
- transparency
- Be respectful and professional. Provide a learning environment.
- I believe building relationships with your team, encouraging teamwork, setting clear goals, and being good at problem-solving are great for management practices.
- The higher leadership of the organization could definitely improve. There is a large divide between MCOE Managers and Classified employees. The overall moral of the organization is extremely low. Classified employees don't feel supported by the higher leadership of MCOE.
- I feel that if the management of MCOE would work together to team build as an organization, there wouldn't be such a drastic divide between management and Classified employees, and MCOE would be a much more pleasant place to work.
- More watchful and more stricter
- More training but that goes with any company or organization.
- Managers need to learn how to show appreciation to their employees.
- Not sure.

- We need to work together as a team
- None
- to be more on same page with the other managers
- I wouldn't change the dynamic of own department, however, I would love to see the organization as a whole become more unified, friendly, and connected. We all have our own daily lives and should never let it get in the way of our performance. Sure, at the end of the day it is just work, but following our organization's mission and learning to lead by example and kindness would make the organization thrive not just for employees, but students and community..
- I have no suggestions at this time.
- Discontinue with micromanaging, provide the tools necessary for employees to succeed in their jobs. Make staff feel appreciated and stop belittling others.
- My advice to managers is to have trust on your employees that they can get their work done micromanaging someone doesn't improve performance. I believe if someone has performance issues they will have them regardless. That will be need be handled differently.
- N/A
- We have favoritism in this department and it's very obvious, only certain people work as a group.

4.3 MANAGEMENT SURVEY RESULTS

Eleven classified middle and senior managers were surveyed across three different divisions in the Monterey County Office of Education. Below is a summary of the most important results related to this research.

Demographic information. The majority of 36.4% of managers have been with the MCOE for over sixteen years, 18.2% eleven to fifteen years, 27.3% between six and ten years, and 18.2% three to five years. The age difference between them was: 27.3% were between 36-45 years old, 45.5% were between 46-55 years, 18.2% were between 25-35, and 27.3% were older than 55. The best description of their current position is 54.5% managers, 27.3% directors, and 18.2% chiefs. Among them, 1 has a doctorate, 4 have a master's degree, 3 have a bachelor's degree, 1 has about a year left for the bachelor's degree, 1 has an associate degree, and 1 has a high school diploma.

Career and experience. The survey showed that 5 of them started as Classified employees who got promoted to manager later on, and 6 started with MCOE as managers. Years of experience in education management are: 18.2% have more than 16 years, 18.2% between 11 and 15 years, 36.4% 6 to 10 years, 18.2% 3 to 5 years, and 18.2% less than 2 years. The number of employees they currently supervise ranges from 0 to 30. The number of employees they hired last year ranges from 0 to 5, and the same range goes for the employees who left. When looking at the individual responses, the percentage of new hires ranges between 0-100% and those who left the department 0-66.67% per manager. When asked if they feel the turnover in their department is obstructing them sometimes, 3 responded yes, and 8 said no.

Job satisfaction and engagement. When asked if they are satisfied with their current role, 81.8% responded yes and 18.2% said no. Regarding the status in the organization, 45.5% of managers think they should have a bigger role in MCOE, 45.5%

were neutral, and 9.1% disagreed. All 11 managers feel engaged and motivated in their work. To question what does job satisfaction mean to them personally, they provided the following responses:

- It motivates me to do a better job and be a better leader for my department.
- Going to work every day and feeling like I am helping. Receiving positive feedback from random staff that they like when you help.
- I get fulfillment and a great sense of accomplishment.
- I like to wake up in the morning with the desire to go to work. If I don't feel this way, I would move or retire.
- To me, job satisfaction means I leave the office feeling like a accomplished something and made a difference that day.
- Using my skills to meet a need.
- Being able to accomplish your work goals and knowing that the work you do is making a difference in society and the world around us.
- Completing a difficult task that benefits users and makes their day-to-day tasks easier.
- Feeling like I make a difference
- Contribution to my department, measurable accomplishments, stakeholder/shareholder satisfaction.
- It means I don't hate my job.

Impact of education on leadership. When asked did your formal education prepare you for all the challenges you face in your management position, 36.4% agreed, 45.5% were neutral and 18.2% disagreed. Those who felt it did were asked which degree they think has benefited them the most in their management role and responded: 40%

Master's, 20% Doctorate, 20% CBO Certification, and 20% current studies but more so decades of management roles. Of those who feel that their formal education did not prepare them for the current position, 50% said that they had to use different tactics to advance themselves in successfully managing their team, 40% were neutral and 10% disagreed. Those who had to use different tactics named the following:

- On the job training, networking with peers from other COEs, and attending workshops related to my position.
- Personal interactions to foster a camaraderie.
- Professional development has been a game changer for me.
- Read management books and watch webinars.
- I don't think there is a tactic; certain personalities are more geared towards the ability to lead than others.
- N/A
- MCOE has always promoted management training, which does help. Experience over time and learning to deal with different people has proven to be the best tactic for myself.
- Building trust by understanding what motivates others. Paying attention to people behaviors and less to their words will tell you a lot.

They provided examples of how their educational background has influenced their leadership style:

- More collaborative. Not letting frustrations from others affect you. Knowing that politics plays a roll that you do not control in any way.
- Enrolling and graduating from the CASH (a coalition of adequate school housing) Maintenance Management Certificate program has giving me task management, budgetary insight leadership tools that are vital to my position

- Intellectual curiosity is something I think is innate and not learned. The educational background gave me ideas on how to research ideas.
- I learned much more about leading people, interpreting their personalities and motivations, when I pursued my graduate degree. Those classes helped me recognize cultural and generational differences that weigh heavily on the type of employees I have. I communicate more with staff now and am less afraid to "say the wrong thing". I feel more confident in making decisions and collaborating. However, I still struggle with addressing employees in areas they are lacking.
- Coming from an education background that values both a human-centric style and administration certainly created a leadership style that cares to have both structure and establish relationships.
- In my masters program I had an organizational management class that discussed management theories and types of management styles which as helped me in my leadership role.
- I don't believe my particular educational background has influenced my leadership style. It is something that just became a natural progression during my career,
- It's given more a broader perspective and other tools to use
- My educational background is almost completely unrelated to my current work. This has forced me to develop my style independent of my education.

There were those, 81.8% who pursued professional development or continuing education to enhance their management skills, and 18.2 who did not. Leadership trainings or development programs they would you be interested in pursuing in the future:

- All offered by my organization, schedule permitting.
- I attend CASH conferences every year as well as Leadership Development seminars
- Communications training, team leadership, emotional intelligence in business, and possibly a psychology course to understand how to read and interpret people.
- Continued training and growth in the development of my field through school services, casbo and learning through my peers.
- CASBO's BEL program or any other CBO leadership program.
- Conflict resolution and group communication.
- Any and all.
- Current BS studies in Business Administration and Leadership
- Maybe psychology. Management programs seem to focus on process, or procedures, while ignoring or giving lip service to the messy, contradictory, self diluting humans that are the reason for the systems in the first place.

Work environment and culture. More than a third, 36.4%, of managers strongly agree that their workplace is supportive in terms of professional growth and development, the majority of 54.5% agree, and only 9.1% disagree with the same statement. When asked how would they describe the work environment and culture within their department they provided the following answers:

- Mostly supportive, but the blame game is prevalent many times with others not wanting to take responsibility for actions and/or projects
- There is an expectation to work independently, accurately, and consistently.
- I feel we are a mixed group. While Unions are helpful, they also generalize the group and there are no incentives for staff to go above and beyond.

Because they know they'll ALL get an equal pay increase, some employees carry less weight, work less, and ultimately perform at a lower caliber. There is no motivation to excel or grow when there is no way to stand out among your peers.

- Mostly fun, and collegial.
- A balance of the four company cultures (adhocracy, clan, market, hierarchy)
- Fun. Collaborative. High standards. Flexible
- Very encouraging in finding our role in the organization
- The team supports one another and is a safe environment for sharing concerns, whether good or bad.
- We have a family environment and with a positive work culture. Everyone knows their input is welcomed.
- Feet to the ground, problem solving, data driven support system for all owned sites and supporting our 24 districts
- The work environment within my department is very cohesive. There is mutual respect and support throughout the staff. Yet nobody takes themselves too seriously.

What resources or support systems do you rely on most in your management role?

- Myself and my 30+ experience in the business as well as counterparts in other CA counties.
- The support of higher management and the relationships I have formed with my team to communicate and complete our tasks.
- Myself and leadership trainings run by HR (though the useful leadership trainings I have received barely started a few years ago). Other managers and those higher than my position are too busy to mentor other managers.

- My team, and a few key peers in other divisions.
- My supervisor, collaboration with stakeholders, and state-mandated guidelines.
- Personal relationships. willingness to help.
- Mentor has helped guide the path to management.
- Networking with peers from other COEs and Chief Business Official
- Mentors. Having mentors is very important.
- CASBO studies, FRISK Management, new product lines and constant research.
- Other managers.

Are there any additional resources or support systems you feel would benefit you?

- Can't think of any at this time.
- More flexibility when it comes to work scheduling.
- I feel ALL management positions should be required to have a mentor their first year, to help guide them in effectively leading and managing staff. I also feel new hires (managers) should be required to take a management training course to help them understand what leading people means. You cannot just show up and do a job- you have to be a support to staff emotionally, physically and mentally at times.
- I can't think of any.
- Being able to force mandatory training.
- None that I can think of at this time.
- Construction Management
- No

How do you ensure open communication within your team?

- Open door policy between ALL, showing that I care about everybody!
- I am always open to communication, try to answer and guide whenever a member needs support, and I am open to hearing when they need a wall to bounce ideas off of.
- A lot of communication is done via email (when I need to track progress or prove I provided support) or in personal conversations. There isn't enough meeting room availability to establish monthly staff meetings.
- I check in with them regularly, admit my own mistakes, and don't berate people for making mistakes.
- I ask questions and behave as the communicator I want others to be.
- Treat everyone the same. Be open to ideas. Giving people space to fail but not punishing them for it.
- I believe in collaboration and I think the team is aware of how I am open to ideas. I will have discussions on how things may be done.
- Engaging with staff regularly and making them feel appreciated, so they feel comfortable in coming to me with any issues/concerns.
- I have an open door policy and during our monthly meetings I ask my staff if there is anything that needs to be discussed and if it is a private matter, I set up time to speak with them individually.
- I speak to all my staff daily and have weekly site check ins, and monthly team meetings.
- Regular meetings.

Out of 11 managers, 36.4% strongly agree that their communication strategies are effective in resolving team issues, 45.5% agree, and 18.2% remain neutral. The vast majority of, 81.8%, participated in some leadership development program, while 18.2%

did not. When asked how do they stay updated on the latest management and leadership trends, they responded:

- Various job-alike group such as BASC and other support agencies such as Capitol Advisors and School Services of CA
- Training offered in house.
- I don't. Everything I learned has been through my graduate studies. Management is already working at 150% capacity. We aren't provided stipends to further our leadership training nor do we have time within the workday to participate in them. I think employers should invest in these trainings once per month if they want to see improvement in management - most managers are trying to juggle extreme workloads and just "get by" with their staff.
- I try not to chase trends. They are fleeting and ever-changing. When you boil most of them down to their cores, it's about building trust.
- Forums such as LinkedIn, continued education.
- Going to every leadership meeting at the organization
- Attending workshops that are available to managers.
- Networking with peers from other COES.
- Reading the emails we received from Cal Matters, CASBO, CASH, CASTO, and other organizations.
- LinkedIn, Peers from other California school districts and COE's.

Management styles. In the Employee survey, employees were asked specific series of questions which would identify the management style of their managers. The same questions were used in the Managers' survey to see how managers would identify themselves. Below are the results:

Table 2. Management Styles section of the Management Survey

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I adjust my approach based on the situation and needs of the team.	54.5%	45.5%	0%	0%	0%
I am flexible and responsive to changes in the work environment.	72.7%	27.3%	0%	0%	0%
I push the team hard to achieve high performance and results.	18.2%	36.4%	36.4%	9.1%	0%
I am assertive and demanding in my expectations.	9.1%	36.4%	36.4%	18.2%	0%
I make decisions unilaterally without consulting the team.	0%	9.1%	18.2%	45.5%	27.3%
I expect compliance with my directives without question.	0%	9.1%	9.1%	72.7%	9.1%
I strictly follow rules and procedures.	18.2%	36.4%	27.3%	18.2%	0%
I emphasize adherence to organizational policies.	18.2%	63.6%	9.1%	9.1%	0%
I have a magnetic personality that inspires and engages the team.	9.1%	27.3%	54.5%	9.1%	0%
I am able to rally the team around a common vision.	18.2%	72.7%	9.1%	0%	0%
I focus on developing my team's skills and abilities.	27.3%	63.6%	9.1%	0%	0%

I provide constructive feedback to help my team improve.	36.4%	63.6%	0%	0%	0%
I encourage teamwork and collaboration among employees.	63.6%	27.3%	9.1%	0%	0%
I foster a cooperative and inclusive work environment.	27.3%	72.7%	0%	0%	0%
I seek my team's input and opinions before making decisions.	18.2%	63.6%	18.2%	0%	0%
I value and consider my team's suggestions.	45.5%	54.5%	0%	0%	0%
I remain calm and composed during crises.	54.5%	36.4%	9.1%	0%	0%
I make quick and effective decisions in emergency situations.	36.4%	54.5%	9.1%	0%	0%
I promote and respect diversity and inclusion within the team.	54.5%	45.5%	0%	0%	0%
I am sensitive to and respectful of cultural differences.	72.7%	18.2%	9.1%	0%	0%
I involve my team in decision-making processes.	27.3%	54.5%	18.2%	0%	0%
I value my team's input and feedback.	45.5%	54.5%	0%	0%	0%
I prioritize environmentally sustainable practices.	0%	72.7%	18.2%	9.1%	0%

I encourage reducing waste and conserving resources.	27.3%	36.4%	36.4%	0%	0%
I demonstrate high ethical standards in my behavior.	54.5%	45.5%	0%	0%	0%
I promote honesty and integrity in the workplace.	81.8%	18.2%	0%	0%	0%
I consider the well-being of the whole team in my decisions.	63.6%	36.4%	0%	0%	0%
I integrate personal and professional development.	36.4%	36.4%	27.3%	0%	0%
I prioritize strong interpersonal relationships in the workplace.	45.5%	45.5%	0%	9.1%	0%
I emphasize the importance of employee well-being and morale.	45.5%	54.5%	0%	0%	0%
I encourage innovative thinking and problem-solving.	54.5%	45.5%	0%	0%	0%
I support experimentation and new ideas.	36.4%	63.6%	0%	0%	0%
I inspire my team to perform at their best.	36.4%	45.5%	18.2%	0%	0%
I am a role model for excellence and dedication.	36.4%	45.5%	18.2%	0%	0%
I rely on my intuition and experience to make decisions.	18.2%	81.8%	0%	0%	0%

I value gut feelings and instincts in decision-making.	9.1%	54.5%	36.4%	0%	0%
I give my team a high degree of autonomy in their work.	18.2%	72.7%	9.1%	0%	0%
I am hands-off and allow my team to make their own decisions.	9.1%	54.5%	36.4%	0%	0%
I provide a high level of autonomy and freedom in my team's work.	18.2%	63.6%	18.2%	0%	0%
I focus on long-term goals rather than daily tasks.	18.2%	45.5%	27.3%	9.1%	0%
I closely monitor every detail of my team's work.	0%	0%	54.5%	45.5%	0%
I often intervene and correct my team's work.	0%	18.2%	27.3%	54.5%	0%
I set and enforce clear standards and norms for behavior.	0%	72.7%	27.3%	0%	0%
I ensure compliance with organizational norms and policies.	9.1%	81.8%	9.1%	0%	0%
I set high standards and lead by example.	36.4%	54.5%	9.1%	0%	0%
I expect the same level of performance from the team as I do from myself.	18.2%	72.7%	9.1%	0%	0%
I emphasize achieving performance goals and targets.	9.1%	63.6%	18.2%	9.1%	0%

I reward high performance and address underperformance.	18.2%	72.7%	9.1%	0%	0%
I use persuasion and influence to guide the team.	9.1%	54.5%	27.3%	9.1%	0%
I am effective at convincing others to support my ideas.	0%	81.8%	18.2%	0%	0%
I focus on optimizing processes and workflows.	18.2%	72.7%	9.1%	0%	0%
I ensure that all tasks follow a structured process.	0%	54.5%	45.5%	0%	0%
I prioritize building strong relationships with my team.	36.4%	54.5%	9.1%	0%	0%
I invest time in understanding and supporting my team members.	36.4%	54.5%	9.1%	0%	0%
I focus on achieving specific outcomes and goals.	18.2%	63.6%	18.2%	0%	0%
I prioritize productivity and efficiency.	18.2%	81.8%	0%	0%	0%
I adapt my management style to fit the needs of different situations.	36.4%	63.6%	0%	0%	0%
I am versatile in my approach to managing people and tasks.	36.4%	45.5%	18.2%	0%	0%
I focus on long-term goals and strategic planning.	9.1%	72.7%	9.1%	9.1%	0%

I align team activities with the organization's strategic objectives.	0%	63.6%	27.3%	9.1%	0%
I provide the necessary resources and support for my team.	36.4%	63.6%	0%	0%	0%
I am approachable and available to help my team with challenges.	81.8%	18.2%	0%	0%	0%
I focus on completing tasks and achieving objectives.	36.4%	63.6%	0%	0%	0%
I ensure that the team's work is organized and efficient.	0%	72.7%	27.3%	0%	0%
I rely on specialized knowledge and expertise to make decisions.	27.3%	54.5%	18.2%	0%	0%
I prioritize technical skills and competence in my team.	27.3%	63.6%	9.1%	0%	0%
I use rewards and punishments to motivate my team.	0%	0%	54.5%	36.4%	9.1%
I establish clear expectations and monitor performance closely.	0%	36.4%	63.6%	0%	0%
I inspire and motivate my team to achieve their full potential.	18.2%	81.8%	0%	0%	0%
I encourage innovation and creativity within the team.	27.3%	63.6%	9.1%	0%	0%
I provide a clear and compelling vision for the future.	9.1%	36.4%	45.5%	9.1%	0%

I am able to inspire the team to work towards long-term goals.	0%	81.8%	18.2%	0%	0%
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Other questions. Of 11 managers, 3 changed the department within the Monterey County Office of Education, while 8 did not. When asked what were the reasons for changing departments they provided the answers:

- Growth
- Company consolidation of resources (IT into one department)
- professional growth

What factors influence your decision to stay in your current department?

- This is what I know - school business!
- I like the work that I do, feel I have become an "expert" in it and finally confident that I know as much/more than the staff that work under me. Additionally, all our staff work fairly well together, and my Director is AMAZING!
- There is no other job functions I have seen that would interest me with the organization
- The people, the pay.
- The team and the type of work.
- Good relationship with team.
- Love my work
- I enjoy pupil transportation and training school bus drivers.
- I love my department, we have a great team, and treat each other like family. We always have each others back.
- IT is the type of work that I enjoy doing.

What factors might influence your decision to leave your current department?

- If something comes up where I feel less valued by the team
- Better pay elsewhere AND the ability to work a hybrid/remote schedule
- Something I think would be more interesting.
- Pay and a department with low turnover and a healthy working environment.
- Higher position at another organization. Change in leadership of cabinet.
- Professional growth.
- Change in upper management.
- If my supervisor's job becomes available.
- I would only leave my department if a higher position was an option.
- Retirement

Is there anything you would like to add?

- I think simply that people enjoy coming to work if they feel valued and that they feel they are doing work that matters. I strive to ensure all folks feel that way!
- These questions were hard to answer because 1) Any incentives given have to come from my own personal income. MCOE does not allocate "bonus" funding that we can distribute among staff/high achievers the way other non-governmental organizations do. 2) My staff are well set in their positions and therefore do not desire "help" or direction from someone. They want to be left alone to do their job the way things have always been done. To them, I "meddle" or "micro-manage" when I am merely asking questions to see if there is a better, faster, and more efficient way to do things. 3) I am neutral on certain topics because it is very difficult to motivate staff to perform better, desire to reach organizational goals, etc. when there is absolutely NO reward

or incentive. If MCOE doesn't give us the tools to incentivize staff, then there is only so much we can do to drive initiatives without breaking our bank accounts :)

- I function in life with the awareness that very, very, very few of us will be fortunate enough to have any lasting impact on the wider world, and those that do would find it laughable at how their legacy has been warped and misinterpreted over time. As I pull back my perspective even further, it's pretty clear we are an insignificant speck in a universe so large, our minds can't actually comprehend it. For many that insignificance is terrifying and confusing. Most people will cling to ideas that alleviate the fear and simply choose to ignore reality. Many will make up all kinds of reasons, and attribute greater purpose to their actions as a way to alleviate the uncertainty. They often do this without intentionality. It is merely an emotional response they have to situation that trigger a fear. I learned when you become curious about uncertainty, you get a better, but still imperfect, glimpse of what is actually happening around you. When you have that you have a better chance of making connections with the people with whom you are responsible for, which greatly improve the odds that positive outcomes will arise.... but there is no guarantee.
- Since I'm in lower management, some of the questions did not apply to me. I did answer questions for those times when I'm collaborating with our team rather than supervising them.
- I like to build teams and face challenges that will make a difference in the grand scheme of things.

- I enjoy working at MCOE and it has been one of the best places I have worked at.
- No

4.4 OBSERVATIONS

This section outlines the data collection process through covert observations, which were conducted as a preliminary step to identify suitable interview candidates. The observations provided critical insights into the dynamics between managers and employees, management styles, and employee satisfaction within the Monterey County Office of Education (MCOE). This part of the data collection was very important for the selection of the interview participants. The desire was to find participants who would be relevant and considered an excellent representation of the sample.

Observation process and purpose. The data collection / covert observations process, included day to day interactions in the meetings, office wide public settings but also informal daily exchanges. It was important that participants were unaware of the researcher's observation data collection process. That allowed the researched to record the dealings and authentic behavior of the individuals who would be a perfect candidates for the interviews.

The observations were driven by the need to identify individuals who could provide diverse and meaningful perspectives on the following topics:

- The management styles of their supervisors.
- Their own job satisfaction and experiences within the organization.
- Their perceptions of their organizational roles and growth opportunities.

- Concerns or challenges they encountered in their roles or under certain management practices.

Participant selection criteria. The researched was guided by clearly defined criteria previously explained in the methodology chapter, to pinpoint the selection of participants who would have diverse experiances and valued imput. The criteria included:

- Managers:
 - Observed demonstration of distinct management styles, such as micromanagement, macromanagement, or transformational leadership.
 - Representation of diverse educational backgrounds, reflecting the study's focus on the relationship between higher education levels and management approaches.
 - Interaction quality with staff, with emphasis on fostering either positive morale or navigating challenging dynamics.
- Employees:
 - History of departmental movement within Monterey County Office of Education, reflecting adaptability and varied experiences with different leadership styles.
 - Stable commitment to their current roles, evidenced by a lack of expressed desire to change departments.
 - Recent promotions (within the last five years), indicating exposure to leadership dynamics during career progression.

The selected participants included:

- Managers:

- Manager A: is a transformational leader with a doctorate degree, highly regarded for their effective management style and ability to inspire their team. They have a good reputation and people love working with them.
- Manager B: is a micromanager holding a master's degree, who openly embraces and employs this style to maintain control and strict oversight.
- Manager C: is a macromanager with a bachelor's degree, very well-liked and admired by staff member for their empowering approach and focus on autonomy.
- Manager D: A newly appointed manager with significant prior experience in school business operations, offering insights into transitioning into new roles.
- Employees:
 - Four Classified employees with varied educational backgrounds were selected for the interview process. They have diverse departmental histories, and roles within the organization, each selected for their ability to provide myriad perspectives on job satisfaction and organizational culture.

Contribution to data collection. The collected data worked as a foundation of qualitative data collection process. It provided a deeper understanding of interactions and behaviors in different departments. The desire was to provide diversity of personalities to record their perception on management styles and job satisfaction.

Impact on results. The covert observations provided a detailed and contextually grounded understanding of the organizational environment at Monterey County Office of Education which then led to the very honest and detailed interviews.

4.5 INTERVIEWS

To better understand how education affects management styles and how those styles impact job satisfaction and employee turnover, eight interviews were conducted with managers and employees in Monterey County Office of Education. The goal was to gather detailed personal accounts that would complement the numerical data from surveys. Participants were chosen to represent different leadership styles and educational levels to ensure a variety of perspectives. Including both managers and employees helped provide a fuller picture of how leadership impacts workplace culture and employee experiences.

Four managers and four Classified employees took part in the interviews. Manager A, with a doctorate degree, is known for a transformational leadership style that inspires their team and fosters positive morale. Manager B, holding a master's degree, openly uses a micromanagement approach to maintain strict control. Manager C, with a bachelor's degree, is a macromanager who empowers employees by emphasizing autonomy. Manager D is a recently appointed manager with a background in school business operations, bringing insight into adjusting to a new role. The employees, who come from different departments and have diverse educational backgrounds, were selected to provide perspectives on how management styles affect their job satisfaction and the overall workplace environment. This mix of participants offered valuable insights into the research topic. Each person's identity is concealed, and they would be referred to under the coded names.

Summary of the interview results with Participant I3B . Participant I3B, (specific job description) overseeing two departments, has been with the organization for approximately four years. They described their manager as having a highly demanding style, characterized by an expectation of exceptional performance from all staff. While

the manager's attention to detail and comprehensive awareness of departmental activities were highlighted as strengths, the participant criticized their lack of teaching ability and inadequate support for staff development. The manager often provides immediate solutions to problems but does not take the opportunity to guide employees on independent problem-solving, which the participant found limiting in terms of learning and professional growth.

Communication with the manager was described as challenging, often perceived as off-putting or unfriendly. The participant noted that the manager's behavior becomes stricter and less supportive during high-pressure situations, particularly when staff shortages occur, creating a tense work environment. This stress often trickles down to employees, who feel they bear the brunt of the manager's inability to internalize or share stress appropriately.

The participant attributed the manager's leadership style primarily to extensive experience in the field, rather than formal education. With over three decades in school business, the manager's approach reflects the lessons learned through practical exposure rather than academic training. The participant expressed skepticism about the impact of higher education on management styles, viewing advanced degrees, such as Master's programs, as too generalized to address the specific challenges of their work. Instead, they advocated for specialized training programs, such as those offered by CASBO or school services, which are directly relevant to the field.

The organization's lack of support for professional development emerged as a key concern. The participant lamented the absence of financial assistance, stipends, or flexible work arrangements to facilitate continuing education and training. They suggested that such support mechanisms would improve morale and encourage staff to pursue development opportunities. Without these measures, staff are often forced to use

personal time and resources to attend training, which discourages participation and growth.

Finally, the participant reflected on the role of education in their own career. While acknowledging that degrees often serve as gatekeepers for advancement, they emphasized the centrality of on-the-job training in building competence. They shared instances where having a Master's degree created barriers, as it rendered them overqualified for certain roles. The participant concluded that the organization should not only support education and training but also ensure managers receive specialized training to improve their management and teaching abilities, fostering a more supportive and effective work environment.

Summary of the interview results with Participant B1C. Participant B1C has spent several decades in administrative roles within the education sector. They gained experience across different counties and educational agencies. They have a strong background in leadership positions in different work settings and bring a wealth of knowledge to their current high-level administrative role, overseeing various services related to Classified employment.

Regarding management styles, participant B1C describes their current supervisor as a micromanager who struggles with trust and has difficulty delegating tasks. Their supervisor tends to be overly involved in every detail of the job and is influenced by the loudest voices in the room, not necessarily the best advisors. Participant B1C's frustration stems not just from the micromanagement, but also from the supervisor's inconsistent communication and a lack of trust in the ability to complete tasks to their satisfaction. Supervisor often makes decisions under external pressures instead of relying on their own judgment or experience. Participant B1C also expresses discomfort with the supervisor's

failure to recall past conversations or decisions, which results in inefficiency and unnecessary duplication of work when multiple individuals are given the same tasks.

The participant contrasts this experience with one of the previous supervisors who was highly supportive and trusted their leadership capabilities. The former boss was a person who had a comprehensive understanding of the work and gave them the freedom to complete their tasks independently. That fostered a positive working relationship. The current manager's insecurity, particularly in areas outside of their area of responsibility, is seen as a significant factor in their micromanagement style.

Participant B1C highlights the importance of higher education in developing leadership skills and believes that pursuing education, especially throughout the whole career, provides new perspectives, tools and skills crucial for effective management. Higher education also broadens one's understanding and tolerance, allowing managers to approach situations with a more open and informed mindset. Participant B1C thinks that continuing education allows individuals to grow professionally and develop critical thinking skills, which are valuable in leadership roles. Their own academic journey has equipped them with both the technical skills needed for managing (specific) operations and the interpersonal skills required for current position.

Additionally, the participant believes that higher education helps individuals build confidence and develop practical skills like public speaking and problem-solving which may be the most important for their leadership roles. They also point out that those without continuing higher education may struggle to understand and manage complex situations, which can affect their leadership and decision-making abilities. For example, the participant notes that individuals who have stopped their education after high school can only sometimes engage in collaborative leadership or appreciate the value of diverse perspectives.

Participant B1C advocates for continued education within organizations. They also stress the importance of professional development opportunities, although they acknowledge that individuals must actively engage with these opportunities to derive meaningful benefits. They emphasize that those who seek only superficial rewards, such as recognition or accolades, may only partially leverage these growth opportunities.

The participant strongly believes that higher education enhances leadership effectiveness by providing hard and soft skills, enabling managers to make better decisions, collaborate effectively, and lead with confidence and empathy.

Summary of the interview results with Participant I4C. Participant I4C has been with MCOE for less than three years, working in a role that involves structured financial processes and approvals. During their time at MCOE, they have gained significant insight into the flow of financial data between the state, county, and districts. However, they noted challenges in applying theoretical knowledge to practical workplace scenarios, indicating a steep learning curve in transitioning from conceptual understanding to real-world application.

Participant I4C described their manager's style as highly technical, with a strong focus on achieving outcomes within tight deadlines. While the manager is knowledgeable in school finance and provides valuable training opportunities, their approach was characterized as impersonal and rigid, with limited attention to fostering interpersonal engagement or employee motivation. I4C acknowledged the value of their manager's technical expertise, which has been instrumental in navigating complex financial processes and offering opportunities for skill development. However, they felt that the manager's minimal acknowledgment of emotional dynamics and interpersonal relationships within the team negatively affected employee morale and collaboration.

When asked about changes in their manager's style, I4C did not observe any significant shifts over time. They attributed the manager's rigid and task-driven approach to external factors such as the high-pressure work environment, strict deadlines, and organizational culture. Comparing their current manager to previous managers, I4C noted a stark difference in styles. Their prior managerial experiences emphasized employee motivation and collaboration, which they found more effective in addressing the emotional and motivational needs of team members.

Participant I4C believes their manager's level of education has influenced their management style, providing a strong technical foundation that supports handling complex financial responsibilities. However, they also noted that this technical focus sometimes overshadows interpersonal considerations that could enhance team cohesion and morale. Despite recognizing the value of education, I4C emphasized that other factors, such as organizational demands, stress, and deadlines, have a greater influence on management style.

Regarding the general impact of higher education on management, I4C expressed mixed views. They believe that advanced education can broaden perspectives and enhance collaboration but cautioned that it might also hinder decision-making if over-analysis becomes a barrier in fast-paced environments. Based on their own experience, I4C identified a Master's degree as having the most significant positive impact on management. They noted that a Bachelor's degree provides foundational technical knowledge but tends to focus more on task completion than interpersonal skills, while a Master's degree encourages a broader understanding of motivational dynamics and employee engagement. Although they did not directly address the impact of a Doctorate degree, I4C implied that excessive education could complicate decision-making processes in high-pressure settings.

Participant I4C stated that their educational background prepared them well for their role at MCOE, equipping them with the technical and analytical skills needed to manage complex financial tasks. However, they highlighted that much of their practical managerial approach was shaped by on-the-job experience rather than formal education. While their level of education has not directly hindered career advancement, I4C acknowledged that higher qualifications, such as a Master's degree, could unlock opportunities for senior-level roles requiring advanced credentials.

In reflecting on their ability to perform their manager's role, I4C emphasized the importance of interpersonal and leadership skills over educational attainment. They believe that their current qualifications, combined with practical experience, would enable them to effectively manage the responsibilities of their manager's role. Furthermore, I4C noted that having the same level of education as their manager fosters a sense of equality in technical expertise but observed that the manager's decisions are more influenced by environmental and organizational demands than their educational background.

Participant I4C concluded that while education is a valuable tool for building technical knowledge and theoretical understanding, it is not the sole determinant of effective management. They stressed the importance of soft skills, empathy, and adaptability, which are often developed through experience. As a suggestion for improvement, I4C recommended that MCOE implement leadership development programs focused on enhancing interpersonal and motivational skills. They also proposed creating pathways for employees to pursue advanced education or certifications to support career growth and better prepare them for leadership roles.

Summary of the interview results with Participant P6S. Participant P6S, a seasoned manager at the Monterey County Office of Education (MCOE), shared

comprehensive insights into experiences with various management styles and the skills needed to excel in leadership roles. Reflections spanned both personal management philosophy and observations of other managers throughout their career.

The participant expressed satisfaction with the current manager's leadership style, emphasizing the importance of balance and approachability. The manager fosters a supportive environment by avoiding micromanagement while remaining available for consultation through an open-door policy. P6S feels valued and respected, noting that the manager engages in problem-solving collaboratively and communicates without condescension. This balance between autonomy and support creates a comfortable and productive working relationship, which was contrasted favorably with past experiences under micromanagers.

Although appreciative of the current manager, P6S reflected on a past challenge where not all managers under a senior leader were held to the same standards. This discrepancy caused some tension, though improvements were observed after changes in the managerial team. Fairness and consistency were identified as critical for maintaining morale and equity among staff. Additionally, frustrations were shared about past leaders who lacked familiarity with the intricacies of the participant's job, which impeded effective support and problem-solving.

Participant P6S highlighted the importance of learning from both positive and negative experiences with managers. Efforts are made to emulate traits such as approachability, fairness, and adaptability while avoiding behaviors like inequitable treatment or insufficient preparation. The participant emphasized the value of customizing communication styles to align with individual employees' needs, ensuring messages are effectively delivered while maintaining consistency in expectations.

When discussing the influence of education on leadership, P6S noted that a degree's relevance to the field of management is more critical than its level. Specialized training, such as CASBO (California Association of School Business Officials) workshops and other system courses, was identified as providing the most practical value in their career. While higher education can refine expertise, especially at the master's or doctoral levels, its applicability hinges on alignment with the professional domain. Subject-matter knowledge was identified as fostering credibility among staff and enhancing managerial effectiveness.

The participant recounted challenges with leaders who lacked basic operational knowledge, such as not being able to log into the financial system or failing to plan ahead for meetings. These behaviors created inefficiencies and unnecessary stress. The importance of leaders being proactive, prepared, and competent in technical aspects of their roles was emphasized as essential for gaining respect and ensuring smooth operations.

Participant P6S advocated for institutional support for certifications and specialized training, asserting that such investments would benefit both employees and the agency. Professional development opportunities tailored to specific job functions were identified as enhancing employee satisfaction and organizational performance.

The reflections of P6S highlight a nuanced understanding of effective management and its impact on organizational dynamics. Experiences underscore the need for leaders to balance autonomy with support, communicate effectively, and demonstrate technical competence. Furthermore, P6S advocates for a culture of continuous learning and equitable treatment to foster an environment where employees can thrive.

Summary of the interview results with Participant I5R. Interview Participant I5R describes a poor relationship with their current manager, who is distant and disengaged,

particularly with regard to the participant's responsibilities. The manager is more focused on personal interests and lacks consistent oversight, leading to a sense of isolation for the participant. The manager's behavior is characterized by favoritism and lacking people skills, and the participant feels that the manager is increasingly ineffective in the last few years. The participant mentions that the manager's leadership style has become more disengaged over time, shifting from active involvement to a more hands-off approach focused on trivial matters.

The participant also contrasts their current manager unfavorably with previous ones, specifically noting that one of the former managers was more empathetic and approachable. The participant appreciates managers who listen to employee concerns and collaborate on solutions, which they find lacking in their current manager, who often disregards feedback and is resistant to change.

In terms of educational background, the participant believes that their manager's bachelor's degree does not significantly impact their management style. Instead, they argue that empathy, people skills, and personal experience are more important factors in effective leadership. The participant also points out that some highly educated individuals lack common sense or interpersonal skills, whereas others with less formal education excel in leadership roles.

The participant reflects on their own educational journey, noting that their associate's and bachelor's degrees have been valuable in gaining knowledge and confidence for their current role. They also acknowledge the role of education in providing opportunities for advancement and higher responsibility, particularly in relation to pay. However, the participant emphasizes that educational credentials alone do not guarantee effective management, highlighting that personality traits and life experience are more influential in shaping leadership.

The participant also discusses broader organizational issues, such as the lack of support from top managers and the high turnover rate within their department. They attribute much of the turnover to ineffective leadership and poor management practices, particularly within the (specific) services division. The participant feels that managers are not held accountable for their behavior, leading to frustration and dissatisfaction among employees. They suggest that many people leave due to the lack of adequate leadership and the perception that managers are not approachable or willing to address employee concerns.

In conclusion, the participant underscores the importance of leadership qualities such as empathy, communication, and the ability to listen and adapt. While education may play a role in career progression, it is the personal traits and work experiences that truly shape a manager's effectiveness in supporting employees and fostering a positive work environment. The participant's insights point to a need for more supportive, people-oriented leadership to reduce turnover and improve job satisfaction in their department.

Summary of the interview results with Participant I7M. The participant has been with MCOE for many years and has gained significant hands-on experience, especially in supervisory roles, even without holding an official managerial title. They emphasized that their career advancement was driven more by experience than by their bachelor's degree, which primarily helped them qualify for roles but did not significantly influence their management style.

Regarding management style, the participant criticized the lack of trust and visible support from top-level management, which they believed caused confusion and negatively affected the organization. They noted that while education may open doors for career advancement, it does not necessarily improve managerial effectiveness. They argued that personal experience, especially in dealing with real-world situations and

managing teams, plays a more significant role in shaping a manager's style than formal education.

The participant suggested that education, particularly a Bachelor's, Master's, or Doctorate, does not directly result in better management or improved management styles. They emphasized that factors such as organizational culture, leadership support, and personal qualities, such as conflict management skills, were more influential in shaping effective leadership. They also mentioned that a manager's education level has little impact on employee morale or retention if it is not supported by effective leadership and a positive workplace environment.

To improve management practices at MCOE, the participant recommended targeted managerial training in areas like conflict resolution, communication, and decision-making rather than focusing solely on higher education. They also suggested mentorship programs, streamlined management structures, and incorporating more employee feedback to better understand areas for improvement. Additionally, the participant emphasized the importance of leadership by example and continuous professional development to help managers navigate current challenges effectively.

Overall, the participant's insights highlight that while education may help secure positions, personal experience, and the organizational culture have a more profound impact on management effectiveness.

Summary of the interview results with Participant D2M. Participant D2M has extensive experience within the organization and describes their role as providing comprehensive support to a team in the (specific) operations. They highlighted the importance of maintaining a professional and approachable demeanor at all times, as their role often requires them to be the primary point of contact for others. This level of responsibility necessitates setting aside personal emotions during work hours to meet the

expectations of the team and department. Although they expressed overall satisfaction with their duties and gratitude for the position, they noted significant challenges related to the organizational climate and leadership.

The participant raised concerns about their supervisor's leadership approach, describing it as biased, disrespectful, and detrimental to team morale. They cited examples of behaviors they believe undermine trust and cooperation, such as making negative comments about employees in front of other team members, giving unclear instructions, and creating an environment where employees feel uncomfortable asking questions or raising concerns. These actions, in their opinion, led to a toxic work atmosphere, marked by divisions, mistrust, and high employee turnover. The participant associated this turnover with a negative leadership style, which, according to them, hinders team cooperation and negatively affects relations with other departments.

The participant acknowledged the technical expertise and institutional knowledge of their supervisor, especially in solving complex tasks and meeting deadlines. However, they believe that these advantages cannot compensate for interpersonal disadvantages. They expressed disappointment at the lack of development of leadership skills and suggested that their supervisor's education focused more on acquiring qualifications than on developing effective leadership skills. They also noted that external factors, including neglect of personal well-being, may contribute to the leadership approach.

Based on their own experience, the participant considered the role of education and personal characteristics in leadership. They emphasized that while higher education often enhances leadership skills, traits such as compassion, communication, and a willingness to support team members are just as important. They shared examples from their careers where effective leaders made employees feel valued, supported, and motivated to contribute to the success of the organization. In contrast, their current

experiences indicated the harmful consequences of a dismissive attitude and lack of support from management.

The participant suggested several strategies to improve the work environment and strengthen the relationship between management and employees. These strategies include fostering collaboration through team-building activities, involving employees in the decision-making process, and creating opportunities for managers to better understand the day-to-day challenges faced by team members. They suggested initiatives similar to observation programs, where leaders could gain first-hand insight into employees' roles and responsibilities. They believe that such efforts could reduce the gap between management and staff, foster mutual respect, and improve organizational morale.

While acknowledging limitations in their own technical skills, the participant expressed confidence in their ability to lead effectively, drawing on their interpersonal skills, adaptability, and commitment to professional development. They concluded that while education plays an important role in shaping leadership potential, a supportive and empathetic approach is key to creating a positive and productive work environment. They emphasized that organizations must prioritize valuing employees and fostering inclusivity to achieve long-term success.

Summary of the interview results with Participant P8R. Interview participant P8R shared helpful observations about leadership and workplace culture. They focused on how much a manager's style can affect employees' satisfaction and motivation and explained that good communication is a key factor. Managers who are open and clear with their teams while also showing understanding and care are more likely to build trust and create a positive work environment. This kind of approach helps employees feel appreciated and encourages them to perform better.

Participant P8R spoke about how education influences management styles. They noted that managers with higher levels of education often use problem-solving methods based on theory and analysis, which can lead to more effective decisions. On the other hand, managers without advanced education, mostly referring to master's degree, might rely more on personal experience and intuition, which sometimes results in less consistent decisions. However, P8R also said that practical experience and strong people skills can sometimes make up for the lack of formal education, especially in situations where quick thinking is needed.

When it comes to employee turnover, P8R highlighted that this issue is often connected to how managers interact with their teams. Poor communication, over-controlling behavior, or ignoring employees' feedback, in their opinion, may push people to leave their jobs in order to find better work environment. Participant P8R explained that managers who focus on training their employees and recognizing their efforts tend to reduce turnover. This shows employees that their managers are invested in their growth and well-being.

Participant P8R also talked about how leadership style impacts employees' attitudes toward their jobs. They found that transformational leadership—where managers inspire and support personal growth—is one of the best ways to improve job satisfaction. Transformational leaders set clear expectations, encourage creativity, and offer helpful feedback. That makes employees feel valued and aligned with the goals of the organization. On the other hand, transactional leaders, who focus mainly on tasks and results, may not provide as much personal fulfillment for employees.

Regarding morale, Participant P8R said that managers with higher education levels are often better at resolving conflicts and maintaining harmony at work. But they also pointed out that education alone is not enough. Skills like flexibility, emotional

understanding, and genuinely caring about employees are just as important for being a good leader.

Participant P8R also brought up the role of support from higher-level leadership. They explained that middle managers can only succeed if senior leaders back them up. Without this support, managers struggle to perform well, which affects the whole team's satisfaction and productivity.

In summary, P8R emphasized the strong connection between education, leadership style, and workplace outcomes. They pointed out that while formal education is helpful for managers, it must be paired with strong interpersonal skills and a focus on employees' needs. P8R stressed the importance of training and creating a supportive workplace culture as keys to successful leadership and long-term organizational success. These ideas provide a clear look at how education and leadership impact job satisfaction and employee retention in California's Local Educational Agencies.

CHAPTER V: DISCUSSION

5.1 DISCUSSION OF RESULTS

The employee and management survey results reveal both similarities and differences in perceptions, demographics, and experiences within the Monterey County Office of Education (MCOE). These findings shed light on how these two groups view educational qualifications, management styles, and workplace dynamics.

Demographics and experience. Both employees and managers showed significant longevity with the MCOE. A notable proportion of employees (42.4%) and managers (36.4%) have been with the organization for over 16 years, suggesting a stable workforce. However, there was a broader distribution of tenure among employees, with many having less than two years of service (33.3%) or between three and fifteen years (24.3%). In contrast, most managers had at least six years of experience, reflecting the seniority of their positions. Age distributions were similar, with a majority of both groups falling between 36 and 55 years old, though more managers were over 55, indicating an older leadership demographic.

Education and career paths. Education levels among employees and managers varied, but both groups showed a predominance of bachelor's and master's degrees. Among employees, 27.3% held bachelor's degrees, and 6.1% held master's degrees, while among managers, these figures were 27.3% and 36.4%, respectively. Interestingly, employees were more likely to perceive bachelor's degrees (39.4%) as providing the best opportunities, though a significant minority valued master's and doctorate degrees. Managers, meanwhile, generally possessed higher qualifications, with one holding a doctorate and four holding master's degrees. This aligns with the finding that over half of

employees (51.5%) believe their manager's education level impacts management style, a perception that may influence workplace dynamics and expectations.

Job roles and turnover. Managers held more senior roles, with titles like director (27.3%) and chief (18.2%), whereas employees represented a diverse array of non-management positions. Career paths differed as well: five managers rose through the ranks from classified positions, while six were hired directly into management, indicating varied trajectories within MCOE. Regarding turnover, both groups acknowledged its presence, but the impact was perceived differently. While 27.3% managers noted that turnover sometimes obstructed their work, 72.7% felt it did not, reflecting mixed views on how staffing changes affect management operations.

Job satisfaction. The employee and management surveys reveal both similarities and contrasts in perceptions of job satisfaction and workplace experiences. Among employees, job satisfaction levels are generally high, with 45.5% being very satisfied and another 39.4% satisfied. Managers reflect an even stronger consensus, with 81.8% affirming satisfaction in their roles and all expressing engagement and motivation. This suggests a generally positive workplace culture, though employees display a slightly more varied spectrum of satisfaction levels.

Both groups define job satisfaction in terms of purpose, accomplishment, and a positive work environment. Employees emphasize aspects like feeling valued, professional growth opportunities, and fair compensation. They highlighted the importance of enjoying their work, having a supportive atmosphere, and achieving a healthy work-life balance. Managers framed job satisfaction around leadership fulfillment, the impact of their contributions, and making a measurable difference. While both groups share the need for fulfillment and recognition, managers' responses suggest a focus on broader organizational outcomes and leadership impact. Close to half, 45.5% of

managers feel they should hold a more significant role in the organization, reflecting potential ambition or underutilization.

Manager's performance. Employees perceive that managers perform strongly in key areas of leadership, particularly in providing clarity of expectations and goals, with 87.9% of participants strongly agreeing or agreeing. Similarly, 84.8% of respondents believe their managers provide necessary support and resources, and 78.8% feel their good work is recognized and appreciated. Managers are also perceived to treat team members fairly, with 75.8% agreeing or strongly agreeing. However, opportunities for professional development and seeking feedback from team members present areas for improvement, as 66.6% and 65.6%, respectively, expressed satisfaction, while a significant portion remained neutral. The influence of managers' education on their management practices also shows mixed responses, with 69.7% expressing agreement but 27.3% staying neutral. These findings suggest that while managers excel in foundational aspects of leadership, more focus is needed on fostering growth opportunities and actively engaging with team feedback.

Management styles. While designing the surveys and interview questions, a specific accent was placed on the exploration of management styles in the broader aspects. The most known management styles are micromanagement and macro management but there are many more to explore when related to the employee perception of management styles. The breakdown of these different styles was explored in chapter two. Here, we'll be discussing the most interesting results.

Macro management and micromanagement. When it comes to macro management and micromanagement, it appears that we capture the contrasting perspectives on management styles between employees and managers. Regarding macromanagement, employees generally felt they had significant autonomy in their work,

with 24.2% strongly agreeing and 51.5% agreeing that their managers provided them freedom. However, fewer employees agreed that their managers focused on long-term goals. Only 9.1% strongly agreeing and 36.4% agreeing, while 36.4% remained neutral. This suggests employees recognize some autonomy but feel their managers might still emphasize immediate tasks over broader objectives.

From the management survey, a larger portion of managers, 18.2% strongly agreeing and 63.6% agreeing, believed they gave substantial autonomy to their teams. This indicates a stronger perception among managers of fostering independence compared to employees' feedback. Similarly, while more managers claimed to focus on long-term goals (18.2% strongly agreeing, 45.5% agreeing), there was still a notable 27.3% neutrality, reflecting some hesitation or inconsistency in their focus on future-oriented objectives.

In terms of micromanagement, the employee responses revealed mixed experiences. While 12.1% strongly agreed and 21.2% agreed that their managers closely monitored their work, 39.4% were neutral, and 27.2% disagreed to varying degrees. Additionally, only 3% strongly agreed and 24.2% agreed that their managers often intervened in their tasks, with a more substantial 51.6% disagreeing. This reflects a perception among many employees that their managers avoid excessive micromanagement.

On the other hand, managers overwhelmingly distanced themselves from micromanagement behaviors. None strongly agreed or agreed that they monitored every detail of their team's work, with 45.5% disagreeing. Similarly, while 18.2% admitted occasionally intervening, a majority of 54.5% disagreed. The disparity between employees' and managers' responses on micromanagement suggests a gap in perception.

Employees might view oversight as micromanagement, even if unintentional from the managers' standpoint.

In summary, the data reveals an overall tendency toward macromanagement, with some alignment between employees' and managers' views on autonomy. However, discrepancies exist in perceptions of long-term focus and the extent of micromanagement. These gaps highlight areas for improved communication and alignment of management practices with employee expectations to enhance job satisfaction and organizational effectiveness.

How managers perceive their management style. The survey results reveal a clear hierarchy in the effectiveness and preference of various management styles among respondents and how they perceive their management style. Adaptive management is leading as the most highly rated approach. Adaptive management stood out with unanimous positive responses: all participants either "Strongly Agreed" or "Agreed" that they adjust their approach based on team needs (100%) and respond flexibly to changes in the work environment (100%). Following closely is Ethical management, with a strong emphasis on integrity and ethical behavior, garnering 81.8% "Strongly Agree" responses for promoting honesty and a further 18.2% "Agree." Cultural management also ranked highly, emphasizing diversity and inclusion, with the majority expressing strong agreement regarding respect for cultural differences (72.7% "Strongly Agree").

Holistic and Collaborative management shared a similarly positive perception. Holistic management saw 63.6% "Strongly Agree" scores for prioritizing team well-being, while Collaborative management recorded comparable enthusiasm, particularly for fostering teamwork and inclusivity (63.6% "Strongly Agree" and 27.3% "Agree"). Coaching management, known for focusing on skill development, also demonstrated

strong approval, with 36.4% of respondents strongly endorsing constructive feedback practices.

On the other hand, styles such as Autocratic and Aggressive management were rated significantly lower. Only 9.1% of respondents expressed agreement with unilateral decision-making in Autocratic management, and a majority disagreed or remained neutral. Similarly, Aggressive management struggled to gain support, with 36.4% of responses falling into neutral or negative categories regarding assertive or demanding behaviors. These results underscore a preference for collaborative, ethical, and adaptable approaches over rigid or authoritative styles.

Overall, the findings highlight a distinct inclination toward flexible, inclusive, and ethically grounded leadership practices, with management styles that prioritize team well-being, ethical standards, and adaptability ranking the highest. In contrast, approaches associated with strict authority or high-pressure tactics received less favorable evaluations.

How employees perceive the management styles of their managers. Based on the employee survey results, employees identified the management styles of their managers, some more favorably than others, reflecting the preferences and experiences of the respondents regarding their managers' leadership approaches.

Adaptive management emerged as one of the most positively recognized management styles, with a significant proportion of employees agreeing or strongly agreeing that their managers adjust their approach based on team needs (78.7%) and remain flexible and responsive to changes in the work environment (87.9%). Charismatic management also received strong approval, particularly identifying the ability to inspire and engage teams. A combined 69.7% strongly agreed or agreed that their managers had magnetic personalities, and 66.7% believed their managers effectively rallied teams

around a common vision. This suggests that charisma is valued for fostering motivation and unity.

Crisis management scored favorably. The majority of 84.9% agrees or strongly agrees that their managers remain calm during crises, and 78.8% acknowledged quick decision-making in emergencies. This reflects employees' appreciation for composure and efficiency under pressure. Cultural management was another highly recognized style, with 81.3% agreeing or strongly agreeing that their managers promoted diversity and inclusion, and 87.9% recognizing respect for cultural differences. These results underscore the importance of inclusivity in leadership.

Over 75% of respondents identified their managers as Democratic leaders, agreeing that they involved them in decision-making process and valued their input. Employees seemed to appreciate participatory approaches in management. Coaching managers also have favorable perceptions, particularly regarding managers' focus on skill development and constructive feedback. This reflects an appreciation for developmental support in the workplace. Another management style that resonated strongly with employees is Inspirational management, where employees saw their managers as role models for excellence.

In contrast, Autocratic management, Micromanagement, and Aggressive management were among the least positively perceived styles. For autocratic approaches, fewer than 20% of respondents identified their managers as unilateral decision-makers. Similarly, micromanagement and aggressive leadership had low levels of agreement, suggesting that employees value autonomy and prefer less authoritarian styles and don't perceive their managers in that manner.

This statistics highlights that employees perceive their managers positively. They believe that their management styles that are inclusive, inspiring, adaptable, and developmental, while more controlling or rigid approaches are less favorable.

Discussion of the interview results. In the interviews with the participants, valuable insight was provided into relationships between management styles, workplace culture, and the impact of education on managerial effectiveness within the Monterey County Office of Education and California's Local Educational Agencies. The importance of interpersonal skills, empathy, communication, and adaptability was highlighted in all conversations as the most important fact in the employee perception of effective leadership. The interview participants agreed that managers with good people skills who stay involved with their teams help create a positive workplace environment, boosting job satisfaction and reducing turnover. Managers who are disengaged, show favoritism, or treat employees poorly were widely viewed as major contributors to low employee satisfaction and high turnover rates, regardless if they are middle or senior management. Leadership that emphasizes support motivates employees, and encourages their development was identified as the most effective approach to fostering a positive work environment and achieving better outcomes.

The findings also reveal a nuanced perspective on the role of education in leadership. Most participants recognized that higher education, such as bachelor's or master's degrees, is valuable for career advancement, but they did not see it as a definitive factor in effective management. Participants argued that practical experience, emotional intelligence, and adaptability often outweigh theoretical knowledge when addressing real-world challenges. They noted that some highly educated managers need more essential interpersonal skills, while others with less formal education excel due to their life

experiences and ability to connect with employees. This suggests that more than education is needed to ensure managerial success.

Systemic challenges within the organizational culture were also identified as barriers to effective leadership. Participants highlighted the lack of support and accountability for managers, which undermines employee trust and cooperation. High turnover rates were frequently linked to negative leadership practices, such as poor communication and resistance to employee feedback. To address these issues, participants recommended targeted managerial training programs focused on conflict resolution, communication, and decision-making skills. Additionally, mentorship initiatives and opportunities for managers to gain firsthand insights into employee roles were proposed as strategies to bridge understanding and foster mutual respect.

Lastly, the role of higher-level leadership was emphasized as a critical factor in enabling middle managers to succeed. Without adequate support from senior leadership, middle managers often struggle to perform effectively, impacting overall team productivity and satisfaction. The interviews collectively underscore the need for a balanced approach to leadership development that combines formal education with practical experience, emotional intelligence, and organizational support. By prioritizing these factors, educational agencies can cultivate competent and compassionate leaders, ultimately improving job satisfaction and retention among employees.

5.2 DISCUSSION OF THE CENTRAL RESEARCH QUESTION

Central research question. What is the impact of the level of education on the management styles of senior and middle managers within the classified service in California Local Educational Agencies? What impact does a Bachelor's have? What

impact does a Master's have? What impact does a Doctorate have? What level of education is most effective at positively influencing employee morale and retention?

The survey and interview results reveal important insights into the impact of education on the management styles of senior and middle managers in California's classified service within Local Educational Agencies. Even though 51.5% of employees agreed in the survey that their managers level of education impacts their management style, the overall findings indicate that while higher education plays a role in shaping managerial practices, practical experience and interpersonal skills are often seen as equally or even more crucial in effective leadership.

For those with a Bachelor's degree, the impact on management style appears modest. Employees and managers generally agree that having a bachelor's degree opens up opportunities but does not necessarily define managerial effectiveness. Many employees view a bachelor's degree as a solid foundation that offers essential knowledge and skills, but they often prioritize practical experience and personal interactions over formal qualifications. Managers with a bachelor's degree tend to focus on task-oriented and operational aspects rather than long-term strategic planning.

Managers holding a Master's degree demonstrate a stronger ability to engage in strategic thinking and leadership development. The survey and interview responses show that employees often view these managers as more committed to long-term planning, team development, and collaboration. Additionally, the managers themselves recognize the value of adaptive and coaching management styles, focusing on supporting employees, providing constructive feedback, and promoting a culture of growth. These responses highlight that a master's education can enhance a manager's capacity for empathy, adaptability, and communication.

For managers with a Doctorate, the impact on leadership is less commonly seen but notable. Only a small percentage of surveyed managers held a doctorate, yet their leadership style often reflects a deep commitment to research-informed practices and strategic planning. However, interviews reveal that practical experience and interpersonal skills often matter more in day-to-day interactions. Managers with higher degrees sometimes struggle with balancing theoretical knowledge with practical application, where emotional intelligence and real-world adaptability are crucial. Therefore, while a doctorate can bring strategic benefits, it is not always a direct determinant of managerial success.

Regarding the question of which education level most positively influences employee morale and retention, the results suggest that a combination of education and practical experience is ideal. Employees and interview participants agreed that leadership built on communication, support, and genuine engagement creates a better work environment. Managers who blend higher education credentials with strong interpersonal skills tend to be seen as effective leaders who foster respect, loyalty, and job satisfaction. In contrast, even highly educated managers who lack essential communication and empathy skills can struggle to maintain team morale.

In summary, the overall sentiment of the research participants is that while a higher education degree provides foundational knowledge and strategic insights, the findings suggest that effective leadership in California Local Educational Agencies depends significantly on a manager's practical experience, emotional intelligence, and ability to communicate and connect with employees. Education serves as a support but not the sole driver of effective management styles. Organizations should invest in comprehensive leadership development programs that combine formal education with mentoring, practical training, and opportunities for real-world experience, ensuring that

managers can meet the diverse challenges of leadership while maintaining a positive workplace culture and high employee retention.

5.3 DISCUSSION OF RESEARCH SUB-QUESTIONS

Research sub-questions. How do Classified employees perceive the management style of their immediate supervisor, and how does that affect their job satisfaction? Do Classified managers recognize their leadership style, and what is their perception of how that style affects their employees?

Classified employees generally view their supervisors as adaptable and responsive, appreciating management styles that prioritize flexibility and team needs. The survey results show that a large proportion of employees (87.9%) agree that their managers remain flexible and responsive to changes. Additionally, the importance of cultural management was highlighted, with 81.3% of employees agreeing that their managers promote diversity and respect cultural differences. Employees also favor coaching managers who provide constructive feedback and focus on skill development, reflecting their desire for professional growth and support.

Job satisfaction among employees is strongly influenced by interpersonal interactions. The interviews revealed that employees value managers with good people skills, empathy, and communication abilities. A supportive management style that emphasizes team engagement and trust creates a positive work environment, leading to higher job satisfaction and reduced turnover. Conversely, employees dislike supervisors who show favoritism, lack engagement, or treat employees poorly, as these behaviors contribute significantly to workplace dissatisfaction. While employees appreciate an inclusive and adaptive leadership approach, they also highlighted that a lack of support and poor communication from supervisors could drive dissatisfaction and turnover.

Classified managers generally have a clear understanding of their leadership styles and their impact on team dynamics. Survey responses indicate a strong preference for adaptive, ethical, and collaborative management approaches. Adaptive management, in particular, stood out, with all managers agreeing that they adjust their leadership style based on team needs and environmental changes. Similarly, ethical management, which emphasizes honesty and integrity, and cultural management, which focuses on inclusiveness, were seen as highly effective.

Interview insights show that managers recognize the significance of emotional intelligence, communication, and interpersonal skills in leadership effectiveness. They acknowledged that their ability to connect with employees and foster trust directly influences job satisfaction and loyalty. However, managers also pointed out that higher education does not necessarily guarantee superior leadership. Practical experience, emotional intelligence, and adaptability often play a more crucial role in real-world leadership challenges.

Managers also noticed systemic challenges within the organization that affect leadership success. These include the lack of proper support, accountability, and mentorship programs, which can hinder their ability to build trust and cooperation among employees. Many managers believe that support from senior leadership is crucial for empowering middle managers, enabling them to handle their responsibilities more effectively and positively influence team dynamics. In sum, managers recognize that leadership style and effectiveness are shaped not only by formal education but also by experience, communication skills, adaptability, and support systems within the organization.

CHAPTER VI: SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

6.1 SUMMARY

The summary of findings is a crucial step in rounding up the study. The outline should start as soon as data analysis begins, selecting and filtering the information critical to the study results (Schünemann et al., 2019). This process gives a clear picture of whether we collected the data important for our study and answered our research questions.

This study examined the impact of the level of education on the management styles of senior and middle managers within the classified service in California Local Educational Agencies. The central research question addressed how education levels influence management styles and their subsequent effects on employee morale and retention. Additionally, the study explored how Classified employees perceive their supervisors' management styles and how these styles impact job satisfaction. By employing both surveys and interview results, the research provided comprehensive insights into the interplay between educational attainment, practical experience, interpersonal skills, and leadership effectiveness.

The findings revealed that while higher education plays a role in shaping managerial practices, practical experience and interpersonal skills are often perceived as equally, if not more, important. Managers with a Bachelor's degree tend to emphasize operational tasks, while those with a Master's degree are more likely to engage in strategic planning and team development. Managers with a Doctorate demonstrate research-informed practices but may face challenges in applying theoretical knowledge to practical situations. Employees consistently highlighted the importance of

communication, empathy, and adaptability in fostering a positive work environment, regardless of a manager's educational background.

Survey responses revealed that 51.5% of employees agreed that a manager's education impacts their leadership style, though many emphasized that practical skills and emotional intelligence are more effective in day-to-day interactions. Managers with higher education credentials were generally seen as more strategic, but their effectiveness was contingent on their ability to apply knowledge in ways that resonated with employees. For example, managers with a Master's degree were particularly valued for their collaborative and adaptive approaches, which promoted team cohesion and professional growth. Conversely, managers lacking strong interpersonal skills, regardless of their education level, struggled to maintain morale and retain employees.

Classified employees valued adaptive and culturally inclusive management styles that promote diversity and professional growth. Survey results showed that 81.3% of employees agreed their managers respected cultural differences, and 87.9% appreciated flexibility in adapting to team needs. Managers recognized the importance of emotional intelligence and communication in enhancing job satisfaction and reducing turnover. However, systemic challenges, such as limited support and accountability within organizations, were identified as barriers to effective leadership. Employees often expressed dissatisfaction with managers who displayed favoritism or failed to provide adequate support, highlighting the critical role of trust and transparency in leadership.

6.2 IMPLICATIONS

Per Researcher Life Blog (2023), "Implications in research tell us how and why your results are important for the field at large." Implications in research explain the broader significance of our findings. They demonstrate how the results contribute to the

existing body of knowledge, influence policy or practice, or pave the way for future research. Highlighting these helps readers and stakeholders understand the impact and potential applications of completed work.

This study explored the necessity of a balanced approach to leadership development in California Local Educational Agencies. Formal higher education provides foundational knowledge and strategic insights, however, the practical training must be incorporated in addition to interpersonal skill development. The findings suggest that leadership effectiveness relies heavily on the ability to connect with employees, foster trust, and adapt to dynamic workplace environments.

California Local Educational Agencies are encouraged to prioritize leadership development initiatives that blend formal education, mentorship opportunities, hands-on experience, and training in emotional intelligence. Such programs can equip Classified managers with the flexibility and teamwork skills needed to address the complex challenges of today's workplaces. Furthermore, emphasizing ethical practices and culturally inclusive management approaches can help create a work environment of respect and mutual support.

Addressing systemic challenges is essential for empowering managers to succeed. The research identified a lack of support structures, such as mentorship programs and professional development opportunities, as a significant barrier to effective leadership. These structures are crucial for providing guidance, fostering growth, and enhancing leadership skills. Implementing robust accountability measures and creating a culture of continuous learning can significantly improve leadership capabilities. Furthermore, senior leaders must actively support middle managers, giving them the resources and autonomy to lead effectively.

Promoting adaptive, ethical, and culturally inclusive management styles can enhance employee morale, job satisfaction, and retention, ultimately contributing to organizational success. This can be achieved by providing training on these management styles, setting clear expectations, and leading by example. The findings also highlight the importance of balancing theoretical knowledge with practical application. Managers who blend higher education credentials with strong interpersonal skills are better equipped to inspire loyalty and respect among employees, creating a positive and productive workplace culture.

6.3 RECOMMENDATIONS FOR FUTURE RESEARCH

Researcher Life Blog (2023) published "Recommendations in research are suggestions/solutions that address certain problems based on your study results." Those should be actionable suggestions or developed strategies for addressing specific problems the study discovered. They can provide practical guidance for policymakers and other stakeholders on how to apply the newly found results to resolve existing issues and improve developed practices or, in any way, advance the knowledge in the field. Clear and evidence-based solutions should connect research outcomes and their applications.

Future studies should explore the following areas to build on the findings of this research:

Longitudinal studies: Conduct longitudinal research to examine how management styles evolve over time with changes in education, experience, and organizational contexts. One of the possibilities is a detailed observation of managers' development over several years. That could provide deeper insights into the correlation between formal education and practical experience.

Broader demographics: Recreate the study to explore the impact of educational levels and management styles in different counties, school districts, and cultural contexts to determine the validity of the findings in different organizational settings. Expanding the scope of research can reveal variations in leadership dynamics influenced by regional or cultural factors.

Quantitative analysis: Employ larger sample sizes for more robust quantitative analyses to confirm the relationships between education, management styles, and employee outcomes.

Impact of systemic factors: Explore how organizational policies, support systems, and accountability measures influence leadership effectiveness and employee satisfaction. Understanding the systemic factors that enable or hinder leadership success can inform targeted interventions.

Sector comparisons: Compare leadership styles and outcomes in the public (federal, state and local) versus private sectors to identify transferable best practices. This comparison can provide a broader perspective on effective management strategies across different industries and organizational settings.

Emotional intelligence training: Investigate the specific role of emotional intelligence training in enhancing leadership effectiveness and employee productivity. Future research could examine the impact of targeted training programs on managers' ability to build trust, foster communication, and adapt to team needs.

6.4 CONCLUSION

This study, employing both quantitative and qualitative phenomenological approaches, highlights the complex nature of effective leadership within California Local Educational Agencies. It explores Classified management styles and employment sectors

that have historically received limited attention, offering new perspectives on these under-researched areas. While higher education provides valuable tools for strategic thinking and leadership development, it is not the sole determinant of managerial success. Practical experience, emotional intelligence, and fostering trust and engagement are critical components of effective leadership. Employees and managers emphasized the importance of interpersonal skills and adaptability in navigating complex workplace dynamics.

Organizations can create a positive environment that elevates employee morale, satisfaction, and retention by addressing systemic challenges and investing in holistic leadership development. Managers who integrate educational credentials with strong interpersonal skills and practical experience are better positioned to lead effectively, inspire their teams, and achieve organizational goals.

These findings provide meaningful insights into the relationship between education and leadership, serving as a foundation for further exploration and practical application in educational and organizational settings. As organizations adapt to changing demands, cultivating inclusive, flexible, and supportive leadership will be essential for building positive workplace environments and ensuring long-term success.

APPENDIX A
SURVEY CONSENT FORM

Informed Consent Form

Research project title: The Impact of Higher Education on Leadership Styles in California Local Educational Agencies and How They Affect Turnover Rates and Job Satisfaction in Classified Employment

Research investigator: Biljana Babic Tatomirovic

Participant: _____

Your participation in this research and filling out the questionnaires is voluntary. I don't anticipate any risks associated with your participation, but you have the right to stop or withdraw from the research at any time.

Thank you for agreeing to be a part of the above research project and participate in the questionnaires. This consent form is necessary for me to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you, therefore, read the below **information sheet** and then sign this form to certify that you approve the following:

- The results of the questionnaires will be analyzed by Biljana Babic Tatomirovic, the research investigator
- Access to the filled-in questionnaire will be limited to Biljana Babic Tatomirovic and academic colleagues and researchers with whom she might collaborate as part of the research process. (you will be notified if this is the case)
- Any summary made available through academic publications or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that additional information that could identify you is not revealed
- Any variation of the conditions above will only occur with your further explicit approval

All or part of the content may be used;

- In academic papers, policy papers or news articles
- On our website and in other media that we may produce, such as spoken presentations
- On other feedback events
- In an archive of the project as noted above

By signing this form, I agree that;

1. I am voluntarily taking part in this project. I understand that I don't have to take part, and I can stop participating at any time;
2. I have read the above Information sheet and the overview research email that was sent out;
3. I don't expect to receive any benefit or payment for my participation;
4. I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.

Printed Name

Email Address

Participants Signature

Date

Researchers Signature

Date

[Contact Information](#)

- Researcher: Biljana Babic Tatomirovic
- Address: 901 Blanco Circle, Salinas CA 93901
- Email: biljanababic33@gmail.com and btatomirovic@montereycoe.org

APPENDIX B

INTERVIEW CONSENT FORM



Interview Consent Form

Research project title: The Impact of Higher Education on Leadership Styles in California Local Educational Agencies and How They Affect Turnover Rates and Job Satisfaction in Classified Employment

Research Investigator: Biljana Babic Tatomirovic

Research Participants name: _____

The interview will take about 45 minutes. We don't anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research require that interviewees explicitly agree to being interviewed and how the information contained in their interview will be used. This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying **information sheet** and then sign this form to certify that you approve the following:

- the interview will be recorded and a transcript will be produced
- you will be sent the transcript and given the opportunity to correct any factual errors
- the transcript of the interview will be analysed by Biljana Babic Tatomirovic as research investigator
- access to the interview transcript will be limited to Biljana Babic Tatomirovic and academic colleagues and researchers with whom she might collaborate as part of the research process
- any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed
- the actual recording will be destroyed after the transcript is finalized

- any variation of the conditions above will only occur with your further explicit approval

Quotation Agreement

I also understand that my words may be quoted directly. With regards to being quoted, please initial next to any of the statements that you agree with:

	I wish to review the notes, transcripts, or other data collected during the research pertaining to my participation.
	I agree to be quoted directly.
	I agree to be quoted directly if my name is not published and a made-up name (pseudonym) is used.
	I agree that the researchers may publish documents that contain quotations by me.

All or part of the content of your interview may be used;

- In academic papers, policy papers or news articles
- On our website and in other media that we may produce such as spoken presentations
- On other feedback events
- In an archive of the project as noted above

By signing this form I agree that:

1. I am voluntarily taking part in this project. I understand that I don't have to take part, and I can stop the interview at any time;
2. The transcribed interview or extracts from it may be used as described above;
3. I have read the Information sheet;
4. I don't expect to receive any benefit or payment for my participation;
5. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality;
6. I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.

Printed Name

Participants Signature

Date

Researchers Signature

Date

Contact Information

This research has been reviewed and approved by the Edinburgh University Research Ethics Board. If you have any further questions or concerns about this study, please contact:

Biljana Babic Tatomirovic

Tel: 831/402-3825

Email: biljanababic33@gmail.com

What if I have concerns about this research?

If you are worried about this research, or if you are concerned about how it is being conducted, you can contact SSBM by email at contact@ssbm.ch.

Monterey County Office of Education

Organizational Charts

2024-2025 Budget

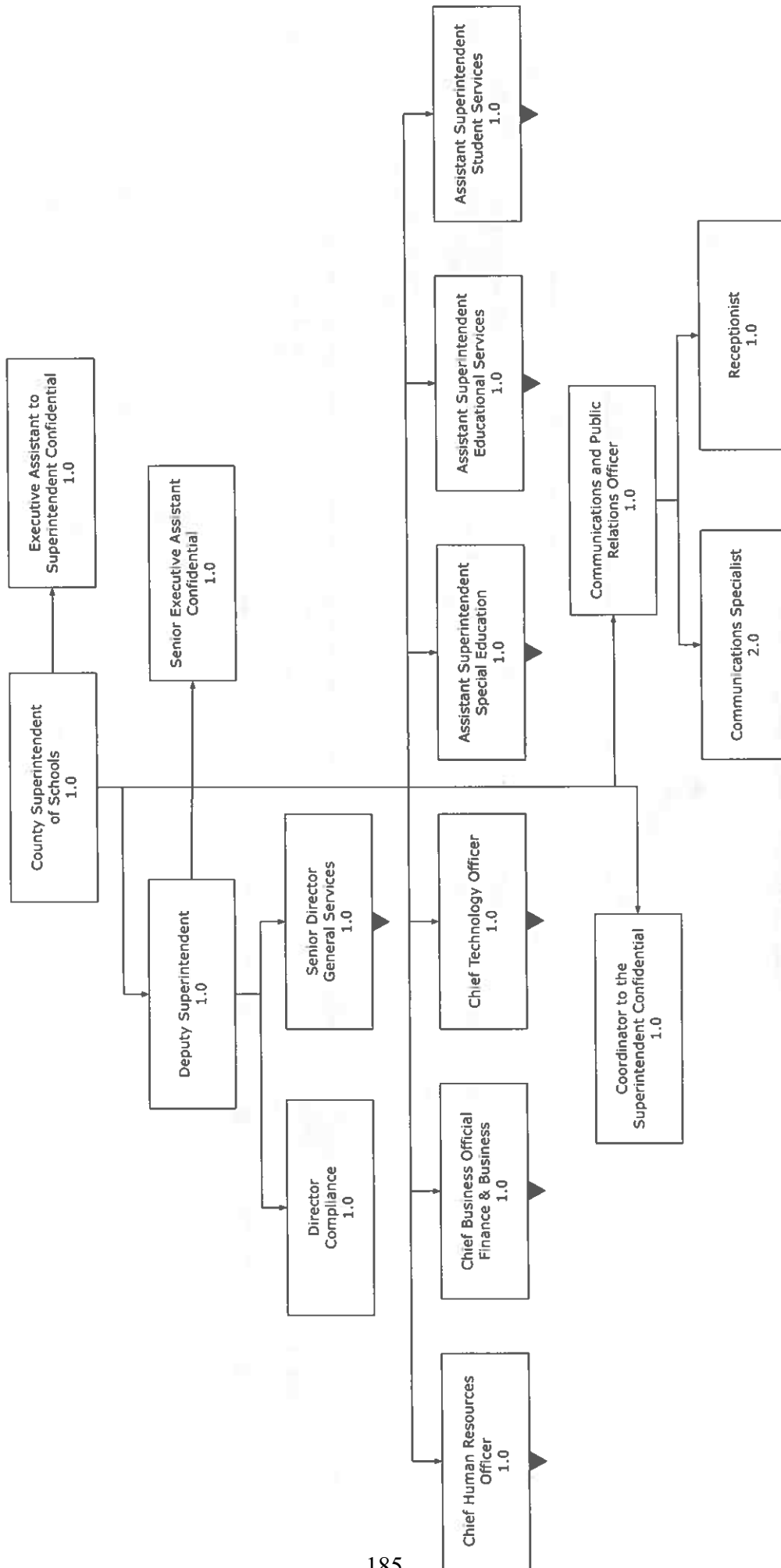


Dr. Deneen Guss
Monterey County Superintendent of Schools

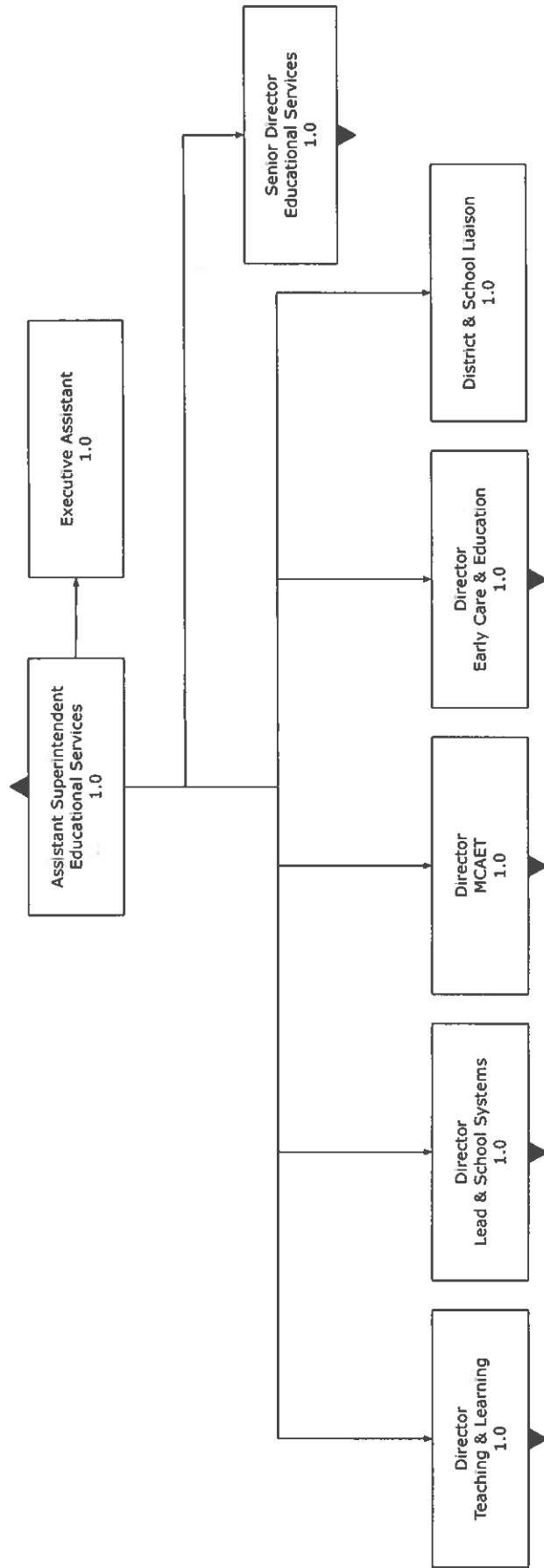
Monterey County Office of Education Organizational Charts • 2024-2025 Budget Table of Contents

Superintendent	1		
Educational Services Division	2		
Innovation & Strategic Improvement	3		
Early Care & Education	4		
Leadership & School Systems	5		
Teaching & Learning	6		
MCAET	7		
Finance & Business Services Division	8		
General Services Division	9		
Human Resources Division	10		
Information Technology Services	11		
SELPA	12		
Special Education Division	13		
Senior Director	14		
Educational Administrator	15		
		<i>Special Education continued</i>	
Autistic Spectrum Disorders and Development of Life Skills and Functional Academics Program - Preschool/Elementary	16		
Deaf & Hard of Hearing Program	17		
Development of Life Skills and Functional Academics Program	18		
Development of Life Skills and Functional Academics Program - South County	19		
TIP and Autistic Spectrum Disorders Program	20		
Student Services Division	21		
Alternative Education Programs	22-23		
Early Learning Program	24-26		
Monterey County Home Charter School	27		
Migrant Education Program	28-29		

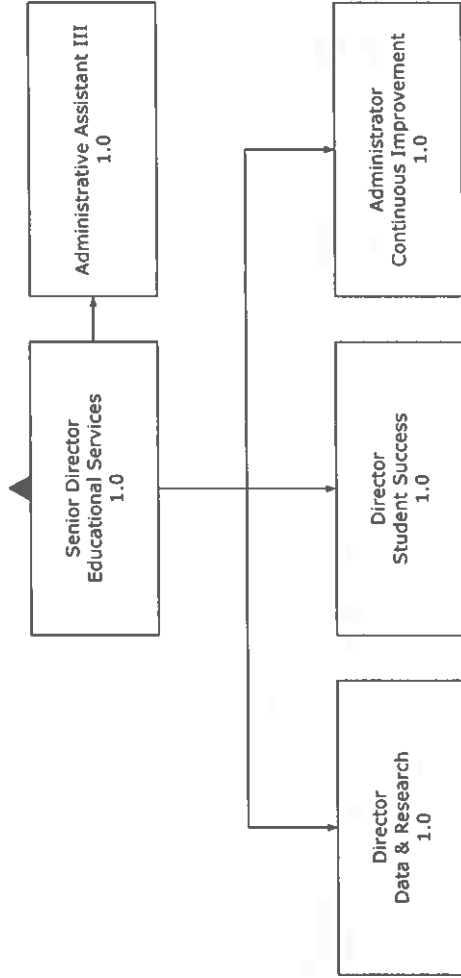
County Superintendent



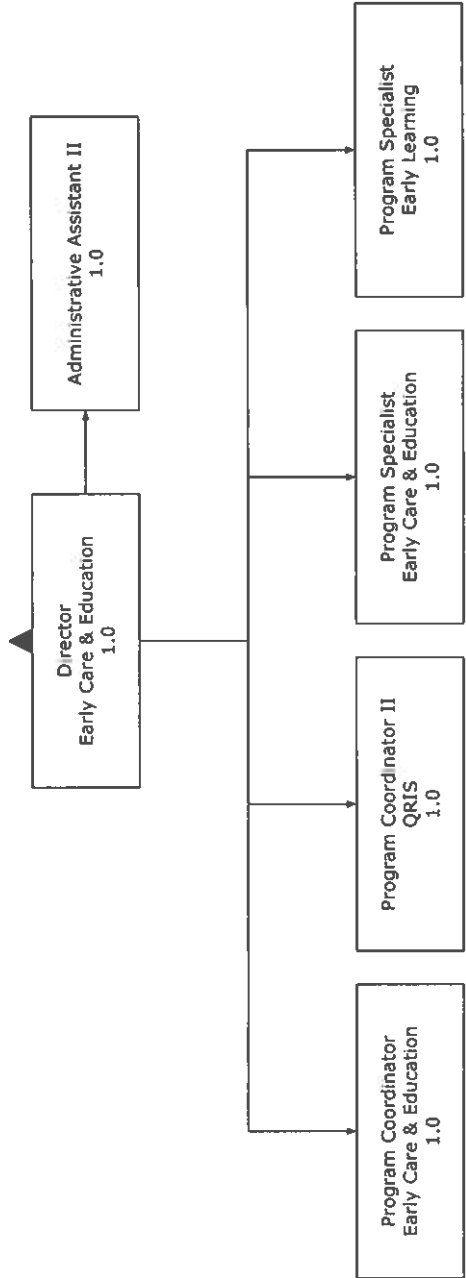
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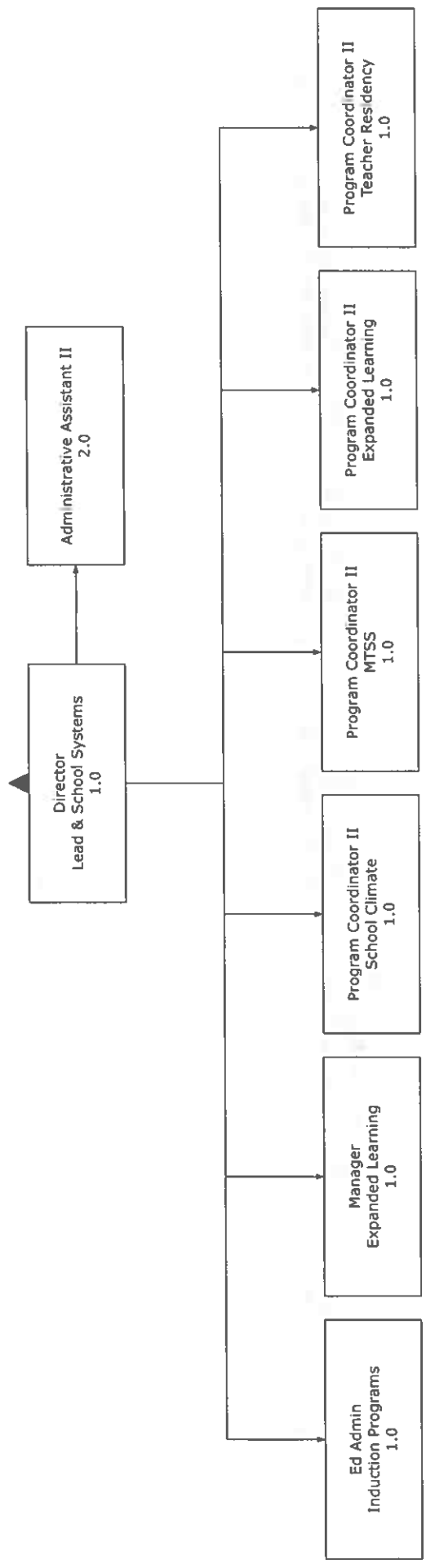
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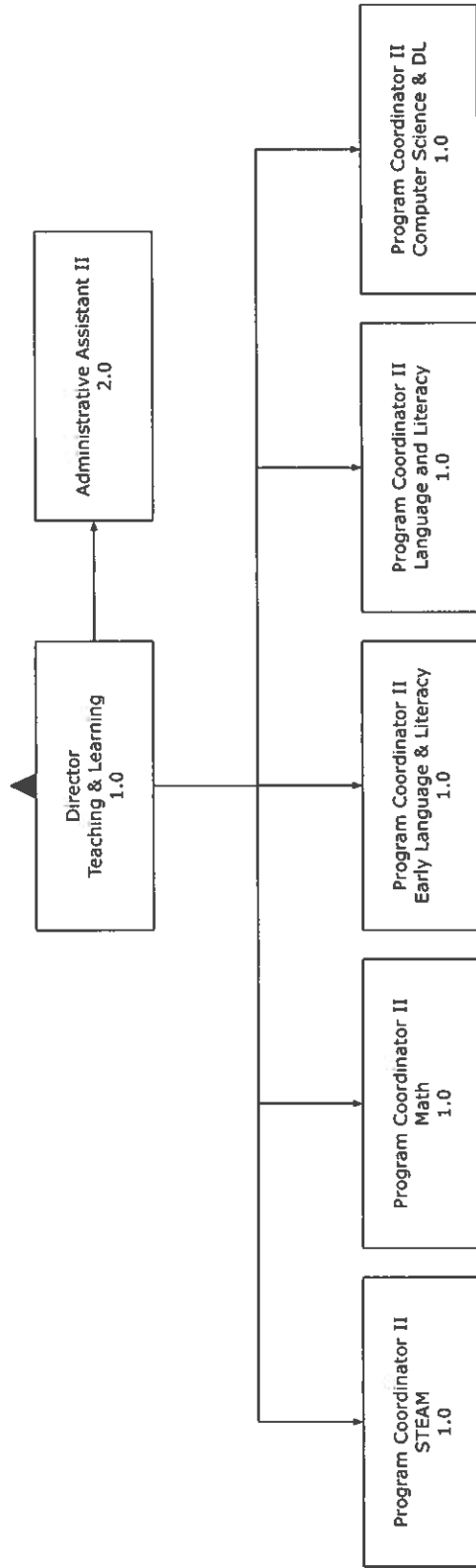
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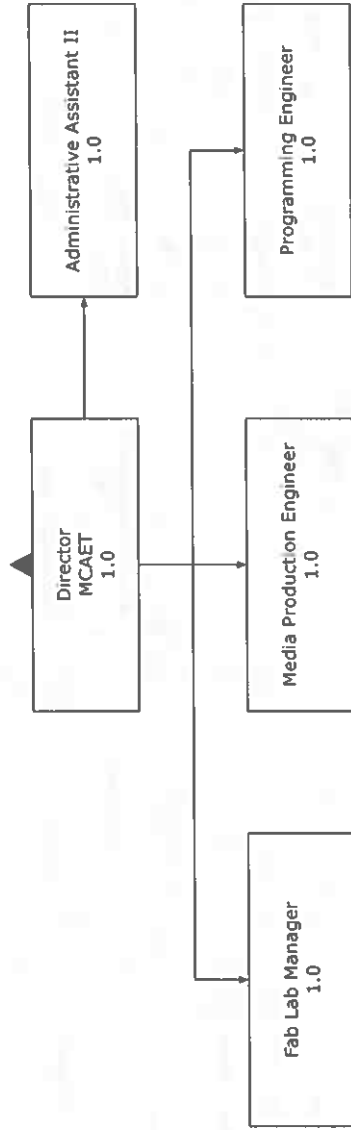
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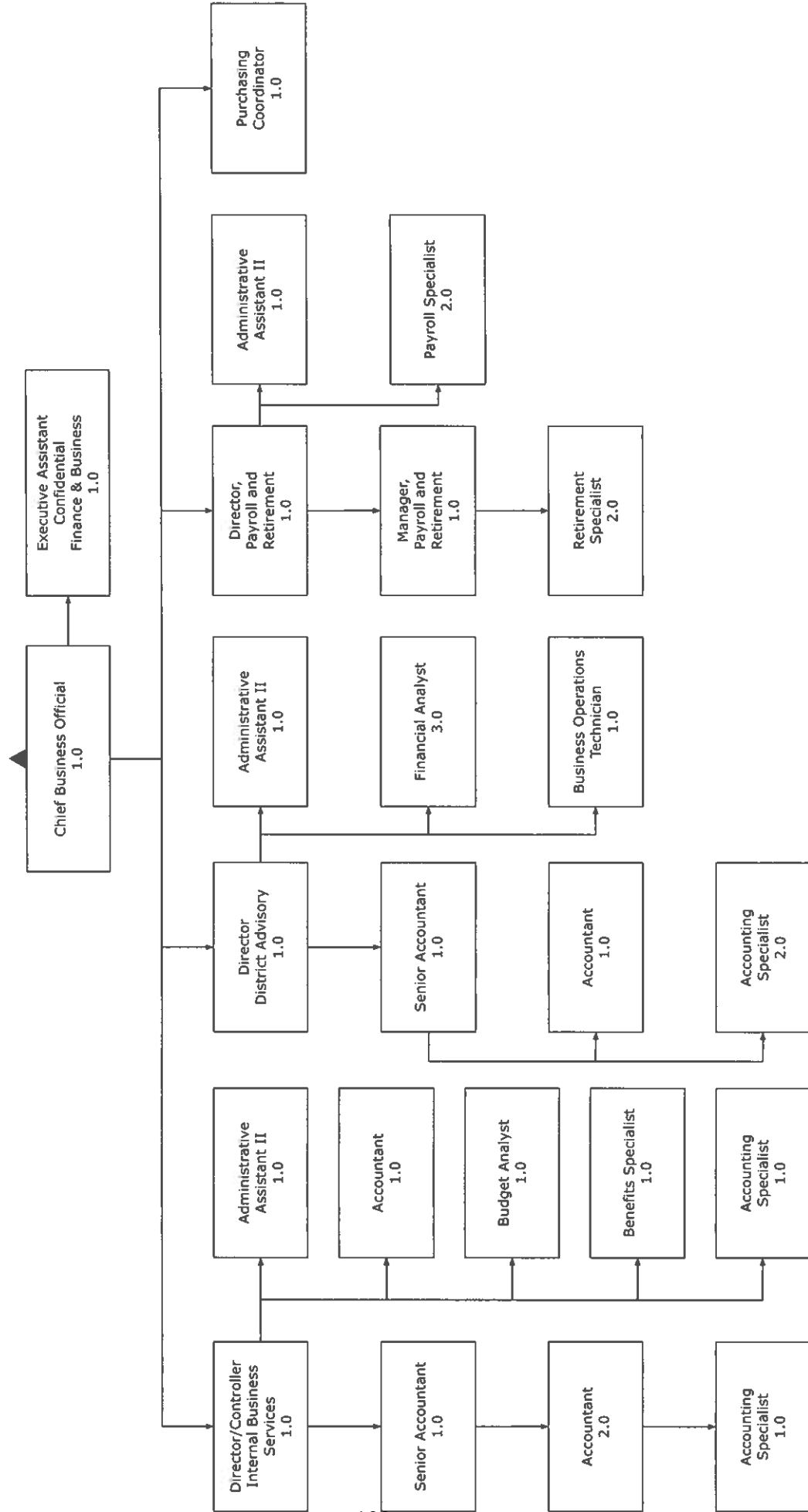
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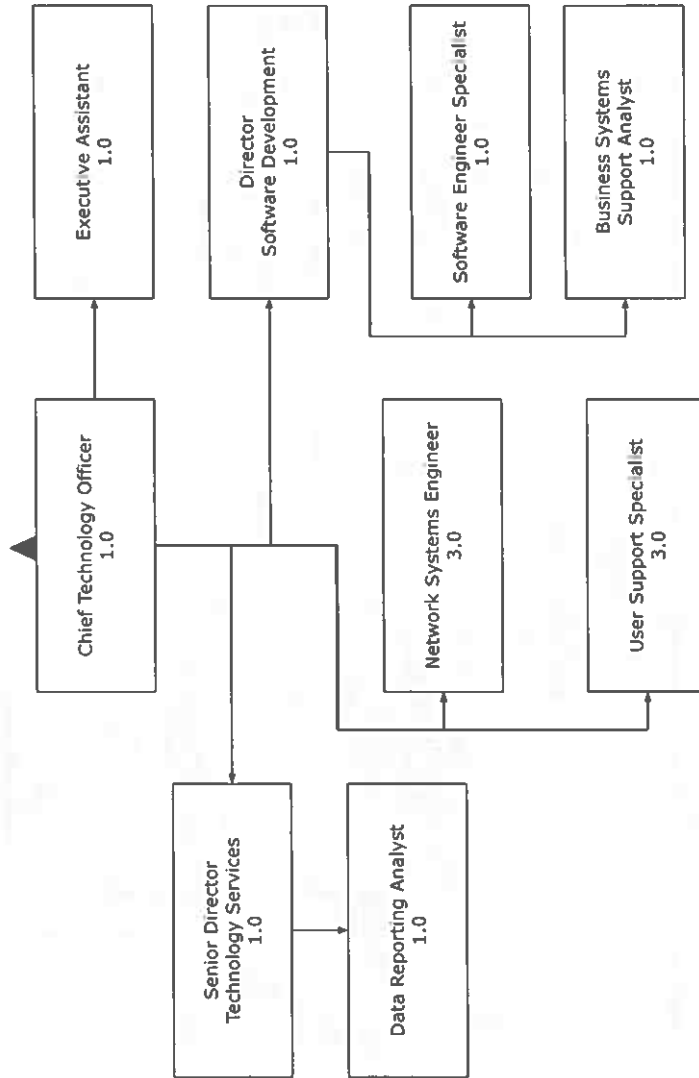
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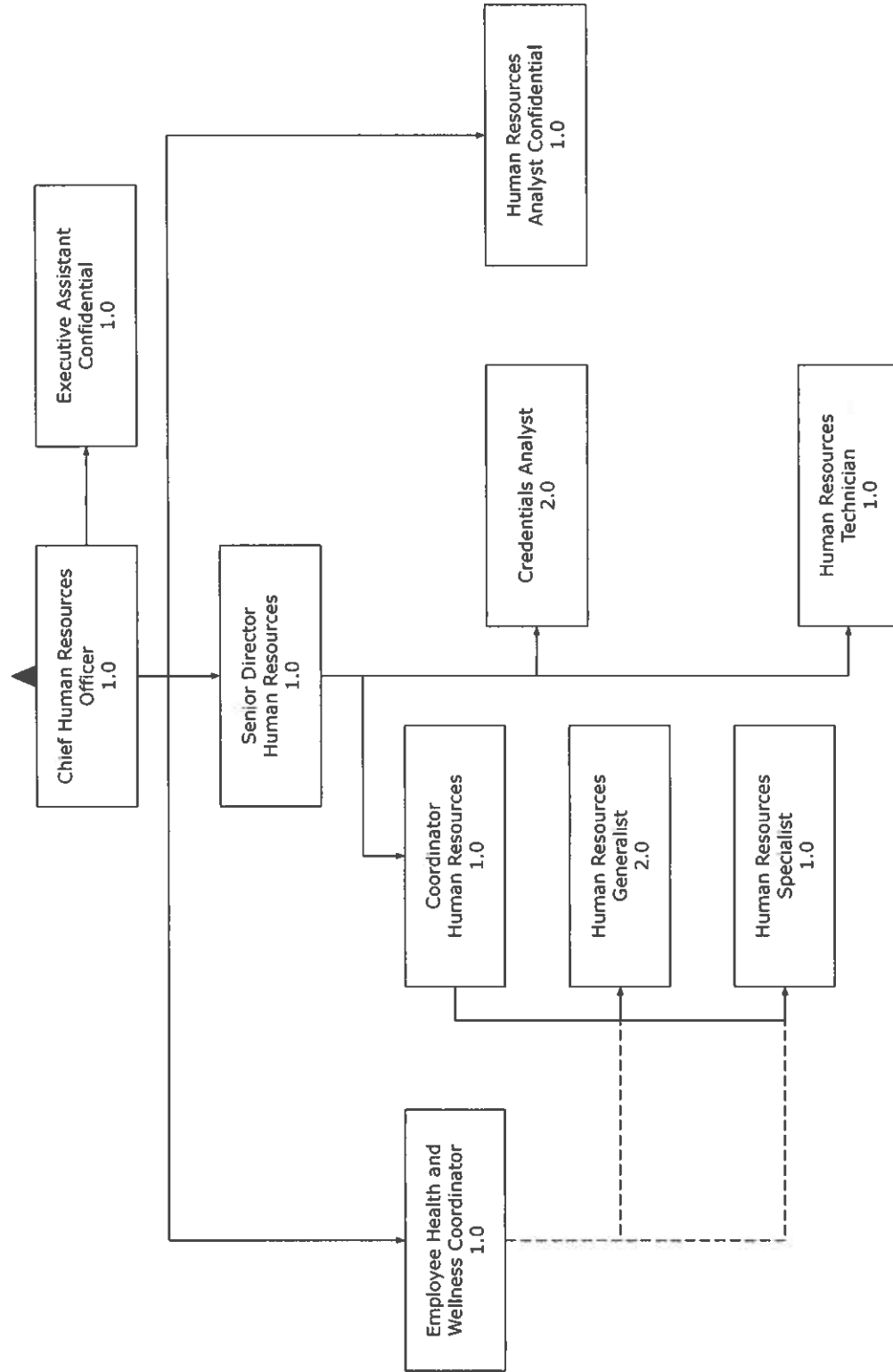
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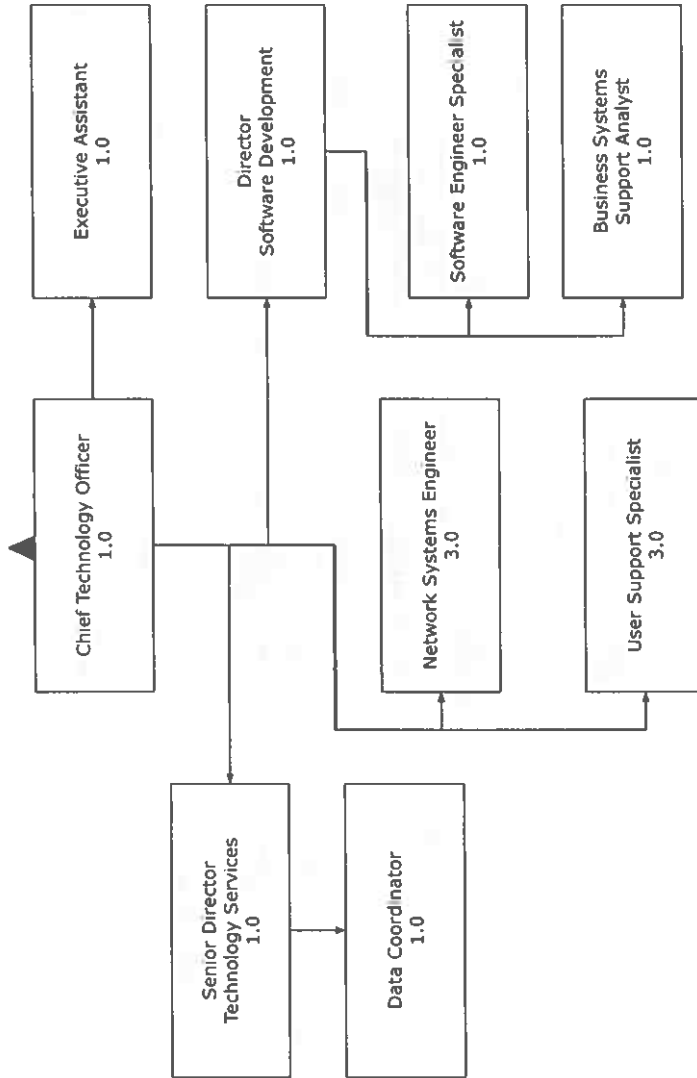
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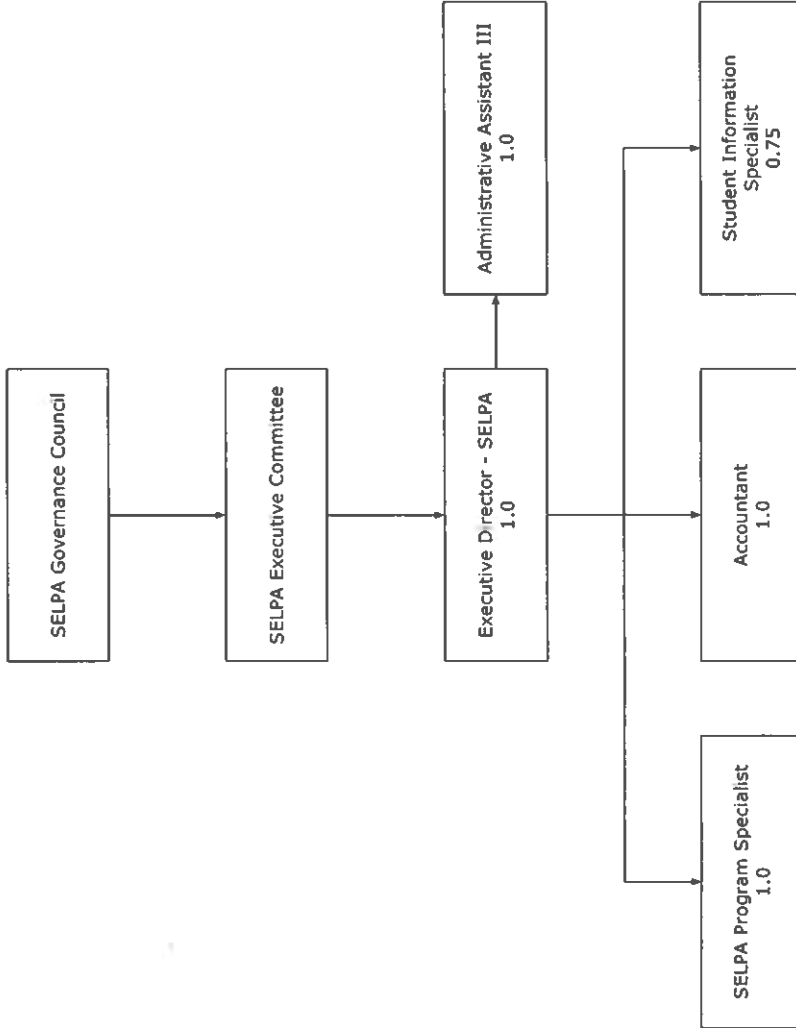
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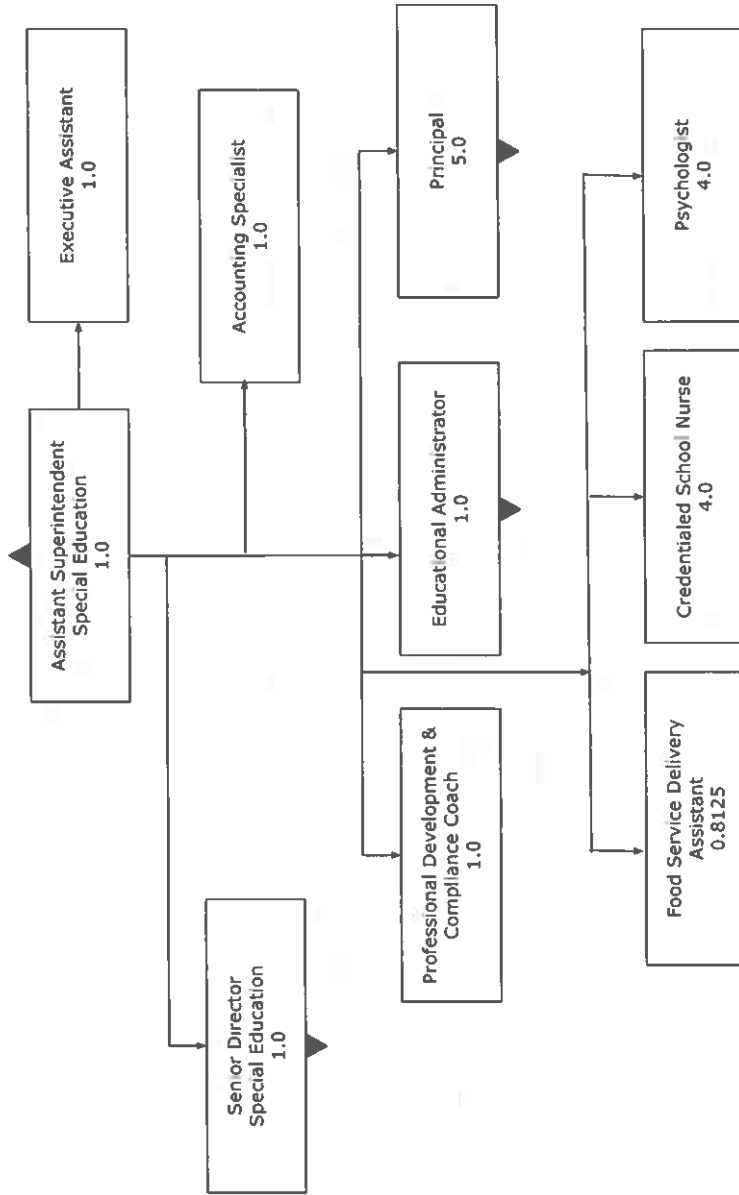
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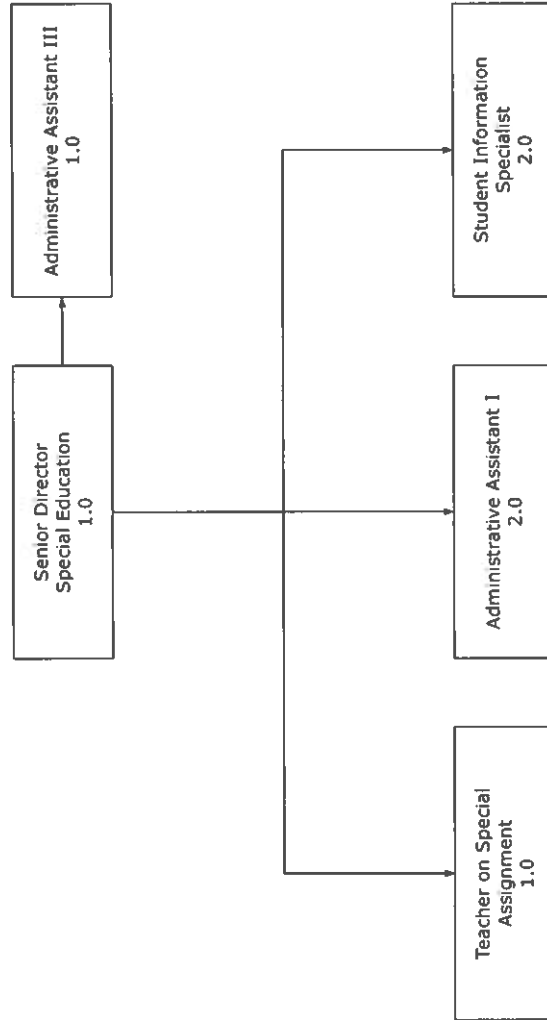
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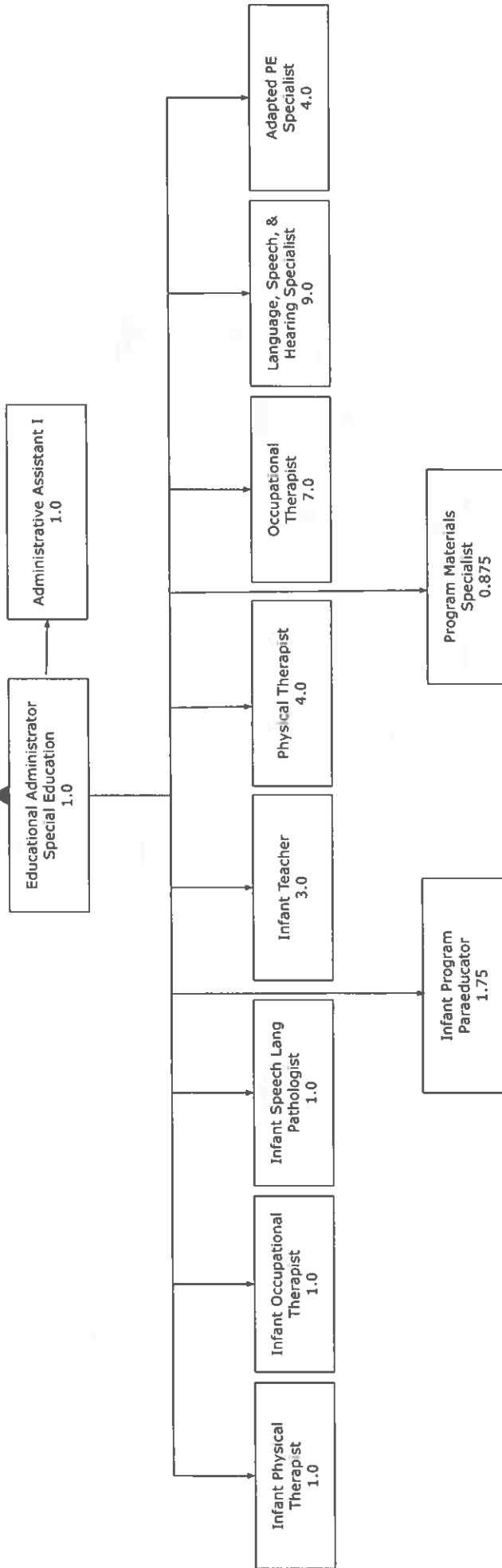
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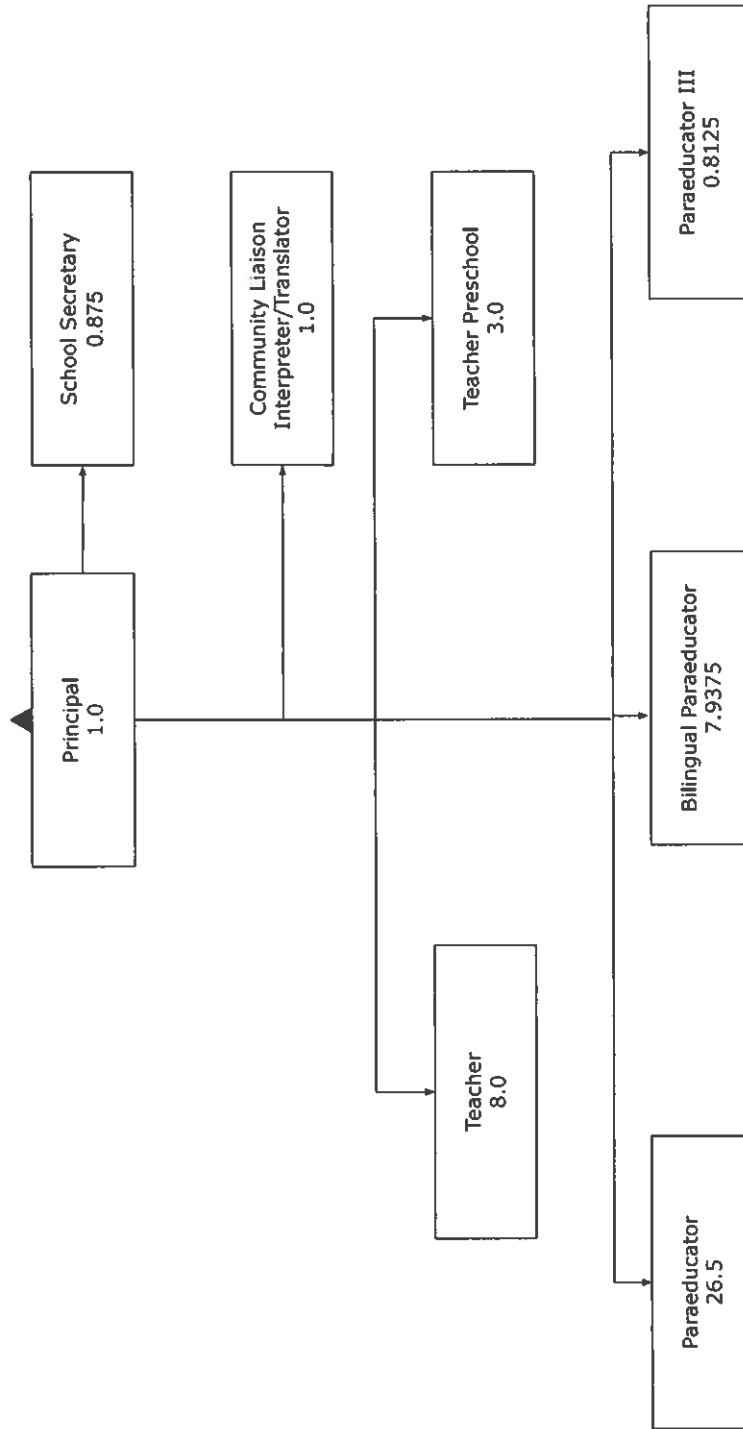
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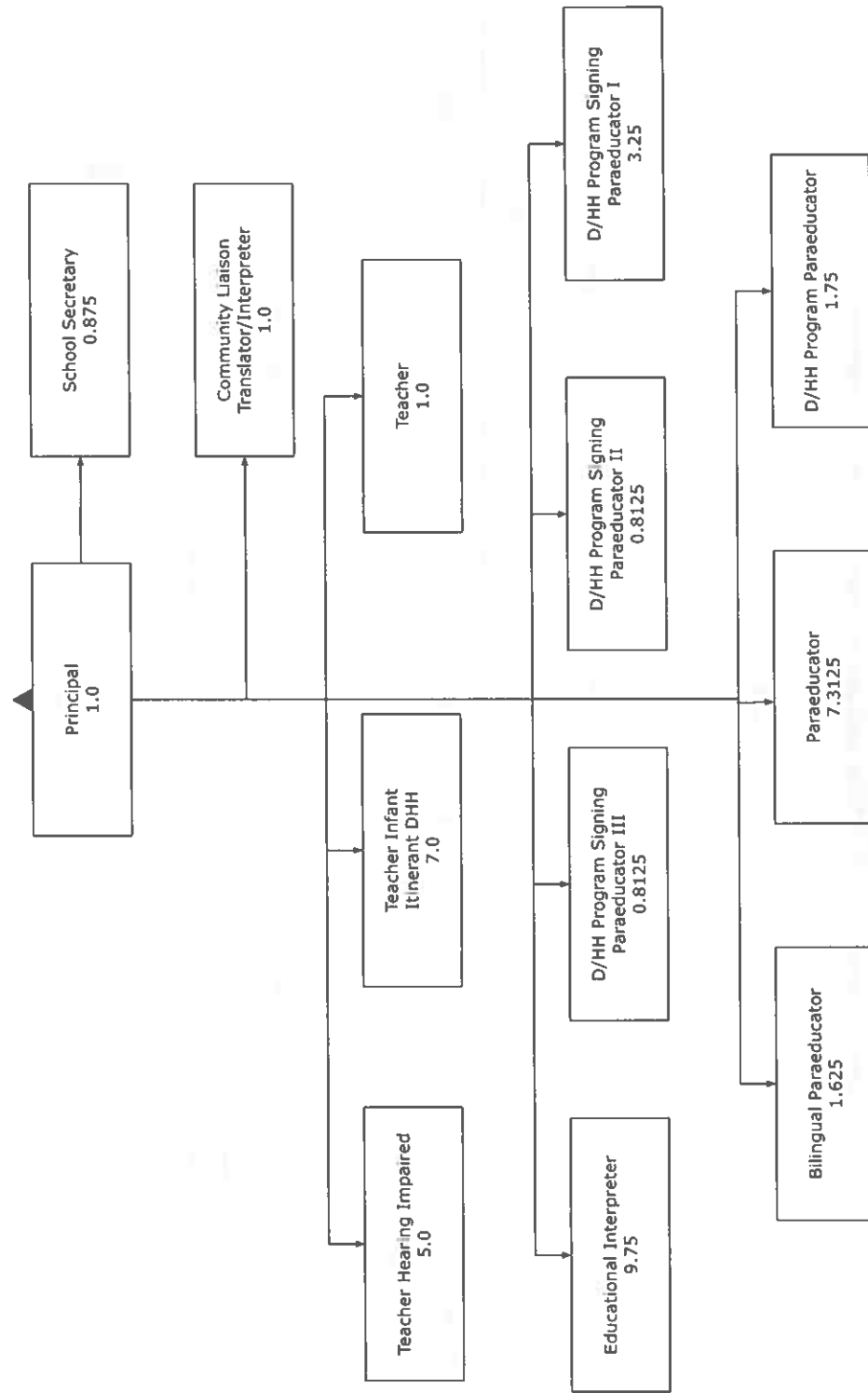
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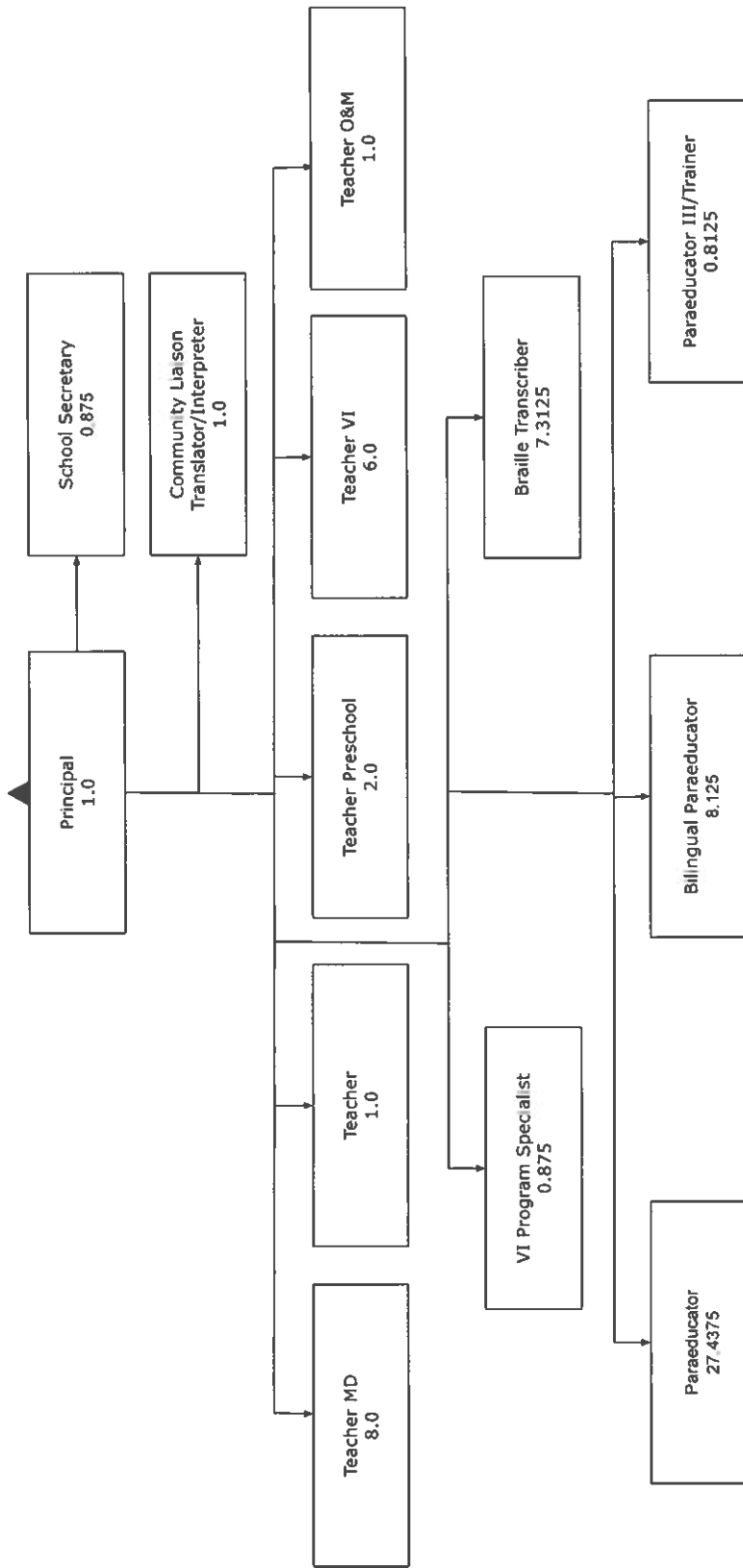
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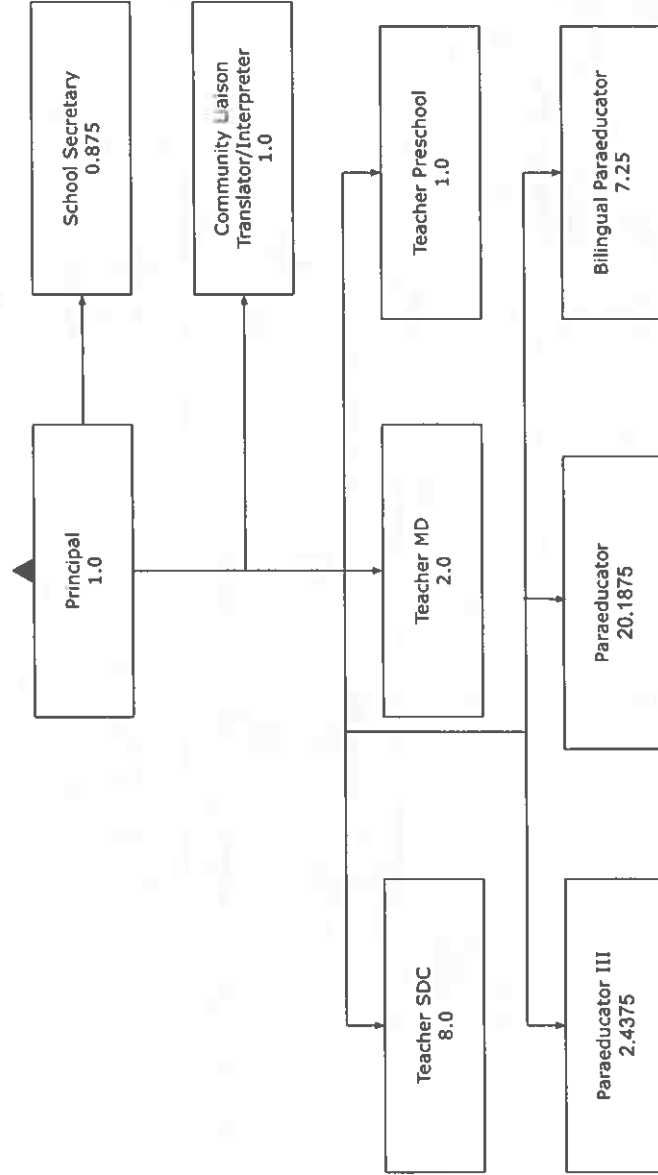
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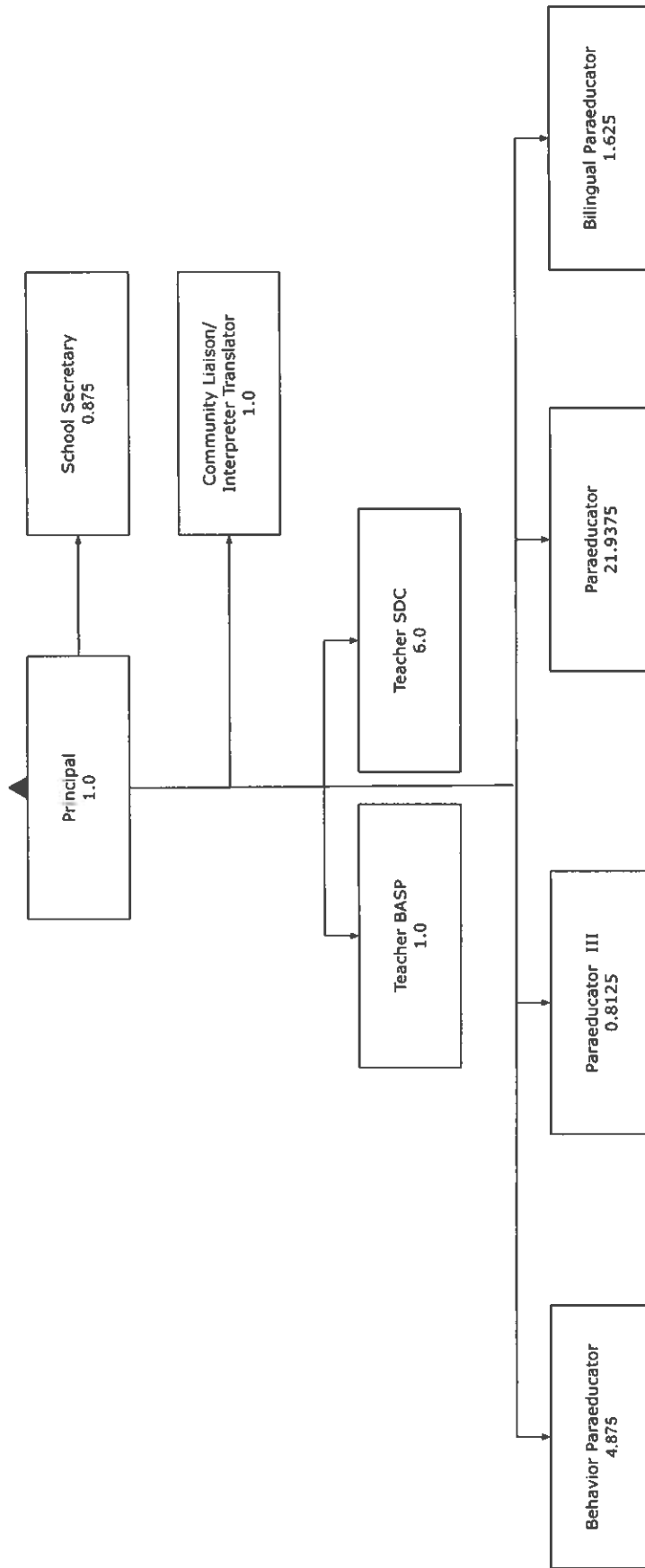
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Development of Life Skills and Functional Academics Program**



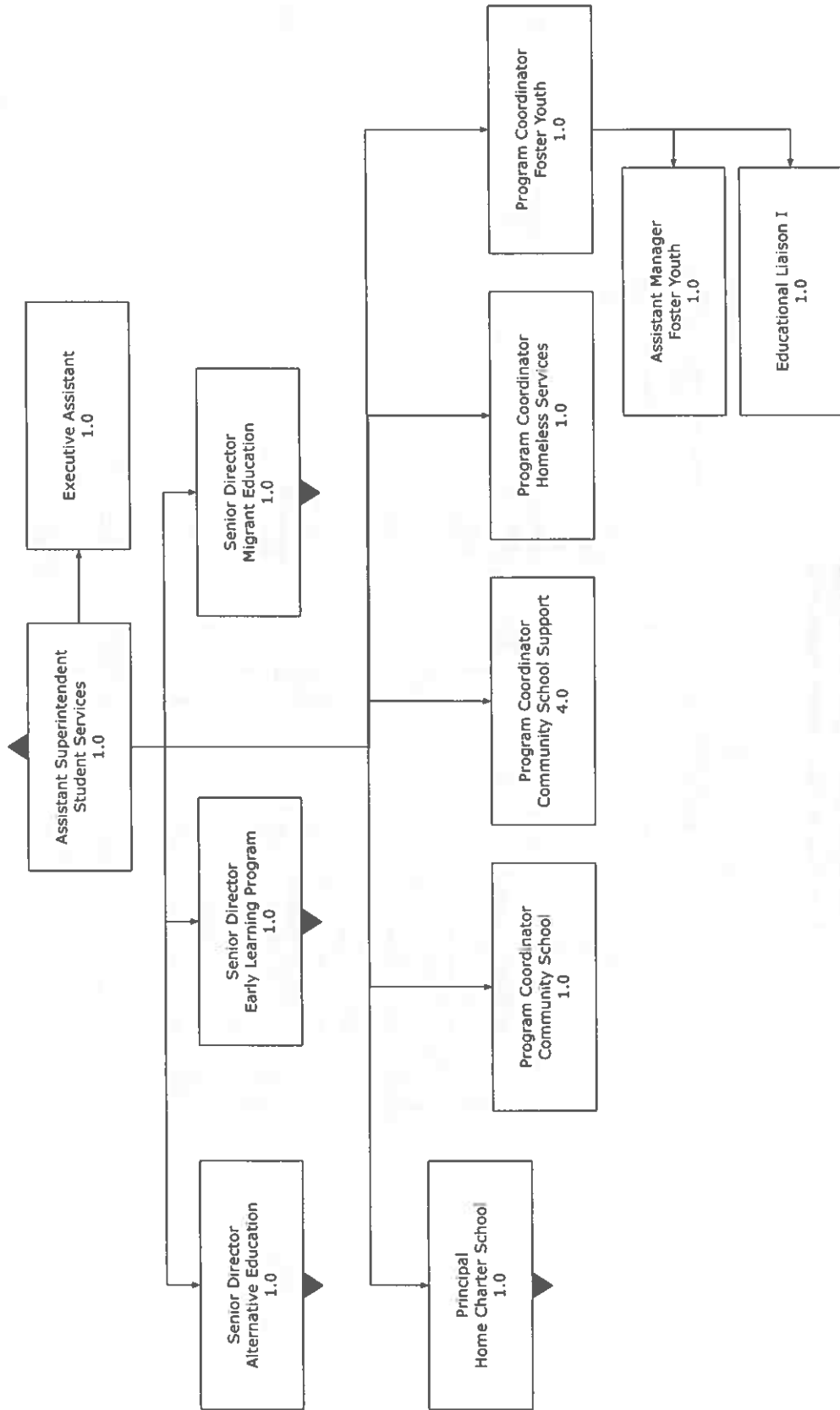
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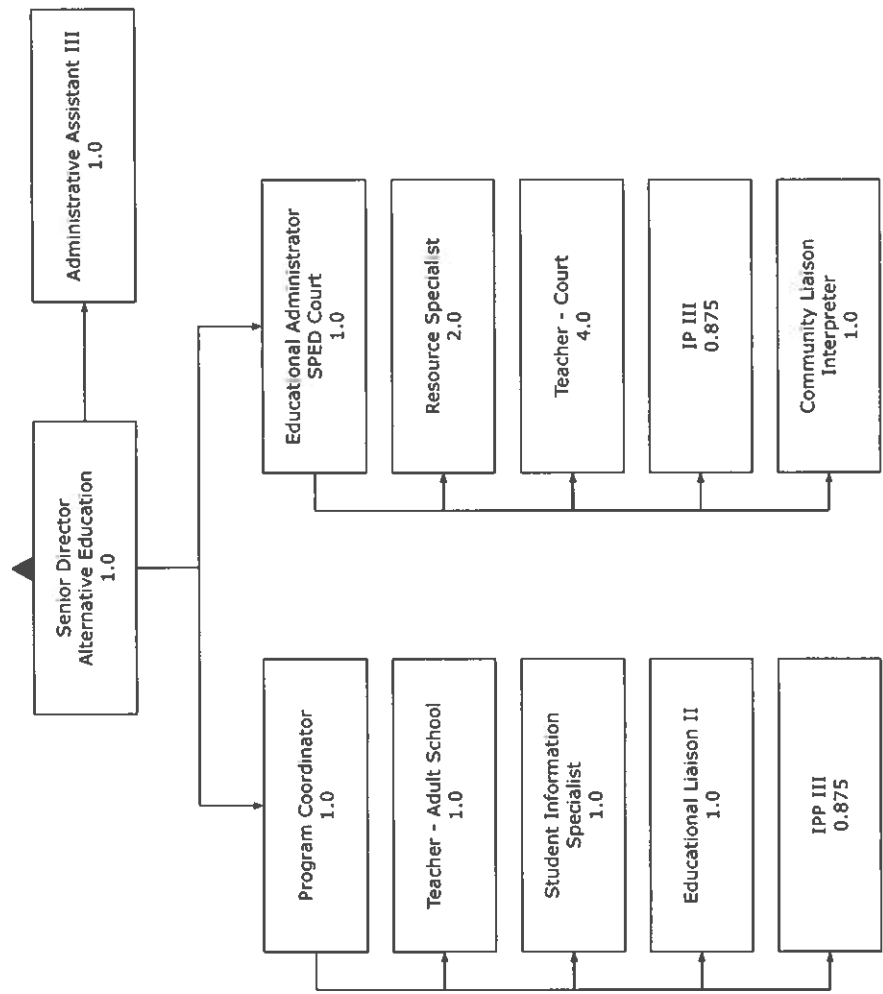
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TIP and Autistic Spectrum Disorders Program**



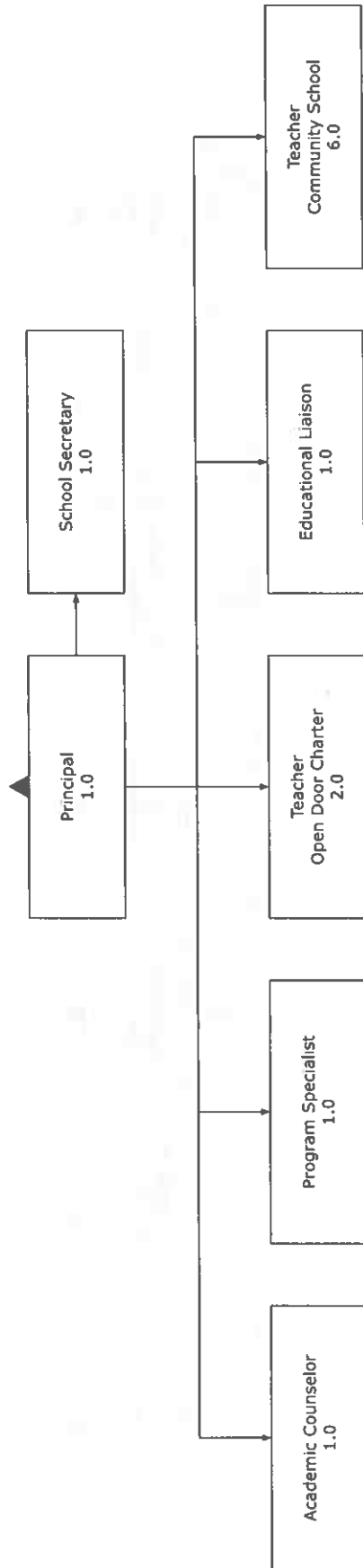
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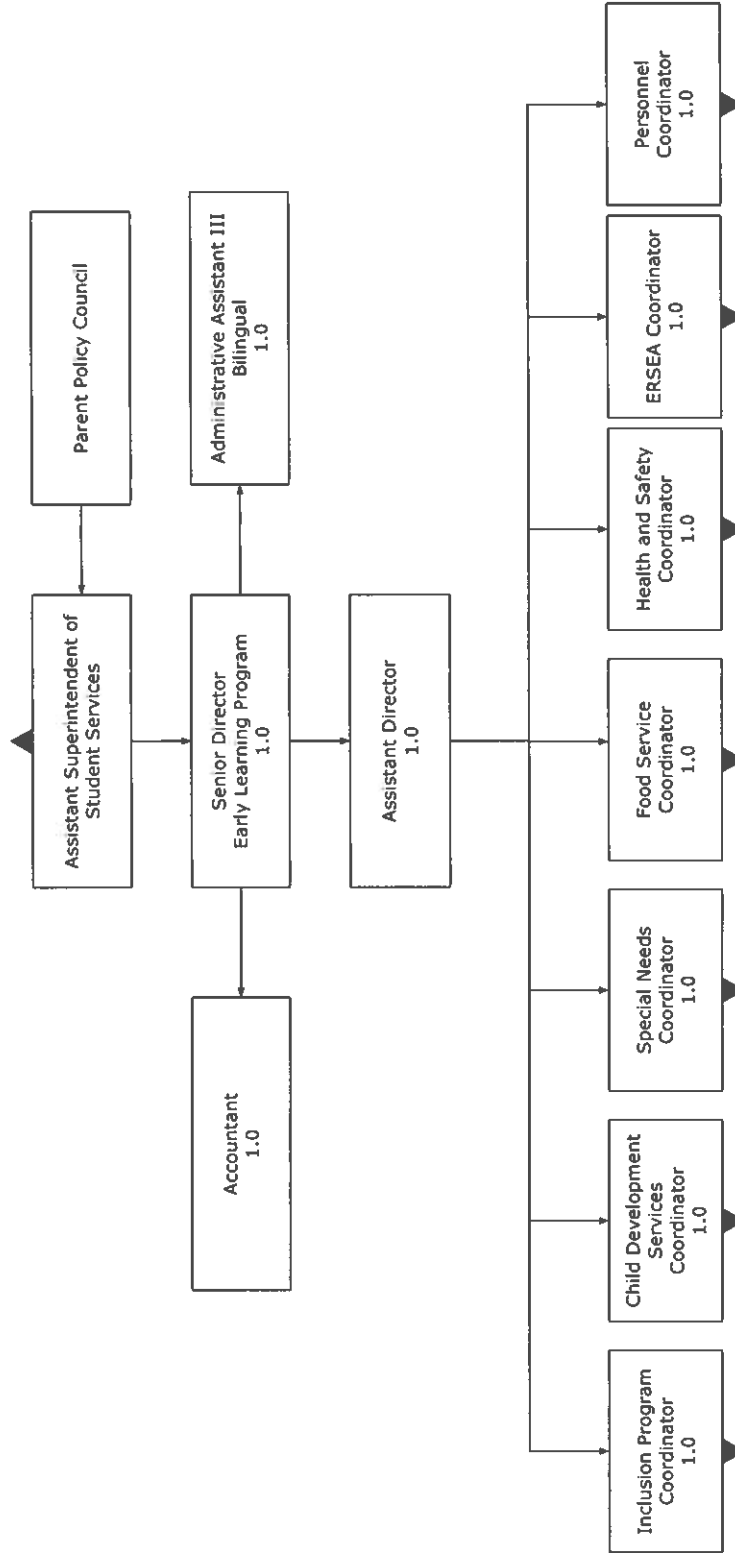
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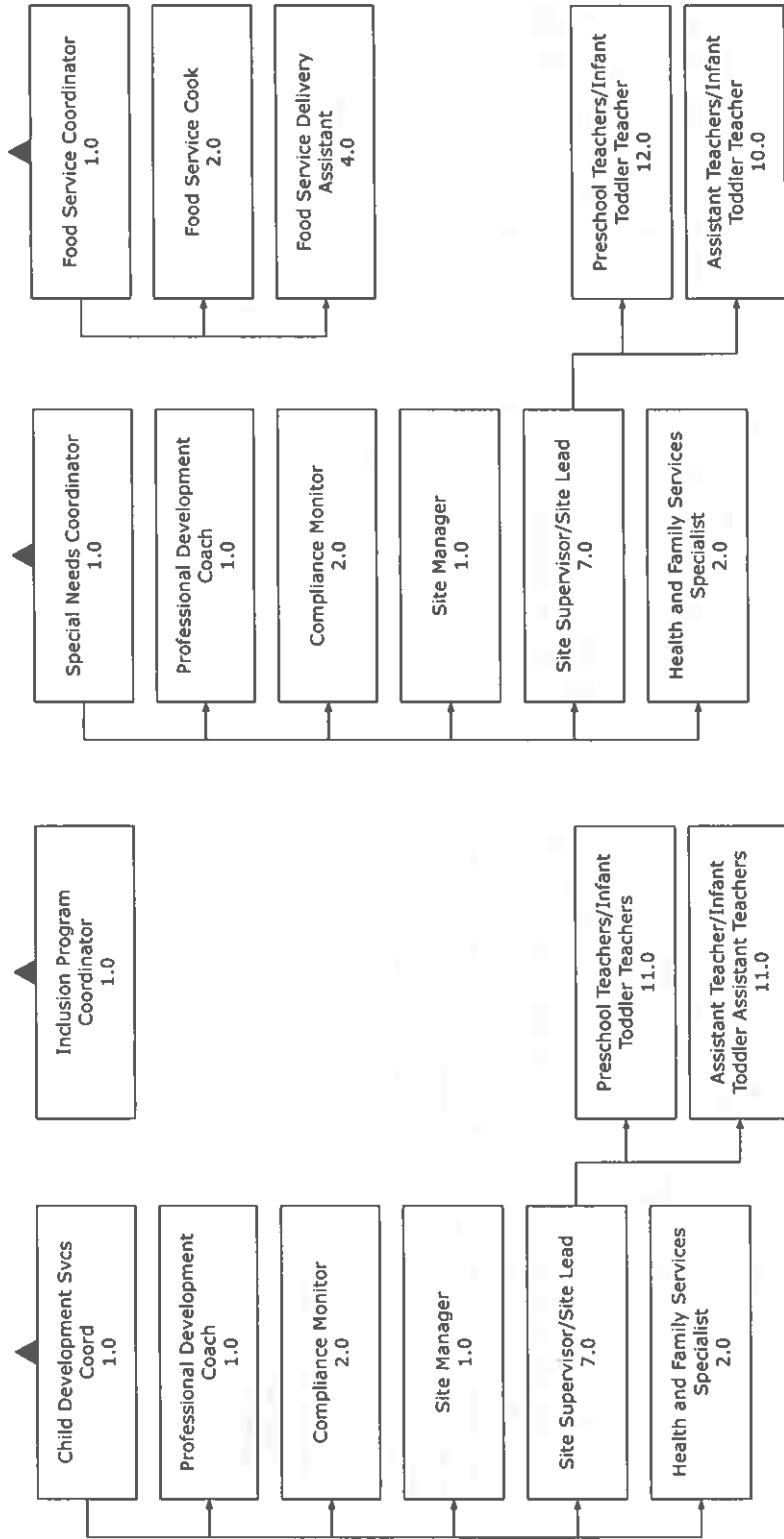
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Alternative Education Programs**



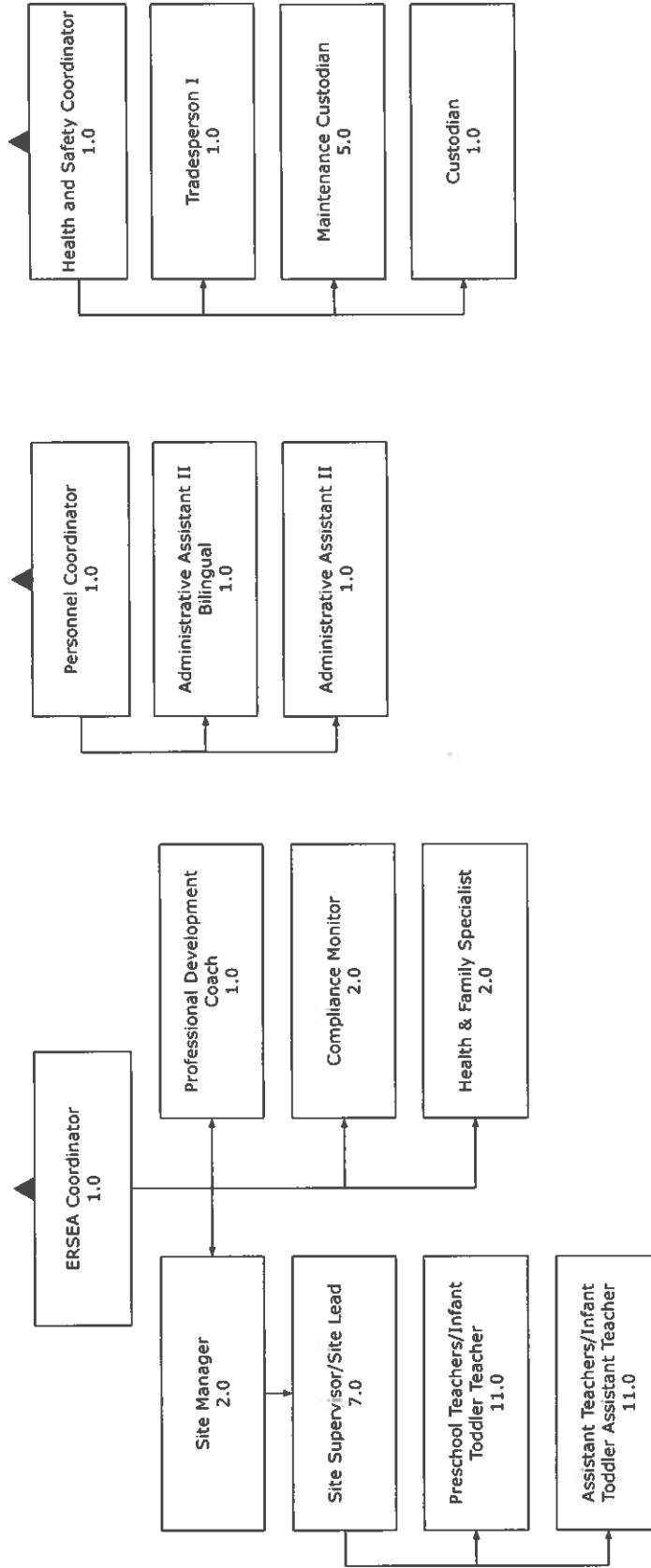
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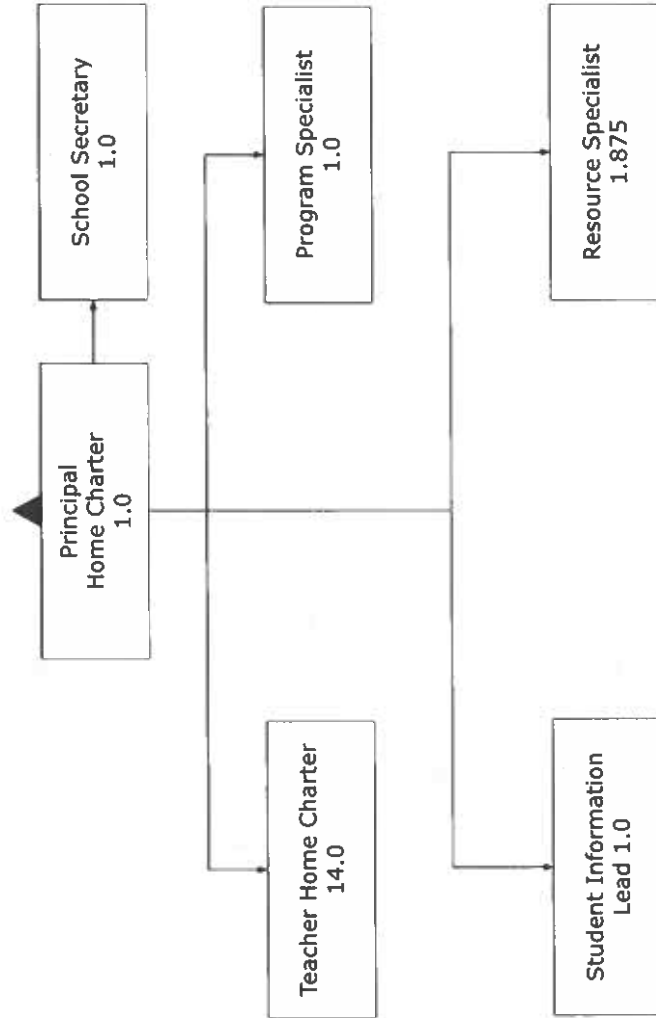
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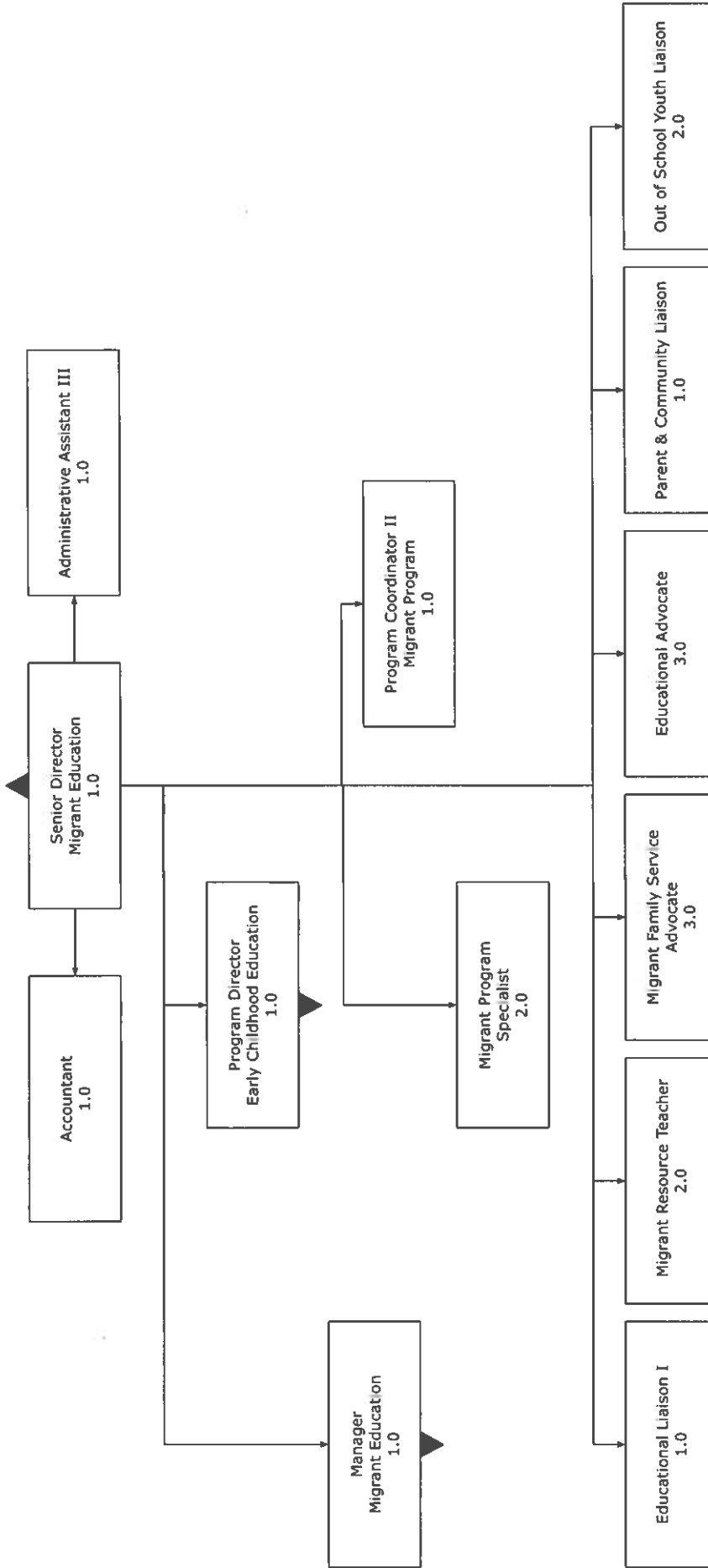
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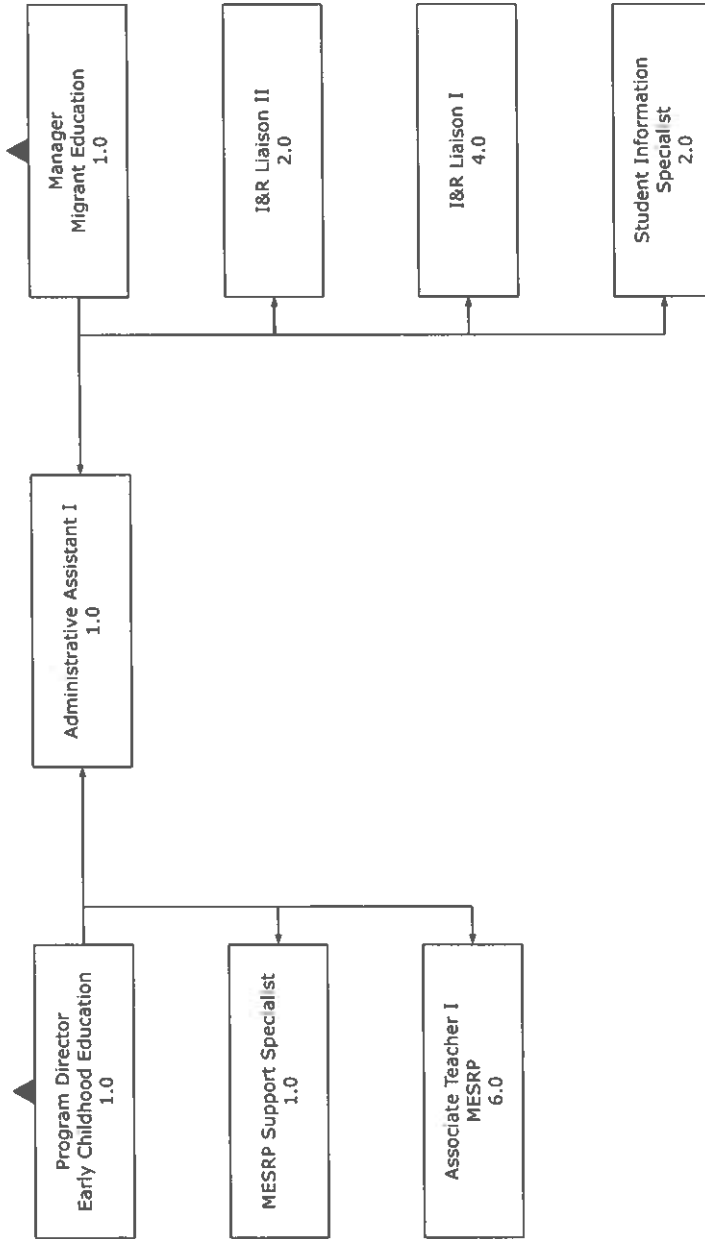
Student Services Division
Monterey County Home Charter School



**Student Services Division
Migrant Education Program**



**Student Services Division
Migrant Education Program**



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