TRANSFORMATIONAL LEADERSHIP BEHAVIORS IN CHRISTIAN SCHOOL

ATHLETIC ADMINISTRATORS AND ITS CORRELATION WITH COACH EFFICACY

by

Christopher David Hobbs

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A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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APPROVED BY:

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ABSTRACT

Athletic administrators in a Christian school setting have an unusual amount of influence over large portions of the student body via their influence on coaches. This study investigated the possibility of a correlative relationship between how varsity team head coaches perceive the degree of transformational leadership behaviors of their athletic administrators and their own coaching efficacy. Transformational leadership behaviors could be the most relevant leadership style for modern society, and the benefits of coaching efficacy range from an increase in job satisfaction to an increase in student-athlete satisfaction with the athletic experience. A correlation between athletic administrator leadership and the efficacy of their coaches could provide significant insight into ensuring that the student-athlete experience is positive. Utilizing the Global Transformational Leadership scale and the Coaching Efficacy Scale II – High School Teams, 171 varsity head coaches of team sports were surveyed regarding their perceptions of the athletic administrators they work for in Christian high schools. Pearson's product-moment correlation was used to correlate the single scale scores of the Global Transformational Leadership scale and the Total Coaching Efficacy scores of the Coaching Efficacy Scale II – High School Teams. A moderately positive statistically significant relationship was found between the varsity head coaches' perception of their athletic administrator's transformational leadership behaviors and their own coaching efficacy. These findings have implications for how athletic administrators lead their coaches and what behaviors school leaders should encourage in their athletic administrators.

Keywords: transformational leadership, coaching efficacy, athletic administration

Dedication

Five years ago, I entered the doctoral program at Liberty University for many reasons. All of those reasons were valid in their own way, and during this time, I have never doubted my decision to earn a doctorate. Even in the midst of the frustration and stress that comes along with such a journey, I knew it was right thing to do for my wife and children, and that is who I would like to dedicate this dissertation and the completion of this journey to.

It was the right thing to do for my wife, Jennifer Ann, and I dedicate this final project her. She has always had an unyielding commitment to be the best, so when I came to her with this idea, she said "yes" immediately because she wanted her husband to be the best. She never complained about the time I spent on it, never complained about how much I talked to her about it. Her unyielding commitment to the best never yielded to any of these inconveniences. Not once. I dedicate this project to her because she deserves the best. I believe I took a step toward being that for her with the completion of this degree.

The earning of the doctorate was the right thing for my children because they were able to watch their father go far and beyond what was expected. I hope the time that I sacrificed with them to work on this degree returns a hundredfold in what they observed: their father chasing hard after excellence. I hope the degree earned affords me opportunities to spend time helping them chase hard after their own version of excellence during their high school, college, and adult years in ways that I can only imagine. I dedicate the completion of this degree to Alexis Marie, Christopher Jordan, and Madison Jean so that they will remember what chasing hard after excellence looks like and model it in their own lives in their own ways according to God's will for their life.

Acknowledgments

I would like to express my gratitude to Dr. Meredith Park for chairing my committee and Dr. David Gorman for sitting on my committee. They were both a delight to work with. I would like to acknowledge a few people that I have probably underestimated during this educational journey. I asked my wife what she thought about the idea of me earning a doctorate and she said yes without hesitation. I probably underestimate how much confidence I gained from her lack of hesitation on this idea. I would like to acknowledge my father, David Hobbs, and his own pursuit of an advanced degree in the early 90s when it was much more complicated to do such a thing while running a school and being a husband and father. I probably underestimate how much that normalized the idea of doing such things. I would like to acknowledge my mother, Linda Hobbs, who has always challenged me to think about my walk with the Lord and has always thought I was the best. I probably underestimate how much I think like her and how much her confidence in me has influenced me.

Outside of my family, some important people in my life have contributed to my desire and commitment to complete a doctorate. My college basketball coach, Mike Show, was one of the first individuals that I remember sparking a fire in me to pursue excellence in every area of my life. I probably underestimate how much his influence is all over every area of my life almost twenty years after I played for him. While playing for Coach Show, I gained Don Davis as a teammate. Fourteen years after we were teammates, he convinced me that pursuing doctorates was a good idea for both of us. I probably underestimate how valuable Dr. Don Davis's friendship has been to me personally and professionally.

I try not to underestimate this: God ordained me for this good work and many more. I am excited to pursue those good works for His glory the remainder of my career.

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List of Abbreviations

Association of Christian Schools International (ACSI)

Coaching Efficacy Scale II – High Schools Teams (CES II – HST)

Global Transformational Leadership Scale (GTL)

National Federation of High School Associations (NFHS)

National Interscholastic Athletic Administrators Association (NIAAA)

New International Version (NIV)

Social Cognitive Theory (SCT)

Total Coaching Efficacy (TCE)

CHAPTER ONE: INTRODUCTION

Overview

Coaches can be extremely influential in the life of a young person. In today's technologically driven society, high school student-athletes spend multiple hours per day "unplugged" from their devices and attentive to their coaches (Walker, 2018). The National Federation of State High School Associations (NFHS) reported in 2018 that for the 29th straight year, participation in interscholastic athletics increased. The statistical reality is that an increasing number of student-athletes are submitting themselves to the influence of coaches. Coaches who have a strong sense of coaching efficacy appear to be more effective at filling their coaching roles, so those things that influence coaching efficacy should be of great interest to those in the field of interscholastic athletics (Kavussanu, Boardley, Jutkiewicz, Vincent, & Ring, 2008). Athletic administrators are the individuals tasked to lead the coaches that have such important access to and influence over student-athletes (Hobbs, 2016). The leader-follower relationship is important in any setting; however, considering that a coach holds such uniquely intense influence over a young person, it appears the stakes are high for athletic administrators and coaches. Transformational leadership behaviors should be at the forefront of an athletic administrator's efforts to positively influence coaches (Abuhlaleh, 2016). The following chapter will describe the groundwork for a study that investigated the relationship between how coaches perceive the degree of transformational leadership behaviors exhibited by their athletic administrators and their own coaching efficacy.

Background

Athletic departments continue to hold their place in schools. The NFHS (2018) has reported an increase in interscholastic athletic participation for 29 straight years dating back to

1989, with nearly eight million students participating during the 2017–2018 school year""".

Some educators consider athletic departments to be the highest-profile part of a school (Nite &

Bopp, 2017). Schools can benefit from the success of a well-led athletic department, or they can

suffer the embarrassment that comes from ethical failures that are often associated with the

competitive atmosphere of athletics. So much is at stake for an educational institution, and the

key leaders of the athletic department—the athletic administrator and coaches—have

considerable influence over whether the athletic department benefits or harms a school's

reputation. Coaches hold a variety of influential roles in the life of student-athletes (Morgan &

Bush, 2014). Stevens (2018) noted that few individuals have the opportunity to influence a

community's perception of their school like the athletic administrator. Athletic administrators

also bear the responsibility for setting standards that facilitate a coach's influence over student-

athletes. Hoch (2009) found that the coach and athletic administrator are the key team in a

department that is full of teams. The leadership interaction between the athletic administrator

and coaches is a worthy investigation that fills a void in the study of schools and sports

management (Abuhlaleh, 2016).

An examination of the relationship between an athletic administrator and a coach must

start with a clear look at each individual role. The effectiveness of a coach is an important

matter, considering that coaches hold the influence of a teacher, guardian, and mentor in a

student-athlete's life (Hobbs, 2017). The investigation into coaching effectiveness begins with

social cognitive theory (SCT). SCT is the three-way interaction of intrapersonal influences,

individual behavior, and environmental influences that result in human functioning (Bandura,

2012). Bandura's (1997) concept of self-efficacy is a key idea that was an outworking of SCT.

Self-efficacy is individual's' perception of their ability to attain goals and perceive themselves as

in control of what happens to them (Prochazka, Gilova, & Vaculik, 2017). Individuals with a strong sense of efficacy possess the ability to obtain this desired influence. In other words, whether an individual thinks he can or thinks he cannot, he is right. Myers, Vargas-Tonsing, and Feltz (2005) offered that coaching efficacy is one of many domain-specific efficacies and that there is connection between coaching efficacy and coaching effectiveness.

Coaching efficacy is an individual's belief in their ability to affect the learning and performance of their student-athletes (Myers, Feltz, Chase, Reckase, & Hancock, 2008). This unique version of efficacy has a direct impact on the effectiveness of coaches that positively or sometimes negatively influence the lives of student-athletes (Myers, Feltz, Chase, et al., 2008). Eklund and Tenenbaum (2013) presented a direct relationship between a strong sense of coaching efficacy and positive influence on student-athletes. The wide variety of roles that a coach holds are filled more effectively when the coach has a strong sense of coaching efficacy (Kavussano et al., 2008). Coaching efficacy can be broken down into four domains: motivational, technical, game strategy, and character efficacy. Relevant to this study, a strong sense of support enhances the coaching efficacy of interscholastic high school coaches (Myers, Feltz, Chase, et al., 2008). Support is an important component of transformational leadership opening the door on the investigation of a relationship between coaching efficacy and transformational leadership (Bandura, 1997).

Research presents transformational leadership as possibly the most effective form of leadership for the culture of today (Kuchler, 2008). This culturally relevant leadership model found its beginnings as *transforming leadership* 40 years ago (Burns, 1978). Bass (1985) furthered the development of this leadership theory, renaming it *transformational leadership* because of its positive influence on the follower's' perception of the leader and the followers'

transformation into willing advocates for the group objectives. Bass (1997) identified transformational leadership as having four domains: individualized consideration, intellectual stimulation, inspired leadership, and idealized influence. Kim, Magnusen, Andrew, and Stoll (2012) supported the idea of combining inspired leadership and idealized influence into one domain known as charismatic leadership. The current study abided by the four domains of transformational leadership as presented by Bass (1997).

Transformational leaders possess the ability to motivate and develop followers on an individual level while still engaging them in the pursuit of a group objective that they would not have chosen on their own (Bass, 1997). Followers and organizations benefit from transformational leaders by demonstrating an increase in persistence, productivity, and positive perception of their work (Doherty, 1997). The positive effects of transformational leadership are not just reserved for individuals, as research indicates that group cohesiveness and group positivity are also increased (Bass, 1997). The unique combination of these leadership skills moves followers toward a group objective while still allowing them to fulfill their personal aspirations (Hassan, Bashir, Abrar, Baig, & Zubair, 2015). Prochazka et al. (2017) vouched for transformational leadership as the most likely explanation of effective leadership.

Transformational leadership influences self-efficacy in three distinct ways (Prochazka et al., 2017). First, transformational leaders develop the skills of their followers, which leads to masterful experiences. Those masterful experiences enhance self-efficacy. Second, transformational leaders demonstrate behaviors that allow followers to have vicarious experiences. Vicarious experiences also enhance self-efficacy. Third, transformational leaders influence followers to use their skills successfully, enhance trust, and foster development (Prochazka et al., 2017). The leader influencing followers to use their skills enhances the

followers' self-efficacy. What does not exist is investigation into the idea of a relationship between transformational leadership of athletic administrators and coaching efficacy in an interscholastic athletics department.

Problem Statement

The interscholastic high school athletic administrator is a largely underinvestigated leadership position (Kim et al., 2012). While research has increased surrounding transformational leadership, it is largely nonexistent in the realm of interscholastic athletic administration. The National Interscholastic Athletic Administrators Association (NIAAA) is so convinced of the value of transformational leadership that it has launched professional development classes focused on training athletic administrators to apply transformational leadership skills (Abuhlaleh, 2016).

Hassan et al. (2015) and Ninković and Knežević Florić (2016) have demonstrated that there is a relationship between transformational leadership and follower efficacy; however, such research does not exist in the field of athletic administration. The leader-follower relationship is the foundation of any organization or department (Aggarwal & Krishnan, 2014). Hoch (2009) described the athletic administrator and coach as the primary "team" that allows the athletic department to function well. Research shows that transformational leadership produces a mild to moderate increase in follower efficacy (Aggarwal & Krishnan, 2014; Prochazka et al., 2017). However, the relationship between transformational leadership and follower self-efficacy needs to be researched more (Prochazka et al., 2017).

Present-day society is fast changing and highly informed (Perman, 2016). This has presented a need for transformational leadership, and yet there is very little evidence of its influence on the efficacy of the coaches who are influencing students' lives. Myers et al. (2017)

identified an increase in coaching efficacy in high school team coaches when they felt supported.

The athletic administrator may be able to utilize transformational leadership to enhance coaching

efficacy, thus affecting coaching effectiveness and ultimately impacting student-athletes. A lack

of quantitative research on the relationship between transformational leadership behaviors of

athletic administrators and the coaching efficacy of the coaches that they supervise is the

problem.

Purpose Statement

The purpose of this study was to investigate the relationship between varsity team sport

head coaches' perceptions of the degree of transformational leadership behaviors exhibited by

their athletic administrator and their own coaching efficacy in the setting of a Christian school.

Transformational leadership may be the most likely explanation for effective leadership

(Prochazka et al., 2017). A transformational leader possesses the characteristics of idealized

influence, inspirational motivation, intellectual stimulation, and individualized consideration

(Bass, 1997). Coaching efficacy directly correlates with coaching effectiveness (Myers et al.,

2017). Coaching efficacy is an individual's belief in his or her ability to prepare student-athletes

physically, mentally, and emotionally for their competitive challenges (Myers, Feltz, Chase, et

al., 2008). Correlational evidence does exist linking the influence of a transformational leader to

the efficacy of followers (Prochazka et al., 2017). However, it is undiscovered in the field of

athletic administration and coaching efficacy.

The Christian high school can be a unique setting because many within it make a

commitment to existence of absolute truth (Graham, 2009). The Bible states that the beginning

of all knowledge is the fear of the Lord; therefore, schools that profess to be based on God's

Word prove to be a fertile atmosphere for pursuing truth in a research project such as this (Prov.

1:7 New International Version [NIV]). Christian high school varsity head coaches are uniquely

empowered to utilize their role for the impact of student-athletes (Hoven, 2016). God's Word

gives a logical foundation to the idea of a coach mentoring an athlete when one considers the

apostle Paul's use of athletic analogies with his young protégé Timothy (Taylor, 2015). The

influence of a coach increases when they view student-athletes as image bearers of the Creator

(Graham, 2009). The designers of the Coaching Efficacy Scale II – High Schools Teams (CES II

– HST) recommend that coaches of team sports be the focus of the instrument and of any study

utilizing the CES II - HST (Myers, Feltz, Chase, et al., 2008).

<div align="center">**Significance of the Study**</div>

Literature is plentiful on transformational leadership, as it is likely the most investigated

leadership theory of the last 25 years (Prochazka et al., 2017). Bandura (2012), often credited

with the development of the SCT and the resulting ideas about efficacy, encouraged the study of

domain-specific efficacy rather than a broad application of self-efficacy. Studies on

transformational leadership and versions of efficacy abound. Abuhlaleh (2016) investigated

transformational leadership behaviors of athletic administrators. Prochazka et al. (2017)

investigated transformational leadership and follower engagement with efficacy as a mediator in

Czech employees. Coaching efficacy has been correlated with coaching effectiveness, but with

no consideration for the athletic administrator's influence (Kavussanu et al., 2008). Morgan and

Bush (2014) studied the transformational leadership of coaches and their impact on disengaged

students. They found that coaches reorient young people from disadvantaged backgrounds

toward futures of optimism and education. Myers et al. (2017) furthered the investigation into

sources of coaching efficacy and found background, previous success, social support, and

perceived skill to be potential sources. The sources of coaching efficacy that Myers et al. (2017)

researched did not consider the influence that an athletic administrator may have on coaching efficacy.

According to Abuhlaleh (2016), an investigation into the research regarding the discipline of athletic administration and its relationship with coaching efficacy will yield very little information. There is a need for studies in a long list of disciplines on the relationship between transformational leadership and versions of efficacy (Prochazka et al., 2017). The literature reviewed revealed no studies of transformational leadership behaviors and its relationship with coaching efficacy in a Christian school setting. "The Association of Christian Schools International" (n.d.) boasts 3,000 United States members and nearly 20,000 international members serving 5.5 million students. Many ACSI educational institutions have athletic departments influencing untold numbers of student-athletes. The results of this study provides insight into leadership practices that could inform athletic administrators how to influence the influencers (Hobbs, 2016). Information yielded from this study could inform Christian school leaders on what to look for when hiring an athletic administrator. The study could have implications for how principals in Christian schools lead faculty or how Christian school presidents lead their executive teams in ways that could enhance the efficacy of their followers. Hampson and Jowett (2014) found a relationship between coaching leadership and the collective efficacy of the teams they lead. Bandura (2012) stated that leaders pass self-efficacy along to groups. The current research could lead to additional studies investigating how transformational leadership behaviors can influence the efficacy of an entire coaching staff in an athletic department.

Hobbs (2017) advocated for the coach as the key component of a life-changing athletic experience for student-athletes. Student-athletes in a Christian school setting can receive the

benefit of a life-changing athletic experience that is associated with the leadership of a great

coach who receives the influence of a dynamic, visionary athletic administrator. The

relationship between transformational leadership behaviors and coaching efficacy may be an

important part in understanding how to produce this type of excellent athletic experience.

Research Question

The research question focuses on Christian school varsity team head coach'es'

perceptions: how they perceive the transformational leadership behaviors of their own athletic

administrator and how they perceive their own coaching efficacy. The study investigated the

relationship between these two perceptions in ACSI-certified Christian high schools in which the

coach and athletic administrator have worked together for at least two seasons.

RQ1: What is the relationship between a varsity head coach's perception of the degree of

transformational leadership behaviors of their athletic administrator and their own coaching

efficacy in a Christian school setting?

Definitions

1. *Coaching Efficacy* – A coach's belief in his or her capacity to affect the learning and
   performance of the athletes (Myers, Feltz, Chase, et al., 2008).

2. '*Self-efficacy* – Self-efficacy is an individual's belief in their capability to produce given
   attainment (Bandura, 1997).

3. *Transformational leadership* – the ability to motivate followers to transcend goals of self-
   interest in favor of group goals while enhancing the followers' sense of self-worth (Bass,
   1997).

4. Four domains of coaching efficacy:

a. *Character-building efficacy* – a coach's confidence in his or her ability to influence positive attitude of the athletes.

b. *Game strategy efficacy* – a coach's confidence in his or her ability to lead during competition.

c. *Motivation efficacy* – a coach's confidence in his or her ability to affect the psychological mood and skills of the athletes.

d. *Technique efficacy* – a coach's confidence in his or her ability to instruct and diagnose skills (Myers, Feltz, Chase, et al., 2008).

5. Four commonly accepted elements of transformational leadership:

a. *Idealized influence* – leader takes responsibility for performance of the group.

b. *Inspirational motivation* – leader talks about group future in an optimistic way.

c. *Intellectual stimulation* – leader asks followers for their ideas.

d. *Individualized consideration* – leader asks followers about their needs (Prochazka et al., 2017).

Summary

Athletic departments are a high-profile part of a school, and their functioning is dependent on the relationship between the athletic administrator and coach. Myers, Feltz, Chase, et al. (2008) identified coaching efficacy as being directly related to coaching effectiveness. Kuchler (2008) identified transformational leadership as the most effective form of leadership in present times. The following literature review will describe the framework, sources, and practical applications of coaching efficacy and transformational leadership behaviors.

CHAPTER TWO: REVIEW OF LITERATURE

Overview

The purpose of this chapter is to present a review of literature that will lay a foundation for the described study. Chapter Two is divided into the following sections: (a) Overview, which provides a foundational understanding of the appeal of athletics and the athletic department on a school campus, (b) Theoretical Framework, a description of the theoretical framework that the researcher embraced in order to build the study, (c) Review of Literature on coaching efficacy, athletic administrators, and transformational leadership behaviors, and (d) Summary, which explains transformational leadership behaviors of athletic administrators and the potential impact on coaching efficacy.

Athletics: A Powerful Influence in Society

Athletics has had a unique pull on society for centuries, and it has never been more apparent than in modern society (Taylor, 2015). Condoleezza Rice reminded the American public that sports have a unique way of pulling people back together just months after the 9/11 terrorist attacks (ESPN Films, 2015). Mexico's lone goal in the 2018 World Cup that led to a defeat of defending champion Germany caused the Mexican fans to celebrate so intensely in Mexico City that it registered on seismic scales as a small earthquake (Garrand, 2018). Network contracts to televise sporting events are multibillion-dollar agreements. National Basketball Association superstar Lebron James returned to his hometown Cleveland Cavaliers in 2015 after four seasons playing for the Miami Heat. Economists debate what his return meant to the economy of the city of Cleveland but are almost certain it was a nine-figure dollar amount, and employment went up as much as 23 percent in the businesses that surround the Cavaliers' arena (Shoag & Veuger, 2017).

Athletics has a unique appeal to many and can galvanize entire communities in support for a team (Morgan & Bush, 2014). Economies of entire cities are influenced by the success or failure of an athletic team (Shoag & Veuger, 2017). "The thrill of victory and the agony of defeat" was the catchphrase for ABC's popular weekend show *The Wide World of Sports*, and this phrase may sum up the appeal of athletics. The risk of failure, the joy of success, the relationships forged in the crucible of competition, and the heroic response to pressure are just a short list of what takes place inside of almost every athletic contest, and these factors resonate with one of humankind's deepest needs: the need for drama. Humankind does not exist for a "thin" life, rather, a "thick" or dramatic life. Antagonism, conflict, tension, and obstacles are all dynamics of a dramatic life that allow the unique potential God instilled in humankind to be displayed (Moreland, 2007). God's Word, written by men under the direct inspiration of the Holy Spirit, is full of dramatic accounts. The apostle Paul utilized athletics as an analogy repeatedly because it was such a clear demonstration of the need to base 'actions and training on the desired outcomes of conflict to come in the future. The cheers of the crowd, the rigor of training, the importance of following the rules, and the value of the pursuit of victory are just a few of the athletic concepts that Paul used in his epistles as an analogy to lives lived for the Lord. The athletic experience provides a condensed and easily consumable experience that displays the importance of thinking for and acting in favor of future goals and the need for dramatic experiences, both of which are key elements of our earthly experience as eternal beings (Taylor, 2015).

Athletic Departments: A Tool for an Educational Institution

Dr. Jerry Falwell stated that teens speak two universal languages: sports and music. A school must be good at both to influence the younger generation (Wolken, 2014). Hobbs

(2018b) noted that athletic departments inside interscholastic institutions are not the first priority

of the institution, but they easily can become the highest-profile part of the institution. Bass,

Schaeperkoetter, and Bunds (2015) called athletic departments "the front porch of educational

institutions" (p.1). The members of an athletic department spend an unusual amount of time

representing the educational institution on a local, statewide, national, and even global platform

(Nite & Bopp, 2017). Stevens (2018) urged athletic administrators to be intentional about their

professional image, as it is a reflection on the school's athletic department, which in turn is a

reflection on the entire school. Athletic administrators who organize and attend hundreds of

athletic contests per year have a unique platform to represent their schools. Few individuals have

such a volume of opportunities to influence the entire reputation of a school (Stevens, 2018).

There are many benefits to a school that has winning athletic teams. A sharp spike in

website visits, new streams of revenue, a boost in admissions inquiries, and an increase in donor

dollars are just some of the results for a school when an athletic team achieves new success

(Finch & Clopton, 2017). The pressure on athletic teams to win is a slippery slope and can

become viewed with the same disdain as the organizational version of a malignant tumor (Buer,

2009). A person would only need a short visit to the social media sites of a major sports news

network to find how quickly unethical decisions can poison an athletic department and tarnish

the reputation of an institution (Roby, 2014). Scandals are rampant in departments as

institutional leaders crumble under the pressure to attain athletic glory. In response to the moral

dilemmas and ethical strain in sport leadership, *The Sport Journal* (2018) made a special request

of its reader database to submit peer-reviewed articles on the topic of corruption in sport.

Athletic departments can have a positive or negative influence, but they are a mainstay in

the educational institution (Finch & Clopton, 2017). Athletic departments will continue to have

significant influence on the institution and the individual student-athlete. Broad school communities including students, faculty, staff, alums, government representatives, and local fans strengthen their bond with a school through a positive athletic experience. An athletic department also influences academically elite institutions. Ivy League universities commonly perceived as exclusively focused on academic programming have utilized their athletic departments to raise awareness of their institutions and enhance student culture. For example, Yale and the University of Pennsylvania used successful football seasons to increase the positive perception of their academic programs. Other Ivy League institutions have highlighted the success of their men's and women's basketball programs to drive interest in the student experience and increase admissions inquiries (Finch & Clopton, 2017). Educational leaders should gain a firm understanding of the societal and organizational influence of an athletic department. The educational leader should think on how the athletic department fits into the philosophy of their specific institution and hire qualified, skilled administrators to lead it (Finch & Clopton, 2017). An athletic department that is led poorly can cause damage to the organizational perception, while insightful educational leaders will wield it like a tool for the lifelong benefit of student-athletes and overall progress of their institution (Lupori, 2015).

Theoretical Framework

The theoretical framework includes SCT and transformational leadership theory. Anthropological and epistemological frameworks are also important elements to the study. These theoretical frameworks created a foundation on which the interaction between and athletic administrator and coach are viewed.

Knowledge, Purpose, and Personal Excellence

Proverbs states that all knowledge begins with the knowledge of God (Prov. 1:7, NIV). The knowledge of God leads to a knowledge of humankind and creation in God's image (Gen. 1:27, NIV). Humankind, created in God's image, reflects God's standard of excellence and should aspire to produce similar standards of excellence (Matt. 5:16, NIV). Van Brummelen (2009) proposed that the unique purpose of each image bearer reflects God's standard of excellence as described in Ephesians 2:10. Each individual, including athletic administrators and coaches, possess this eternally significant purpose.

Coaching Efficacy

Bandura (1997) formalized the idea of efficacy, defining it as an individual's belief in his or her capabilities to produce attainments. A search of the PsychLIT database revealed more than 2,500 articles on the concept of self-efficacy attributed to Bandura (Lightsey, 1999). The concepts of self-efficacy do not stand alone; rather, they are the hinge point to the overarching SCT (Bandura, 1999).

SCT is Dr. Albert Bandura's explanation of the process whereby humans learn. Bandura (1999) described learning as a dynamic interaction that takes place in a social context. The dynamic interaction that results in learning takes place between the person, his or her behavior, and the environment (Bandura, 1999). Bandura's concept of SCT was and is unique in the sense that it does not view human learning as autonomous from the surrounding environment, nor does it view human learning as a mechanistic result of the surroundings (Bandura, 2012). Human learning is the dynamic interaction of both individual's' influence on and the influence of their surroundings (Bandura, 2012). Bandura (1999) described humans in the midst of this never-ending dynamic interaction as agentic operators. The concept of agentic operators pulls the layers back on the idea that humans learn from their interaction with their environment but also

influence their environment, strengthening the perspective of how learning takes place (Bandura, 2012). SCT is unique in its description of humans as agentic operators and their ability to influence and receive influence from three types of environments: imposed, selected, and constructed. Academic content, moral values, basic behaviors, and complex ideas are transmitted through modeling with the environment acting as a filter or moderator of the modeling (Bandura, 1999). Scriptures appear to agree with many points of SCT when Moses, the author of Deuteronomy, exhorted Israel to pass along the ideas, promises, and laws of God in word and deed (Deut. 6:7–9, NIV). A key point of SCT that begins to shift the focus toward efficacy is modeling as an important contributor to the learning process (Bandura, 1999).

Efficacy, a belief in one's ability to produce a desired effect in a given domain, is the most influential of all factors and the pivotal concept of SCT (Bandura, 1999). The learning that takes place by observing the desired effects modeled by others can influence the efficacy of an individual. High or low efficacy is a response to modeling. Efficacy is so powerful that Bandura (1997) described it as more powerful than an individual's abilities. The efficacy of an individual forms by information that has been passed along verbally or in writing. Individuals' performance knowledge also influences their efficacy through their reception of information through modeling or experiences. The resulting efficacy, high or low, will then determine a wide variety of responses to the experience. A person's reaction to the surrounding environment, including phobias, persistence through failure, and high-level achievements, are explained by the individual's efficacy (Bandura, 1997).

Global or universal perceptions of self-efficacy are not sufficient to describe effective learning across all domains and disciplines. General measures of efficacy lose their predictive ability when they relate to performance in specific domains or disciplines (Bandura, 2012).

Investigations into domain-specific efficacies such as the medical field, leadership, education, sport, and coaching have rendered general measures of efficacy useless (Bandura, 2012). Educator efficacy has long been a focus of study (Feltz, Chase, Moritz, & Sullivan, 1999). Hobbs (2017) proposed that one of the many roles a coach holds is teacher, and that is the central role to which all other roles connect. Coaching efficacy is a resulting theory founded on SCT and self-efficacy. According to Myers, Feltz, Chase, et al. (2008), coaching efficacy for a high school-level coach plays out across five domains. They are as follows: (a) motivational efficacy, (b) technical efficacy, (c) game strategy efficacy, (d) character-building efficacy, and (e) physical conditioning efficacy.

Transformational Leadership Behaviors

Transformational leadership behaviors have been at the heart of a variety of leadership studies over the past 30 years. Burns (1978) distinguished between transactional leadership and the leadership domain of transforming leadership. Bass (1985) built on this idea, changing the name to *transformational leadership* and advocating for the possibility of transformational and transactional leadership behaviors to be two related dimensions rather than paradoxically opposed to each other. Bass (1997) proposed four domains of transformational leadership: individualized consideration, intellectual stimulation, idealized influence, and inspirational leadership.

The leader that demonstrates individualized consideration pays attention to followers in a personal manner, particularly those who appear neglected (Bass, 1995). Concern for followers is a priority for transformational leaders who want to demonstrate individualized consideration (White, Pearson, Bledsoe, & Hendricks, 2017). The attention given by the leader has an uplifting effect on those that receive that attention. Intellectual stimulation occurs when leaders

motivate followers to consider solving old problems in new ways (Bass, 1995). Followers sense

empowerment and freedom when they are intellectually stimulated by a transformational leader.

Leaders intellectually stimulate followers by creatively challenging them (White et al., 2017).

Inspirational motivation takes place when followers feel motivated or inspired by the leader to be

loyal to the organization or common group goals (Bass, 1995). A leader must be a model who

demonstrates the vision that they clearly communicate to followers (McCarley, Peters, &

Decman, 2016). The extreme trust and followership that results when followers are affected by

the leader are important components of idealized influence (Bass, 1995). Communicating key

beliefs and values, putting aside self-interest for the good of the group, and gaining respect

through actions are key parts of a leader's idealized influence (McCarley et al., 2016). The

leader's integrity, knowledge, concern for others, and optimism for the future all contribute to

idealized influence. Bass (1995) initially believed that transformational leadership only applied

to the highest levels of leadership; however, he later found that transformational leadership has a

positive effect on almost every leadership endeavor he studied.

Relationship between Athletic Administrators and Coaches

Aggarwal and Krishnan (2014) prioritized the leader-follower relationship as the most

important dynamic in an organizational setting. Hobbs (2017) stated that while coaches are a

major influence in a student-athlete's life, athletic administrators should be intentional in

influencing these influencers. An important conceptual framework for a study involving

influence is the intention of the Creator for humankind to have influential relationships with one

another (Matt. 28:18, NIV). The Creator, God, decided it was not good for man to be alone

(Gen. 2:18, NIV). Education is a process that utilizes relationships to influence others by passing

along values and ideals (Deut. 6, NIV). Modeled behaviors influence the efficacy of individuals

(Bandura, 2012). A transformational leader utilizes idealized influence as a leadership skill (McCarley et al., 2016). The Scriptures make it clear that influence is an important part of one's earthly existence. Paul the apostle told the Philippian church whom he had a relationship with to open themselves to his influence by listening to him and replicating the actions and attitudes he had modeled for them (Phil. 4:9, NIV).

Coaching Efficacy

Coaching efficacy is a specific domain of self-efficacy (Myers, Feltz, Chase, et al., 2008). Self-efficacy has been widely studied in a variety of domains including sport and coaching (Myers et al., 2017). Those with a strong sense of self-efficacy demonstrate behaviors such as proactively dealing with stressful situations and showing willingness to take on more responsibility (Nielsen, Yarker, Randall, & Munir, 2009). Self-efficacy influences whether someone persists in the face of difficulties (Myers et al., 2017). Liu, Siu, and Shi (2010) noted that those with a higher sense of self-efficacy persist through challenges, expend greater energy on solutions to problems, are more likely to achieve stated goals, and, in many instances, exceed expectations. Those that possess a strong sense of efficacy are most likely to use the phrase "I can" (Bandura, 2012).

Shortly after Bandura (1997) presented SCT and the resulting concepts of self-efficacy, teacher efficacy became a by-product, and evidence began to return about the influence of teacher efficacy on student perceptions and achievement (Tschannen-Moran & Hoy, 2001). Teacher efficacy is an individual's belief that he or she can effect student attainment through pedagogical practice (Ninković & Knežević Florić, 2018). Teachers with a high degree of teacher efficacy are likely to engage in improving their skills and abilities, creating a form of

self-fulfilling prophecy that also positively affects student attainment. Ninković and Knežević

Florić (2018) referred to this as reciprocal causality.

The concept of coaching efficacy has become a subdomain of teaching efficacy, as the

primary role of a coach is to teach all that goes into competing in a specific sport (Eklund &

Tenenbaum, 2013). Myers, Feltz, Chase, et al. (2008) considered coaches to be teachers. Feltz

et al. (1999) presented the conceptual model of coaching efficacy. What is unique to the role of

the coach and begins to give insight into the influence they have over student-athletes is the

many additional roles that a coach fills. Hobbs (2017) noted that coaches fill the role of teacher,

guardian, counselor, disciplinarian, mentor, and emotional caretaker, just to name a few. Eklund

and Tenenbaum (2013) highlighted the roles of motivator, strategist, organizer, promoter, and

physical trainer in the many duties of a coach. Lee (2013) stated that coaching efficacy has its

biggest impact on coaches of high school-level teams. The Reverend Billy Graham possibly

summed up all of the roles of a coach most effectively when he stated that a coaches influence

more lives in a season than most do in a lifetime (Nations of Coaches, 2018).

Definition and Dimensions

A growing body of research has provided valuable information on what coaching efficacy

is, where it comes from, and what those with a strong sense of coaching efficacy can achieve.

Feltz et al. (1999) defined coaching efficacy as the extent to which a coach believes he has the

capacity to influence the performance and learning of his athletes. The demonstration of this

efficacy takes place in four distinct and measurable areas of coaching. First is motivational

efficacy of coaching. A coach with a strong sense of motivational coaching efficacy believes he

can positively influence the psychological mood of his athletes (Eklund & Tenenbaum, 2013).

When a coach's efficacy is high in the area of motivation, he demonstrates consistent and

contagious energy for their team while also being sensitive to what he believes motivates

individual athletes to perform at high levels. The second area is in game strategy efficacy.

Game strategy efficacy is the degree to which a coach believes he can lead his team during a

competition (Eklund & Tenenbaum, 2013). Teams led by a coach with a high sense of strategy

efficacy note that they feel prepared to compete against opponents and believe in their coach's

directions during competition. The third area is in technical efficacy. Teaching and diagnosing

errors in skill are areas of technical coaching efficacy (Eklund & Tenenbaum, 2013). Coyle

(2009) noted that coaches with strong technical efficacy see errors in movement almost instantly

and correct with short, informative bursts of instruction. Fourth is character-building efficacy.

A coach with strong character-building efficacy believes that he can leverage the athletic

experience to build positive character traits in his student-athletes (Eklund & Tenenbaum, 2013).

The final area of coaching efficacy is physical conditioning efficacy. Physical conditioning

efficacy is a coach's belief that he can prepare his players for the physical challenges of the

chosen sport (Myers, Feltz, Chase, et al., 2008). The development of the physical conditioning

domain accompanies the development of the CES II – HST (Myers, Feltz, & Wolfe, 2008).

Sources

Information on coaching efficacy is found in a variety of research-based sources (Myers

et al., 2017). Four sources of a coach's sense of efficacy were presented by Myers et al. (2017).

The first source of a coach's sense of efficacy is prior success in coaching. Game victories,

championships, and individual success of student-athletes can all be sources of coaching

efficacy. This source of coaching efficacy reflects Bandura's (2012) assertion that efficacy is

strengthened through mastery experiences. A coach's personal philosophy of coaching can

expand the identification of previous successes, to include, for example, the academic

achievement of his players. The second source of a sense of efficacy is the perceived skill of the athletes (Myers et al., 2017). The nature of athletics is that individual talent can influence the perception of great coaching (Brown, 2018). Myers et al. (2017) compared this to the relationship between teacher efficacy and the perceived ability of students. A perceived lack of talent does not undermine coaching efficacy, but it can inform a coach of where he should place his emphasis and how to measure success (NIAAA Publications Committee, 2018).

A third source of a coach's sense of efficacy is the social support of parents, athletes, and the community (Myers et al., 2017). Bandura (2012) proposed that self-efficacy found its roots in sources of support. The perception of support is an increasingly important source of coaching efficacy at the high school level (Myers et al., 2017). Myers et al. (2005) also found that support was a uniquely influential source of coaching efficacy in high school coaches. This fact is relevant to the current study. A coach that perceives support from parents, players, and the school community is likely to have a deeper sense of efficacy and overall satisfaction with his job (Rocchi & Camire, 2018). Support for a coach from a school administrator also influences a coach's job satisfaction (Rocchi & Camire, 2018). A fourth source of a coach's sense of efficacy is previous years of experience in coaching (Myers et al., 2017). The previous years of coaching experience seem to affect different coaching efficacy domains in different ways on different levels (Myers et al., 2017). Previous coaching experiences on the collegiate level appear to have a positive influence on technique efficacy on the collegiate level. Previous coaching experiences appear to be a positive influence on game strategy efficacy on the high school level (Myers et al., 2017).

The influence of these antecedent sources varied in their strength between the collegiate and high school levels. Efficacy was statistically higher for those coaches in high school that

sense strong support (Myers et al., 2005). Collegiate coaches' efficacy was stronger in those coaches that had higher winning percentages and more years of experience coaching (Myers et al., 2005). Myers et al. (2005) theorized that the increased focus on winning and employment based on winning at the collegiate level intensified these sources of efficacy in collegiate coaches.

Research in the field of coaching efficacy continues to yield new information. Recently, Myers et al. (2017) presented evidence that there are additional sources or subset sources of coaching efficacy. Perception of support appears to be distinguishable based upon the sources of the support (Myers et al., 2017). Support from players, support from parents, and support from supervisors all have unique influences on coaching efficacy (Myers et al., 2017). Support of athletic administrators for their coaches is an important source of coaching efficacy that school leaders should consider when looking at ways to maximize influence of an athletic administrator (Janssen, 2013).

Previous playing experience also seems to provide efficacy based upon the level of success a coach had as a player (Myers et al., 2017). Persistence in past efforts that led to improvement as a player can enhance a coach's belief that he can orchestrate the same experience for his players (Duckworth, 2016). A final area that appears to be a relatively newly researched area of coaching efficacy is the improvement of players (Myers et al., 2017). Coaches that have had positive experiences instructing and analyzing players so that they develop in their ability to produce statistically appear to have a deeper sense of coaching efficacy. The world of classroom education provides a parallel to this source of efficacy, as student achievement enhances teaching efficacy (Ninković & Knežević Florić, 2018). The conceptual model of coaching efficacy is an outworking of teaching efficacy, so many parallels

can be drawn from teaching efficacy (Myers et al., 2017). Ninković and Knežević Florić (2018) described a good teacher with strong teaching efficacy as one who helps students achieve, while Myers et al. (2017) echoed similar sentiments: that the mark of a coach with strong coaching efficacy is helping student-athletes improve in their skills.

Outcomes

Societal standards are extremely high for someone that holds the role of coach (Nations of Coaches, 2018). Inside of a school setting, a coach holds a position of immense influence over students unlike any other position in the school (Hobbs, 2017). Coaches hold direct influence over a student-athlete's perception of performance, perception of self, and enjoyment of participation (Hobbs, 2017). According to Morgan and Bush (2014), coaches hold the roles of pseudo-parent, counselor, and social worker. For these reasons, it is easy to see why expectations of coaches are so high. A positive sense of coaching efficacy can enhance the spiritual, psychological, and physical motivation of athletes (Manouchehri, Tojari, & Soheili, 2013). Efficacy is the most influential factor in a coach's ability to develop sports skills in athletes (Manouchehri et al., 2013). Coaches that have a strong sense of coaching efficacy also adapt well to challenges and facilitate achievement for their athletes (Manouchehri et al., 2013).

A coach's primary mode of influence on student-athletes is their behavior (Kavussanu et al., 2008). The behaviors that are driven by a positive sense of coaching efficacy lead to important outcomes. Kavussanu et al. (2008) found a connection between coaching efficacy and coaching effectiveness by examining the predictors of coaching efficacy. Coaches that have a positive sense of coaching efficacy demonstrate positive behaviors to their student-athletes (Manouchehri et al., 2013). These efficacious coaches feel a deep commitment to the task of

coaching, effectively motivate student-athletes, and possess reassuring confidence in their

coaching decisions (Kavussanu et al., 2008).

Myers et al. (2017) was able to demonstrate unique outcomes pertaining to coaching

efficacy and team experience. They revealed that satisfaction of individual players and teams

increases when coaches have a strong sense of efficacy. Performance of players and the

collective teams improved under the leadership of a coach with a strong sense of efficacy. A

strong sense of coaching efficacy can cause the efficacy of the entire team to increase (Myers et

al., 2017). Eklund and Tenenbaum (2013) identified outcomes of coaching efficacy that were as

follows: (a) coaching behaviors, (b) quality of the coaching performance, and (c) persistence of

the coaching when faced with challenges in coaching. Feltz et al. (1999) presented a conceptual

model of coaching efficacy that identified outcomes in efficacious coaches that included

effective feedback to players, less burnout in the coach, a resilient commitment level, deeper

satisfaction with their coaching role, and the ability to pass along their efficacy to their team.

Individual student-athletes, teams, and larger communities benefit from a coach with a strong

sense of coaching efficacy (Rocchi & Camire, 2018). The benefits of coaching efficacy even

infiltrated the classroom. Rocchi and Camire (2018) found that classroom teachers who hold

coaching positions are more fulfilled in their teaching role as a result of their positive sense of

coaching efficacy.

Athletic Administrators: Influencing the Influencers

The role of athletic director has undergone dramatic change in the high school setting.

The role, at its inception, was intended to provide oversight of game scheduling with some

physical education teaching responsibilities, originally awarded to an elderly coach as a pseudo

reward for a successful coaching career (Judge & Judge, 2009). The role has quickly morphed

into an intense administrative position requiring upward of 70 hours per week of work on a school campus. Oversight of dozens of teams, expensive facilities, and liability compliance are just the beginning of what an athletic director will experience. Judge and Judge (2009) proposed the use of the title *athletic administrator* to reflect the significant administrative skills required and responsibilities to the overall educational community that the position now entails. Program management, budget oversight, coach interviews and evaluations, marketing, fundraising, and capital improvements are typical responsibilities of an athletic administrator' (Judge & Judge, 2009). Parker (2018) identified the importance of an athletic administrator acting as a human resource officer, highlighting the responsibility of athletic administrators to supervise paid employees in an ethical and legally abiding manner.

The athletic department is a unique entity inside of an educational institution that attracts many students and the attention of the community (Stevens, 2018). The fact that students voluntarily join this department and willingly commit upward of 15 hours per week to it gives a quick snapshot of its influence. Athletic administrators have significant influence in the school community because they supervise this department (Stevens, 2018). Regardless of the many demands, the athletic administrator is positioned to influence those that influence the student-athletes: the coaches (Hoch, 2018). The current review of literature has identified the significant influence that a coach can have on a student-athlete. The coach yields significant influence over the student-athlete and can benefit greatly from the positive influence of an athletic administrator (Hobbs, 2017). Perry (2014) noted that athletic administrators should encourage and inspire the coaches that they supervise. Athletic administrators should influence coaches to run programs that student-athletes want to join (Hensely & Evers, 2015). It is possible that the most important influence an athletic administrator has is their responsibility to hire individuals that are qualified

to coach (Schwanke, 2018). The body of knowledge addressing the important influence of an athletic administrator over a coach needs to continue to expand (Abuhlaleh, 2016).

Hoffman (2018a) released the results of a nationwide survey of interscholastic high school coaches and identified the relationship between the coach and the athletic administrator as important in the high school athletic department. Eighty-seven percent of coaches stated that they had a positive relationship with their athletic administrator. Coaches identified the athletic administrator's presence at their practices, gratitude, and protection from overinvolved parents as key reasons for satisfaction with their coaching position at their current school (Hoffman, 2018b). Hoch (2009) proposed that athletic administrators take on the role of protector by shielding their coaches from as many unnecessary stressors as possible and preparing coaches to deal with the stressors that they will face. Hobbs (2018a) advocated for athletic administrators to find ways to serve coaches consistently as a way to influence them positively. An athletic administrator that finds time to serve coaches in practical ways like breaking down practice equipment or providing a meal after a late-night game can lay a foundation of significant influence in the life and career of that coach (Hobbs, 2016). Athletic administrators also aid as an ethical and moral influence over the coaches they supervise (Hoch, 2018). The pressure to win games comes from many sources and can affect a coach's ethical decision-making (Timko, 2017). An athletic administrator that demonstrates and advocates for ethical decision-making can influence coaches to be strong under the pressures of competitive athletics (Hoch, 2018).

Janssen (2013) presented a list of 11 traits that coaches desired for the athletic administrator to display. The first and second traits that coaches desire is for athletic administrators to be visible at events and available to coaches (Janssen, 2013). Stevens (2018) urged athletic administrators to give equitable time to attendance at events of the varying teams

in the athletic department. The third trait coaches' desire is an inspiring vision for the athletics department from their athletic administrator (Janssen, 2013). Fourth, coaches expressed that the athletic administrator should provide feedback to coaches. Fifth, coaches want their athletic administrator to have the ability to provide the necessary resources for their teams. The sixth trait that coaches desire in an athletic administrator is a previous coaching or playing career to sympathize with their coaches (Janssen, 2013). Brown (2018) noted that previous coaching or playing experiences gives athletic leaders athletic assuredness. Organization in an athletic administrator is the seventh trait that can positively influence coaches (Janssen, 2013). Kelly (2017) related a successful athletic department to the organization of the athletic department. Eighth, coaches desire for their athletic administrator to be effective communicators (Janssen, 2013). Ninth, athletic administrators positively influence their coaches by being dependable examples of integrity (Janssen, 2013). Hoch (2018) stated that acting ethically and with integrity is a requirement to being an athletic administrator. The tenth trait that coaches desire is that their athletic administrator listens to them, is concerned about the sport they coach, and is concerned about them as individuals (Janssen, 2013). The final trait that coaches desired from their athletic administrators was feedback on their coaching performance (Janssen, 2013).

Athletic departments are conducive to highlighting the influence of leaders on the ethics and integrity of followers (Powers, Judge, & Makela, 2016). The competitive and pressurized nature of athletics puts coaches in moral dilemmas, causing them to consider ways to win and please others in ways that are not ethical. Often, athletic administrators provide coaches with direction and support that stabilizes them during very complicated decision-making processes. Hoch (2018) urged athletic administrators to place their integrity and the support of their coaches' integrity as the highest priority of leadership. Athletic administrators are ultimately

responsible for all that happens inside of their departments; they must take preventative or corrective measures to ensure their coaches are influencing student-athletes in an ethically responsible manner (Parker, 2018). Coaches have significant influence over a student-athlete, so athletic administrators should consider utilizing the most effective leadership practices to "influence these influencers" (Hobbs, 2017, p. 10).

Athletic administrators are presented with a variety of leadership behaviors and models to consider when leading the coaches of their athletic departments Bass (1997) felt that transformational leadership was the universally desired leadership method because of its ability to support and guide an increasingly knowledgeable society. Transformational leadership behaviors are the most effective ways to influence followers and possibly enhance a sense of efficacy (Prochazka et al., 2017). Abuhlelah (2016) recommended that athletic administrators utilize transformational leadership behaviors to reach a higher level of effectiveness in leading coaches.

Transformational Leadership Behaviors

Leadership has been a focus of study for thousands of years, dating back to recorded statements made by Aristotle and Socrates (Thrash, 2012). Leadership in some form has influenced every society in history (Bass, 1997). Research often highlights what makes leadership effective, but it is often easier to see the need for effective leadership by looking at the results of ineffective leadership (Powers et al., 2016). Ineffective leadership is often the primary cause of a decrease in organizational productivity (Lim & Cromartie, 2008). Lim and Cromartie (2008) even went so far as to point to ineffective leadership as the primary cause of the slip of the American corporation in its place on the global market. Saxe (2011) placed the success or failure of schools on the effectiveness of the varying leaders in the school.

Bass (1997) presented the transactional-transformational leadership paradigm. The leader-follower exchange is present in all group dynamics, but the motivation behind that exchange determines if it is transactional or transformational. The transactional leader leverages the power of his or her position to move followers to complete the exchange successfully (Bass, 1997). The primary motivation in this transactional exchange is the power of the leader or the accomplishment of the task. The transformational leader motivates the follower to move above goals of self-interest toward goals for the good of the group. The transformational leader does this by inspiring followers through a variety of selfless methods. Interestingly, transformational leadership behaviors can enhance the effectiveness of the transactional leader, but the reverse is not true (Bass, 1997).

Researchers agree that there has been very little investigation into leadership in the sport context, namely, the position of athletic administrator (Kim et al., 2012). Recently, there has been some attention directed at the position of athletic administrator under the leadership approach of transformational leadership (Kim et al., 2012). Transformational leaders see a need for change, develop a vision and plan for change, and achieve the change with help and commitment from the followers (Kim et al., 2012). Carless, Wearing, and Mann (2000) defined transformational leaders by six identifiable behaviors: (a) presenting a vision, (b) modeling, (c) facilitating the acceptance of group goals, (d) individualizing support for staff, (e) setting high expectations, and (f) stimulating staff intellectually. Transformational leaders prioritize others and galvanize them to work toward a common goal. Followers that are given enough support from transformational leaders become deeply invested in attaining organizational goals because those goals are associated with already strongly held beliefs that the leader has awakened (Leithwood & Sun, 2012). Researchers describe transformational leadership as the most

effective and most desired form of leadership because of its positive effect on followers (Kim et al., 2012). Prochazka et al. (2017) identified transformational leadership as the theory best fitting the description of effective leadership. The transformational leadership of schools correlates with a positive effect on school culture (Saxe, 2011). Individuals possessing transformational leadership skills possess great vision and the ability to inspire followers to join in that vision. Burns (1978) developed the seminal ideas on transformational leadership calling it *transforming leadership*. Bass (1985) advanced the notion, utilizing the term *transformational leadership* and positioning it as a relevant leadership theory even in 'modern culture.

Transformational leadership can be broken into four components as described by Kim et al (2012). The first component of transformational leadership is that it provides individualized consideration for each follower (Kim et al., 2012). Leaders that mentor their followers and directly assist in their growth demonstrate individualized consideration (Northington, 2015). Individuals under the direction of a transformational leader perceive their individual needs are being met (Northington, 2015). Bass (1985) proposed that individualized consideration was what set transactional leadership apart from transformational leadership: that transformational leadership met higher-order needs of individuals beyond the basic level of rewards. The needs of followers are a sincere concern for the transformational leader (Liu et al., 2010). Leaders demonstrating individualized consideration further the development of followers by listening, teaching, coaching, and advising (Bass, 1997). Kark, Shamir, and Chen (2003) also utilized the term *coach* as a description of a transformational leader that utilizes individualized consideration.

The second component of transformational leadership is intellectual stimulation. Leaders that stimulate the intellect of their followers question old assumptions and present ways of doing

new things in an appealing fashion. Leaders urge their followers to express their ideas and reasons without fear of dismissal or being ignored (Bass, 1997). Liu et al. (2010) noted that followers are encouraged to find new solutions to old problems. Northington (2015) found that leaders who challenge their followers to be creative problem solvers are utilizing intellectual stimulation. Followers find themselves inspired to go beyond their comfort zone and utilize their skills in new and exhilarating ways as a result. Followers view problems as challenges to overcome when leaders utilize intellectual stimulation (Kark et al., 2003). Followers often go beyond stated expectations when influenced by a leader demonstrating intellectually stimulating transformational leadership (Bass, 1995).

The third component of transformational leadership is inspirational motivation. Leaders that are passionate about their work and its mission utilize inspirational motivation (Northington, 2015). The inspirational motivation of transformational leadership does not inspire the follower to follow the leader (Kim et al., 2012). The leader's clear communication of the future, optimism on attaining the vision, and encouragement to work toward the vision inspires the followers (Bass, 1997). Hoffman (2018a), in a nationwide survey of interscholastic high school coaches, found that what coaches most desired was appreciation and respect from their athletic administrator. Hoffman (2018b) found that a "thank you" from athletic administrators to coaches had a significant impact on coaches' job satisfaction and inspired them to keep pursuing the objectives of the athletic department. The inspiration coaches receive, therefore, is toward the pursuit of the group objective due to an increase in a sense of self-worth that the follower can play a key part in attaining the group objective. Gratitude from the athletic administrator of the coaches for their efforts seems to play a role in that sense of self-worth (Janssen, 2013). Transformational leaders utilize symbols and enthusiasm when presenting their vision as a way

to inspire followers (Kark et al., 2003). Followers under transformational leaders often set goals much higher than originally anticipated and exceed those new expectations (Liu et al., 2010).

The final component of transformational leadership is idealized influence. Northington (2015) noted that idealized influence involves behaviors that the leader demonstrates that followers want to emulate. Idealized influence is the result of a leader's integrity, honesty, and sacrifice inspiring the leaders to be much the same for the sake of the group (Kark et al., 2003). Followers are inspired to action because of who the leader is and behaviors that are consistent with that perception (Kim et al., 2012). Leaders with idealized influence demonstrate strong conviction, present clearly what they believe are the most important values, and personify what they would like the followers to demonstrate (Bass, 1997). Followers want to pursue goals because of who they perceive their leader to be (Liu et al., 2010). Multicollinearity has surfaced in recent research regarding the last two components. Multicollinearity is a similarly high correlation between two variables that reduces the likelihood that they are of significant influence apart from each other (Kim et al., 2012). Kim et al. (2012) suggested that these two components be combined into one component called *charismatic leadership*. Followers perceive leaders that are strong in charismatic leadership as remarkable individuals with exceptional leadership skills (Kim et al., 2012). The combination of who the leader is and what they do endears followers to the leader. For the purposes of this study, inspirational motivation and idealized influence are viewed as two separate components of transformational leadership.

A strong moral and ethical foundation is important in a transformational leader. Transformational leaders must strive to do the most right for the most people (Cruickshank & Collins, 2016). Bass (1997), in building his case for the universality of transformational leadership, implored leaders to hold on to moral absolutes. A leader that desires to do the right

thing for followers must first believe that there is a right thing and wrong thing (Moreland, 2007). Truth is required to obtain knowledge about any discipline, such as leadership, and knowledge is required to interact with reality (Moreland, 2007). Bass (1995) stated that being a transformational leader requires "mature moral development" (p. 447). Transformational leader's' morality is an important way in which they improve the effort of their followers (Northington, 2015). The morality of followers is enhanced by a transformational leader (White et al., 2017). Transformational leaders that possess integrity and follow the rules have high moral character (Northington, 2015). Blackaby and Blackaby (2011) presented the idea that a leader's entire influence on others comes from their personal commitment to do the right thing at all times. Perman (2016) stated that the first 150 years of success and leadership literature centered on the moral character of the individual. The commitment to an objective moral absolute and moral character is a prerequisite for a leader (Blackaby & Blackaby, 2011). The literature reflecting a theme of a transformational leader's morality supports a similar theme for athletic administrators. Athletic administrators must embrace the moral and ethical influence that they are to have on their coaches (Hoch, 2018). Coaches desire a strong model of the integrity from their athletic administrators (Janssen, 2013).

What Leaders Do

Doherty (1997) identified transformational leaders, such as athletic directors or assistant athletic directors, as transcending positions and titles. Yang and Islam (2012) pointed to the catalytic effect that transformational leaders have on an organization and their effectiveness of coaching others in an organizational setting when they demonstrate transformational leadership behaviors. Followers also report higher job satisfaction when led by a transformational leader.

In order to produce the effects of the transformational leadership, there must be an understanding of the behaviors that a leader must demonstrate.

Transformational leaders create a sense of enthusiasm in their followers (McCarley et al., 2016). Northington (2015) demonstrated a relationship between winning and transformational leadership behaviors in interscholastic athletic administrators, noting that athletic administrators with winning teams were consistently enthusiastic about their daily work. Peachey, Burton, and Wells (2014) investigated athletic departments and found that leaders that demonstrated transformational leadership behaviors fostered a sense of pride about the department and a sense of belonging to the group and constantly communicated the "why" of the department. Yusof (1998) spent time investigating transformational leadership behaviors of athletic administrators and found that they communicated high expectations and that their behaviors made a significant difference in the organization's effectiveness. Additionally, Yusof (1998) noted that transformational leadership behaviors actually enhance the transactional leadership behaviors of the athletic administrator. This would support Bass's (1985) original idea that transformational and transactional leadership behaviors are not polarized; rather, they are two dimensions of leadership that can coexist. Leaders that demonstrate transformational leadership behaviors facilitate the ambitions of their followers while knitting those ambitions into a meaningful organizational vision (Prochazka et al., 2017). Transformational leadership behaviors are still a complicated matter for researchers as they learn more about the capacity of leaders to learn these behaviors (Doherty, 1997). Younger leaders seem more adept at picking up transformational leadership behaviors, but there are clearly antecedent factors yet to be discovered that also contributed to the acquisition of transformational leadership behaviors (Doherty, 1997).

Morgan and Bush (2014) researched transformational leadership behaviors in school athletic coaches and found that they include the following: (a) creating space for meaningful participation from the group and meaningful relationships, (b) embracing different perspectives, (c) validating the contributions of followers, (d) promoting an atmosphere of learning, and (e) being effective in moving matters of social justice forward. Aggarwal and Krishnan (2014) described transformational leadership qualities as including selflessness in action, high moral and ethical standards, and a focus on the needs of the followers. Simply put, transformational leadership behaviors inspire others to put themselves aside and lean into the pursuit of a common objective (Cruickshank & Collins, 2016). According to Lim and Cromartie (2008), transformational leaders are adept at creating an awareness of the need for change, successfully overcoming resistance to change, demonstrating the urgency for change by making personal sacrifices for it, communicating a clear vision, fostering commitment by followers to the vision, and moving the institution to exhibit the vision. Researchers continue to discover a variety of positive effects of transformational leadership that point to one major, specific idea: Followers buy in to leaders that demonstrate transformational leadership behaviors.

There is a well-developed body of research on what transformational leadership looks like in a school setting (Leithwood & Sun, 2012). The utilization of transformational leadership in a school setting is relevant because it is in this same setting that interscholastic athletic administrators function, and teaching is the primary role of the coaches that are supervised by the athletic administrator (Hobbs, 2018). Transformational school leaders are the ideal leaders that teachers and staff want to follow (Saxe, 2011). Transformational school leaders set direction for their followers (Leithwood & Sun, 2012). Once the direction is set, leaders build goals to complement the direction, monitor progress towards those goals, and hold high expectations that

followers will reach those goals. Transformational school leaders are also able to divert large

amounts of their attention to developing their followers (Leithwood & Sun, 2012). White et al.

(2017) encouraged school leaders to embrace a collaborative style of leadership to develop

followers and effectively become transformational leaders. These leaders direct their attention

toward modeling shared beliefs and behaviors, stimulating follower intellect through problem

solving, and providing support unique to the capacity of the followers. Transformational school

leaders redesign the school organization for the sake of their followers and the attainment of the

stated vision (Leithwood & Sun, 2012). Followers' aspirations shape the organization as much

as the organization shapes the followers' aspirations when transformational leadership is in place

(Saxe, 2011). McCarley et al. (2016) noted that school culture is influenced by transformational

leaders because of their ability to engage many in decisions regarding the organization. Caring

and trust change school culture, programs are implemented to facilitate goal attainment, and the

larger community is engaged to ensure that the vision reflects their aspirations (McCarley et al.,

2016). Finally, transformational school leaders get results by focusing on instructional

development (Leithwood & Sun, 2012). White et al. (2017) correlated student mastery with the

transformational leader who is able to provide guidance, assistance, and motivation to students.

This is the key element of transformational school leadership that separates it from other forms

of transformational leadership, as student attainment is the litmus test of effective school

leadership (McCarley et al., 2016).

How Followers Respond

An ever-increasing validation of transformational leadership behaviors is the way that

followers respond to those behaviors. The most effective leaders do not force followership;

rather, they create connection that allows the followers to respond by choosing to follow (Hobbs,

2018). Followers that feel cared for and inspired by the leader are more likely to remain rather than pursue other jobs (Peachey et al., 2014). As such, followers demonstrate greater commitment to their organizations when led by a transformational leader (Peachey et al., 2014). The pursuit of excellence is a response amongst coaches following a leader demonstrating transformational leadership behaviors (Engbers, 2011). McCarley et al. (2016) found that teachers reach and exceed their perceived potential under the influence of a transformational leader. Student achievement is increased by the transformational leadership behaviors of administrators supervising teachers (Ninković & Knežević Florić, 2018).

Research exists identifying follower responses to the transformational leadership behaviors of athletic administrators. Kuchler (2008) observed that the coaching staff of athletic administrators who demonstrate transformational leadership behaviors simply perform their duties better. Followers in an athletic department context perceive that they are more involved in the change process (Peachey et al., 2014). Abuhlelah (2016) stated that followers of athletic administrators demonstrating transformational leadership behaviors achieve higher level goals. Followers of leaders that demonstrate transformational leadership behaviors also show greater persistence and resourcefulness in pursuing organizational objectives, go beyond their leader's expectations, and hold to a greater vision for their organization (Doherty, 1997).

Followers' embracing of changes is always a complicated matter for leaders to navigate, and evidence exists that transformational leadership behaviors prime followers to do exactly that. Resistance to change can be poison to an organization (Bommer, Rubin, & Baldwin, 2004). Followers understand and believe in change when they are led by an athletic director exhibiting transformational leadership behaviors (Abuhlelah, 2016). Kuchler (2008) observed that the demonstration of transformational leadership behaviors by leaders empowered followers to be

part of change rather than watch change happen or fight against it. Followers, under the

influence of transformational leadership behaviors, more readily offer trust (Northington, 2015).

A transformational leader embraces change and convinces others to do so by clearly

communicating and joining in the change process (Bommer et al., 2004). It is possible to pass

transformational leadership behaviors from one peer leader to another. Once a follower has

embraced transformational leadership behaviors, other leaders will embrace them as long as the

leader continues to demonstrate the transformational leadership behaviors (Bommer et al., 2004).

Peer influence on transformational leadership behaviors can have a significant impact on the

culture of a group. The appeal of passing along culture should be high priority to those in a sport

context such as the interscholastic athletic department. Effective leaders in the sport context

need to possess transformational leadership behaviors in order to develop a stronger

organizational culture (Lim & Cromartie, 2008). Leaders that wish to pass along particular

cultural behaviors are wise to begin with their own transformational leadership behaviors.

Transformational leadership behaviors are effective in inspiring followers to be active

transmitters of cultural behaviors (Peachey, 2014). It is in this way that transformational leaders

begin to produce transformational leaders (Bommer et al., 2004).

Beware!

Research, though still developing, has found that there is a negative side to

transformational leadership behaviors (Kim et al., 2012). Powers et al. (2016) suggested that

there is not enough attention paid to leadership when it is ineffective or destructive. Leaders

utilizing transformational leadership behaviors to influence followers must be aware that

followers under this leadership will have the tendency to embrace vision blindly, thus giving up

the important exercise of constructively criticizing new ideas (Kim et al., 2012). The reality of

this effect requires leaders to focus follower energy on organizational goals by encouraging them to review the alignment of the vision with the goals. Doherty and Danylchuk (1996) warned that some leaders fall into the trap of believing that their charisma is enough to get them by in their leadership efforts. Morgan and Bush (2014) took time to point out that individuals sometimes criticize transformational leaders as being too idealistic and not practical enough to effect real change. Leaders that utilize transformational leadership behaviors carelessly can create an unhealthy commitment of the followers to the individual rather than the organization. Though well intentioned, leaders can actually harm organizations in this instance (Kim et al., 2012). A transformational leader that accepts a promotion or departs the organization or department can inadvertently increase turnover and increase job dissatisfaction in the followers. Finally, Bommer et al. (2004) issue a warning that leaders will face cynicism from those they are trying to lead when addressing change. Individuals that have cynical attitudes to organizational change react very negatively to transformational leadership behaviors (Bommer et al., 2004).

A Relationship with Follower Efficacy

There are a variety of relationships between transformational leadership and efficacy. Nielsen et al. (2009) presented his findings on the correlation between transformational leadership and efficacy as well as advocated for a growing body of knowledge on it. Liu et al. (2010) called the relationship between transformational leadership and self-efficacy "logical." This bold statement is made on the basis on the results of research that closely correlated core competencies of transformational leaders and the core domains of efficacy.

Leaders that focus on empowering followers increase the self-efficacy of the followers (Kark et al., 2003). The empowerment of others happens when the leader delegates responsibilities to them. It can also happen when individuals are encouraged to think creatively

about new ideas or existing problems. These experiences can empower and build up a sense of efficacy. Hassan et al. (2015) found a positive correlation between transformational leadership and creative self-efficacy. Creative self-efficacy is an individual's belief in his or her ability to engage in innovative processes to complete creative tasks (Hassan, 2015). Hassan et al. (2015) noted that creative self-efficacy is enhanced through leader support. Bass (1997) identified support as a key component of a transformational leader's individualized consideration, while Janssen (2013) named support as the trait of an athletic administrator that coaches most desire.

The theory of a relationship between sources of efficacy and the four domains of transformational leadership such as the connections that were identified by researchers Hassan et al. (2015), Bass (1997), and Janssen (2013) are present in additional studies. A connection exists between transformational school leadership, transformational leadership, and self-efficacy, which supports the idea that an athletic administrator's transformational leadership behavior has a relationship to coaching efficacy. Efficacy finds its sources in mastery experiences, social modeling, social persuasion, and emotional states (Bandura, 2012).

The four domains of transformational leadership are individualized consideration, idealized influence, intellectual stimulation, and inspirational motivation (Bass, 1997). Transformational school leadership also has four domains: redesigning the organization, improving programs, setting directions, and developing people (Leithwood & Sun, 2012). Leithwood and Sun (2012) found a relationship between (a) setting directions and inspirational motivation, (b) developing people and intellectual stimulation, (c) improving programs and idealized influence, and (d) redesigning the organization and individualized consideration. Liu et al. (2010) emphasized the parallels between the core competencies of a transformational leader and the core competencies of self-efficacy. Observational learning is an important part of

efficacy, and role modeling is an important component of transformational leadership, making the two a logical connection. Quality vision casting and implementation also directly impact efficacy by making meaning of tasks that followers are involved in (Liu et al., 2010).

Hassan et al. (2015) found a relationship between creative self-efficacy and transformational leadership behaviors. Transformational leaders provide idealized influence by modeling, and that modeling enhances the efficacy of followers when they engage in similar tasks (Hassan et al., 2015). The individualized consideration of a transformational leader makes followers feel valued, further enhancing their efficacy. Transformational leaders provide inspirational motivation, which improves the emotional state of followers and therefore their efficacy (Hassan et al., 2015). The final cumulative effect of transformational leadership behaviors is that employees are encouraged to engage more deeply in their tasks (Hassan et al., 2015). The deep engagement in tasks provides mastery experiences because of repetition, and mastery experiences enhance efficacy (Bandura, 2012).

Hassan et al. (2015) investigated the relationship between transformational leadership and creative self-efficacy. Ninković and Knežević Florić (2018) researched the relationship between transformational school leadership and teacher efficacy, and Aggarwal and Krishnan (2014) studied the relationship between transformational leadership behaviors and follower self-efficacy in the business world. The research appears to have left the door open for an important investigation regarding the relationship of athletic administrators' transformational leadership behaviors to their coaches' efficacy. If a relationship between transformational leadership and self-efficacy exists, then the leadership skills of an athletic administrator can influence a coach to enhance the experience of student-athletes.

A Void for Interscholastic Athletic Directors

Information and research continues to grow in the investigation of transformational

leadership behaviors. However, a void exists in the study of transformational leadership

behavior and its application in the sport context (Kim et al., 2012). The field of sport has a wide

variety of disciplines; therefore, a wide variety of applications of transformational leadership

behaviors exist. The discipline of interscholastic athletic administration at the secondary level is

a territory under-researched in the field of leadership, and very little information exists on the

value of transformational leadership behaviors as applied by interscholastic athletic

administrators at this educational level (Abuhlaleh, 2016). Society has placed such an emphasis

on the interscholastic athletic experience that it is surprising to see the lack of formal training

programs designed specifically for these coaches and athletic administrators (Abuhlaleh, 2016).

Transformational leadership appears to be the preferred leadership method for a society that is

more interconnected, more knowledgeable and more diverse than the world has previously

known (Abuhlaleh, 2016). Kuchler (2008) stated the highly educated workforce that populates

so many different industries seems primed for the leadership behaviors that are often associated

with transformational leadership. It is easy to understand how transformational leadership

behaviors could be so appealing to those that lead interscholastic athletic departments because

the educational workforce is so highly educated with graduate degrees becoming the norm for

many of the employees of educational institutions (Hobbs, 2018b). The value of

transformational leadership behaviors is being noted by the NIAAA, as it has developed multiple

courses in recent years to suggest how athletic administrators can practically apply

transformational leadership behaviors to their daily responsibilities (Abuhlaleh, 2016).

Conclusion

Organizations find the roots of their success or failure in the leader-follower relationship (Aggarwal & Krishnan, 2014). Researchers have recognized the importance of leadership in the sport industry, and the relationship between athletic administrators and the coaches they supervise is an easy parallel (Peachey et al., 2014). Overton, Rosen, and Malinauskas (2006) called the athletic administrator and coach a team of two. The interscholastic model of athletics places this team of two inside an educational context with student-athletes as the recipients of the experience the athletic administrator and coach can combine to provide.

A coach has the opportunity to be a positive influence on a student-athlete (Hobbs, 2017). Baines and Stanley (2003) went so far as to call interscholastic athletic coaching the last true mainstay of academic excellence due to its fair objective evaluations and constant driving of students toward their fullest potential. Athletic coaching, because of the clear standards set by the scoreboard, forces coaches to gear instruction to their high achievers, and interestingly, the entire team follows suit (Baines & Stanley, 2003). All of this happens in a context in which the student has voluntarily chosen to participate.

Hoffman (2018a) reported that coaches are likely to return to their positions when they feel that the athletic administrator evaluates their' job performance on the basis of the quality of experience that they gave to their student-athletes rather than on winning, championships, and number of student-athletes earning college scholarships. Athletic administrators have significant influence over their coaches because they can evaluate coaches on things that are directly under the control of the coach (Hensley & Evers, 2015).

Coaches positioned in a Christian school context can be critical in forming student-athletes' understanding of their faith (Hoven, 2016). In the last 25 years, organizations that

combine faith and athletics have evolved into global entities such as Fellowship of Christian Athletics, Score International, and Athletes in Action (Sarkar, Hill, & Parker, 2014). Christian high schools have meshed faith and athletics (Hoven, 2016). The Christian school can be a place where instructors and coaches view each student as an image bearer of the Creator that needs education and life-on-life guidance to fulfill eternally predetermined purposes (Van Brummelen, 2009). The Christian school can be a place where the coach-player relationship is set in the context of the apostle Paul's spiritually intense analogies (Taylor, 2015). The Christian school can be a place where moral absolutes give access to true knowledge (Prov. 1:7, NIV). The Christian school can be a place where the concept of transformational leadership is viewed in light of Christ's transforming work in the lives of His followers and a place where efficacy can be founded in knowing that one has been created for a unique purpose (Eph. 2:10, NIV).

While these ideals seem very valuable, the may not exist automatically in the athletic department of a Christian school. Studies show no difference or even a decrease in morality amongst athletes in Christian schools as compared to athletes from other schools (Hoven, 2016). Hoven (2016) presented four things that faith provides that can support the athletic experience: (a) a clear sense of humility and purpose, (b) optimistic outlooks about the future, (c) emotional support in stressful situations, (d) trust in a supreme being that controls all things. Educational leaders of Christian schools need to carefully consider and intentionally plan the intersection between faith and competitive athletics (Hoven, 2016). The consideration of this intersection should begin with the leader of the athletic department, the athletic administrator.

Transformational school leaders increase student achievement, and teacher self-efficacy is correlated to student-achievement (Ninković & Knežević Florić, 2018). These leaders use a complex set of skills to clarify vision, create an urgent need for change, bring to life daily tasks,

and position those around them for important impact that benefits all that are involved. The parallels between transformational school leaders and teaching efficacy and transformational athletic administrators and coaching efficacy are clear for the researcher; yet no study exists investigating the correlation between transformational leadership behaviors of athletic administrators and the efficacy of the coaches they supervise. The setting of a Christian high school adds a galvanizing context to the eternal relevance of the study. The following chapter will describe the methods that were used to investigate the relationship between coaches' perceptions of their athletic administrator's transformational leadership behaviors and their own coaching efficacy.

CHAPTER THREE: METHODS

Overview

Interscholastic athletic administration remains an underresearched area of school leadership (Kim et al., 2012). This study was designed to investigate the possibility of a relationship between a varsity head coache's' perception of the degree of the transformational leadership behaviors in their Christian school athletic administrators and their own coaching efficacy. The researcher is unaware of any such study in interscholastic athletics in the secondary or higher educational context. An in-depth description of this study will be presented in the following sections: research question, research design, hypothesis, participants and setting, instrumentation, procedures, and data analysis.

Research Design

This study utilized a correlational design to investigate the relationship between Christian school varsity head coaches' perception of their athletic administrator's transformational leadership behaviors and their own coaching efficacy. Gall, Gall, and Borg (2007) identified the exploration and discovery of relationships as a primary purpose for correlational studies. The variables in this correlational study were as follows: Perceptions of transformational leadership behavior of athletic administrators was the independent variable and coaching efficacy was the dependent variable.

Studies exist that establish the appropriateness of correlational design when investigating the influence of transformational leadership behaviors in a sport setting. Yusof (1998) utilized correlational research to investigate transformational leadership of athletic administrators and its influence on the job satisfaction of coaches in their athletic department. Doherty, (1997) when researching the relationship between university athletic administrators' leadership characteristics,

perceptions of their transformational leadership, and overall perception of their leadership effectiveness, used correlational study. Abuhlaleh (2016) utilized a correlational design to study the relationship between athletic administrators' transformational leadership, gender, and organizational effectiveness. Despite a number examples of the use of correlational design by scholars studying the relationship of transformational leadership in a sport context and its influence on a variety of variables, the researcher is unaware of any such study investigating perceptions of transformational leadership behaviors of interscholastic athletic administrators and its relationship to coaching efficacy. Further validating the current study is that fact that there appears to be no such study that exists that is specific to athletic administrators and the coaches they lead in a Christian high school context.

Research Question

Reverend Billy Graham (Nations of Coaches, 2018) clearly described the impact of a coach when he stated that a coach would influence as many people in one season as most people do in a lifetime. Coaches hold the role of parental figures and counselors (Morgan & Bush, 2014). With such important influence at stake, it is important to study the athletic administrator that is responsible to lead these coaches. Aggarwal and Krishnan (2014) researched the influence that transformational leaders have on follower self-efficacy and found that the two have a positive relationship. Kark et al. (2003) presented that transformational leadership behaviors that focus on empowering followers enhance follower efficacy. Liu et al. (2010) found evidence of a positive correlation between transformational leadership and self-efficacy, though their investigation was not in the context of athletic administration and coaches. Perceptions of a leader are influence the leader's effectiveness and need to receive more attention in transformational leadership research (Stelmokiene & Endriulaitiene, 2015). The research

question that is specific to this study centered on whether or not there is a relationship between Christian school coach's' perception of the athletic administrator's transformational leadership behaviors and their own coaching efficacy.

RQ1: What is the relationship between a varsity head coach's perception of the degree of transformational leadership behaviors of their athletic administrator and their own coaching efficacy in a Christian school setting?

Hypothesis

H₀1: There is no statistically significant correlation between a varsity head coach's perception of transformational leadership behaviors of their athletic administrator and their own coaching efficacy in a Christian school setting.

Participants and Setting

The researcher utilized a convenience sample of 81 schools by collecting completed surveys from 171 varsity head coaches of team sports in Christian schools in the United States. A total of 120 surveys were deemed usable, far exceeding Gall et al.'s (2007) recommendation of 30 participants when conducting correlational research. The sample size of returned surveys ($N = 120$) was strong enough to provide a Pearson's r alpha level of .05 and statistical power of .07. The CES II – HST (Myers, Feltz, Chase, et al., 2008) measured coaching efficacy. The CES II – HST is a revision of the CES that was developed for head coaches of high school teams based upon research that discovered that coaching at the high school level is an important variable in the overall model of coaching as compared to coaching professionally, collegiately, or on the youth levels (Myers, Feltz, & Wolfe, 2008). The CES II – HST applies most effectively to coaches that lead team sports on the high school level as opposed to individual sports such as track and field, swimming, or cross country (Myers, Feltz, & Wolfe, 2008). The

sports of volleyball, football, soccer, basketball, baseball, softball, field hockey, ice hockey, water polo, and lacrosse were most likely to be present in this study.

The coaches were engaged through two professional networks. The Council on Athletic Standards of Excellence is an informal national network of Christian school athletic administrators that gather once per year to discuss matters pertaining to athletic administration and leadership in Christian school settings. The ACSI is a governing certification body with a global network of Christian schools. Through these two networks, athletic administrators and heads of school were contacted with a request for permission for their head varsity team coaches to take part in in the study. The athletic administrators held their current positions for at least two full school years at their current school, and athletic administration was the majority of their job responsibility as gauged by teaching two or fewer classes. 'Eligibility requirements for the Certified Athletic Administrator or Certified Master Athletic Administrator designations through the NIAAA include at least two full years of service as an athletic administrator and athletic administration to be the majority of an individual's daily job tasks. The varsity head coaches that participated served under their athletic administrator for at least two full seasons.

Instrumentation

The study utilized two instruments: the CES II – HST and the Global Transformational Leadership scale (GTL). The CES HST – II measures coaching efficacy in five domains and was created and validated through confirmatory factor analysis by Myers, Feltz, Chase, et al. (2008). Motivational efficacy is confidence in one's ability to affect the psychology of an athlete in preparation for and response to competition (Myers, Feltz, Chase, et al., 2008). Technical efficacy, the second domain measured by the CES HST – II is confidence in one's ability to instruct and diagnose skills (Myers, Feltz, & Wolfe, 2008). Game strategy efficacy is confidence

in one's ability to make game-time decisions that enhance the performance of the team (Myers, Feltz, Chase, et al., 2008). Character-building efficacy is confidence in one's ability to develop positive responses in athletes (Myers, Feltz, Chase, et al., 2008). Finally, the CES II – HST measures physical conditioning efficacy, confidence in ability to prepare athletes for the physical demands of competition (Myers, Feltz, & Wolfe, 2008). Lee (2013) utilized the CES II – HST in a study investigating factors contributing to efficacy. Rocchi and Camire (2018) used the CES II – HST when measuring coaching efficacy and its correlation to teacher job satisfaction. Efficacy in each area of the CES II – HST is scored on a four-point scale of low, medium, high, and complete confidence. The CES II – HST is presented in Appendix A. The CES II – HST can be viewed by the scoring of each domain or as an overall single scale, which is identified as the total coaching efficacy (TCE) score. Both Lee (2013) and Rocchi and Camire (2018) relied on the TCE score in their research. TCE is the sum average of the responses on the 18 items that presented in the CES II – HST. For the purpose of this correlative study, the TCE was utilized and correlated as a single scale with the single scale on the GTL.

The GTL is a brief, efficient instrument measuring transformational leadership with effectiveness similar to that of the popular Multi-Faceted Leadership Questionnaire (Carless et al., 2000). Van Beveren, Dórdio Dimas, Renato Lourenço, and Rebelo (2017) noted that the GTL is short, practical, and just as valid as other instruments for measuring transformational leadership. The GTL's advantage is how quickly it can be completed (Van Beveren et al., 2017). Carless et al. (2000) found the GTL was a valid and reliable instrument. The GTL was developed specifically in response to the perception that the length of the Multi-Faceted Leadership Questionnaire and similar instruments discouraged participants from utilizing it. The GTL presents seven domains with each domain having one survey question to reflect it. These

seven domains are as follows: (a) communicates a clear and positive vision of the future, (b) treats each member individually, while each is encouraged and supported in his or her development, (c) encourages and recognizes staff, (d) fosters cooperation and trust, (e) encourages new ways of thinking when faced with a problem, (f) presents values clearly and practices what they preach, and (g) inspires others by being perceived as highly competent (Carless et al., 2000). Scoring of the GTL is on a five-point Likert scale: 1 – "rarely or never," 2 – "seldom," 3 – "sometimes," 4 – "often," and 5 – "frequently if not always." The GTL produces an overall, single score on a single scale. The single scale of the GTL can range from 7 to 35 points and presents a singular construct of leadership (Carless et al., 2000).

Carless et al. (2000) were careful to explain that the GTL measures the degree to which a leader uses transformational leadership behaviors as perceived by subordinates. Stelmokiene and Endriulaitiene (2015) used and preferred the broad, unidimensional measure of the GTL scale in their study of transformational leadership. Van Beveren et al. (2017) confirmed the validity of the GTL through confirmatory factor analysis as well as noted its high level of reliability with a Cronbach alpha of .93. Munir, Nielsen, and Gomes Carneiro (2010) conducted a correlational study between perceptions of transformational leadership and depressive symptoms in subordinates utilizing the single scale GTL. Nielsen et al. (2009) chose the GTL for a study that investigated the mediating effects of efficacy on transformational leadership and job satisfaction. This fact is particularly relevant considering the current investigation focused on the relationship between transformational leadership and coaching efficacy. The GTL has a higher degree of convergent validity than other instruments with more questions (Nielsen et al., 2009). It also has application across a wide variety of disciplines and contexts, making it an ideal instrument for

this study (Van Beveren et al., 2017). The single scale reflection of the singular construct of leadership was utilized in the data analysis. The GTL is available in Appendix B.

Surveys were created in Google Forms and distributed via email to at almost 200 Christian school superintendents and their athletic administrators. The email requested permission from the leaders for their varsity head coaches to participate and asked them to pass along the online survey to the varsity head coaches of team sports in their athletic departments. The surveys collected demographic information, provided the 18 items of the CES II – HST, and the seven items of the GTL. Of the Christian schools contacted, 81 agreed to participate in the study, 171 coaches completed the survey, and 120 surveys were usable for the data analysis. The survey consisted of 10 demographic questions, seven questions from the GTL, and 18 questions from the CES II – HST for a total of 35 questions. Each portion of the survey (demographics, CES II – HST, and GTL) took an estimated five minutes to complete.

Procedures

The process of collecting data began with obtaining permission from school superintendents and athletic administrators to engage their varsity head coaches of team sports as participants in the study via an emailed letter. The contents of the email letter described the study, requested permission to invite the varsity head coaches to participate, and gave an explanation of how to the researcher would to contact the coaches through the school representative of the leaders' choice. The survey was designed to be anonymous, so direct contact between the researcher and the coaches was avoided (Appendix B). Institutional Review Board approval was obtained through Liberty University to ensure that participants were treated ethically throughout the study. Each athletic administrator had held their current position for at

least two years at the current institution where they were employed. The email to the school

representative that was forwarded to the varsity head coach included the following items:

1. A brief introduction of the researcher and the research (Appendix B)

2. A clarification of why the leader was being contacted

3. A clarification on which were are being asked to be involved

4. A request for the secretary to forward the email to the varsity coaches that met the criteria

    and carbon copy the researcher on the forwarded emails

5. A coach's recruitment letter (Appendix C)

6. A link for the coaches to follow to an online survey constructed through Google Forms.

The online survey included the following components:

1. A consent to participate statement (Appendix D)

2. Demographic data form (Appendix E)

3. The 18-item CES II HST (Appendix F)

4. The 7-item GTL (Appendix G)

It is important to note that the researcher's professional network in the field of athletic

administration and credentials as a Certified Master Athletic Administrator of the NIAAA

facilitated communication with the school leaders for the study.

Nearly 200 school were contacted in January 2019. Eighty-one school leaders

(superintendent, headmasters, athletic administrators, principals, etc.) agreed to allow their

coaches participate in the study, and 171 coaches submitted completed surveys. Of the 171

surveys collected, 121 met all of the pre-established criteria and were identified as usable for the

study. Participants were offered no compensation for their participation, and the survey was

completely anonymous.

Data collection took place throughout January 2019. The survey was created in Google

Forms, which is a free online form builder. Google Forms is a protected through secure sockets

layer encryption that requires the use of a username and password that only allows the researcher

to access the data. It also has features that allowed for simple download of all demographic data,

CES II – HST responses, and GTL responses into a spreadsheet. All data were easily aligned

according to the correlating participant.

Data Analysis

Data were downloaded from the Google Forms administrative site into Google Sheets,

and from there transferred into an Excel spreadsheet. Data were stored on the researcher's laptop

which is password protected and stored in the researcher's home office. The data included

demographic information and survey instrument responses. The information was uploaded into

SPSS. Descriptive statistics were compiled regarding participant demographics including: state

coaching in, age, gender, years of varsity coaching experience, years of varsity coaching

experience under the current athletic administrator, and number of students in the high school.

Mean, median, mode, and standard deviation were calculated via SPSS to produce a detailed

numerical description of the participants (Gall et al., 2007).

Pearson's moment-product correlation (Pearson's r) was used to analyze the scores of the

CES II – HST, known as the TCE, and the GTL overall score from each participating coach.

Rovai, Baker, and Ponton (2014) stated that correlational design clearly demonstrates a

relationship between two variables. Gall et al. (2007) described the advantage of correlational

research as its ability able to provide information about the degree of the relationship between

variables. Laerd Statistics (2018) advocated for the use of Pearson's r because of its ability to

describe direction and strength of a relationship between variables. Additionally, correlational

research is valuable for studying problems in the world of education or social sciences because of its strength in analyzing relationships (Gall et al., 2007). The degree of the relationship between the overall single scales of the CES II – HST and the GTL is the core of this research.

Laerd Statistics (2018) presented five assumptions that must be met in order for the use of Pearson's correlation. The first two assumptions were met by the continuous nature of the scores of both instruments and the ability to pair those scores. The CES II – HST produces the TCE score, which is continuous in nature, ranging from 7 to 35. The GTL produces an overall score of 18–72, which also continues in nature. This satisfied the first two assumptions of utilizing Pearson's r (Laerd Statistics, 2018). The third assumption for Pearson's r is bivariate normality. Utilizing SPSS, a scatterplot was created, and it reflected the traditional cigar shape, demonstrating the bivariate normality of both scores. The fourth assumption that of a linear relationship. An analysis of the data through SPSS's scatterplot revealed a linear relationship, as evidenced by the 'straight-line' results. The final assumption that must be met for Pearson's r to be used is normality (Laerd Statistics, 2018). A Shapiro-Wilk test was run on the data in SPSS, and the assumption of normality was not satisfied statistically with a score of $p > .05$. However, the assumption of normality was satisfied graphically upon reviewing normal Q-Q plots for both the TCE scores and GTL scores. A box plot revealed an extreme outlier on the GTL scores. This outlier was dropped. The sample size ($N = 120$) met the requirement to obtain a medium effect size, statistical power of .7, and alpha level of .05 (Gall et al., 2007).

Summary

Athletic administration is a leadership endeavor with a wide variety of challenges, yet high school athletic administrators are underinvestigated through the lens of leadership theories. The purpose of this study was to investigate this influential school leadership position through

the lens of transformational leadership behaviors and the behaviors' possible relationship with the coaching efficacy of the individuals they supervise. The methods chapter described a study that will add to this body of knowledge. The following chapter on findings will describe how the data collected answer the research question: Does a relationship exist between a Christian school coach's perception of the degree of transformational leadership behaviors of their athletic administrator and their own coaching efficacy?

CHAPTER FOUR: FINDINGS

Overview

The purpose of this nonexperimental correlative study was to investigate the relationship between the coaching efficacy of varsity head coaches in Christian schools and their perception of the degree of transformational leadership behaviors demonstrated by their athletic administrator. The coaches' perception of transformational leadership behavior is independent variable and coaching efficacy is the dependent variable in this correlative study. The purpose of the study was to contribute to the growing body of knowledge of how transformational leadership behaviors influence efficacy. The study also informs school leaders on behaviors that athletic administrators can take to demonstrate positively influence the varsity head coaches they supervise. A convenience sample of 171 varsity head coaches from 25 states and the Dominican Republic participated in the study. The previous chapter detailed the methodology of the study, and the current chapter will provide the answers to the research questions in accordance with the data collected.

Research Question

The research question for this study was as follows:

RQ1: What is the relationship between a varsity head coach's perception of the degree of transformational leadership behaviors of their athletic administrator and their own coaching efficacy in a Christian school setting?

Null Hypothesis

The null hypothesis was as follows:

H₀1: There is no significant correlation between a varsity head coach's perception of transformational leadership behaviors of their athletic administrator and their own coaching efficacy in a Christian school setting.

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Descriptive Statistics

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Demographics

The study collected usable surveys from 121 varsity team sport head coaches for ACSI-certified schools where the athletic administrator spent the majority of their day on department matters as defined by teaching two classes or less. One survey was dropped as it was an extreme outlier, leaving 120 usable surveys as part of the study. Coaches participated from schools in 25 states and the Dominican Republic. Of the varsity head coaches that participated, 91 (75.8%) were male and 29 (24.2%) were female. The participants were varsity head coaches of nine team sports. The descriptive data of the sports that were coached are found in Table 1.

Table 1

Descriptive Statistics of Sports Coached

Sport	Frequency	Percent
Baseball	17	14.2
Basketball	28	23.3
Field Hockey	1	0.8
Football	13	10.8
Ice Hockey	1	0.8
Lacrosse	5	4.2
Soccer	22	18.3
Softball	16	13.3
Volleyball	17	14.2
Total	120	100.0

Note. $N = 120$

Of the varsity head coaches that participated, 113 (94.2%) worked for a male athletic administrator, while 7 (5.8%) worked for a female athletic administrator. The descriptive data

that reflects age of the participants, years that they have served under their current athletic

administrator, and years they have been a varsity head coach can be found in Table 2.

Table 2

Descriptive Statistics of Coach Experience

Statistic	Minimum	Maximum	Mean	SD	Variance
Coach age	23	73	43.08	11.32	128.06
Years served under AD	2	28	4.98	4.09	16.72
Years as varsity head coach	1	49	10.58	8.71	75.93

Note. N = 120

Study Variables

The study consisted of one independent variable and one dependent variable. The

independent variable was the overall score of the seven-item GTL. Each item was scored on a

five-point Likert-type scale. The highest possible overall score is 35, while the lowest possible

overall score is 7. The dependent variable was represented by the TCE score, which is the

overall score of the 18-item CES II – HST. Each item was scored on a four-point Likert-type

scale. The highest possible score on the TCE is 72, while the lowest possible score is 18. Table

3 contains the descriptive data of the reported GTL scores and TCE scores.

Table 3

Descriptive Statistics of Reported GTL Scores and TCE Scores

Statistic	Minimum	Maximum	Mean	SD	Variance
GTL Overall Score	13	35	28.72	6.02	36.20
TCE Score	44	72	58.00	7.23	52.23

Note. N = 120

Reliability

Reliability for the GTL instrument and CES II – HST instrument were tested using

Cronbach's alpha. The seven-item GTL had a high rate of internal consistency, as shown by a

Cronbach's alpha of .945. The 18-item CES II – HST also had a high rate of internal consistency, as demonstrated by a Cronbach's alpha of .907.

Results

Data Screening

Data were analyzed from 171 completed surveys. Of the completed surveys, 120 (70.1%) met the criteria and were used in the final analysis. Surveys were eliminated because participants coached an individual sport rather than a team sport, had not worked for their athletic administrator for at least two seasons, or worked for an athletic administrator who was not deemed full time as evidenced by teaching two or fewer classes during the day. An additional survey was dropped after it was determined it was an outlier. All scores fell within the minimum and maximum range for both the GTL and CES II – HST, and all scores were paired, allowing for analysis utilizing Pearson's *r*.

Assumption Tests for Pearson's *r*

Each participant submitted a completed GTL and CES II – HST. The first assumption of utilizing Pearson's *r* is that scores are continuous, and the second assumption is that scores can be paired (Laerd Statistics, 2018). The overall score for the GTL and the TCE score of the CES II – HST were paired and continuous, satisfying the first and second assumptions of Pearson's *r*. A scatterplot was run to investigate the assumption of a linear relationship and bivariate normality. The scatterplot revealed that the scores were reasonably distributed along a straight line. The scatterplot also revealed no outliers. The scatterplot is reflected in Figure 1.
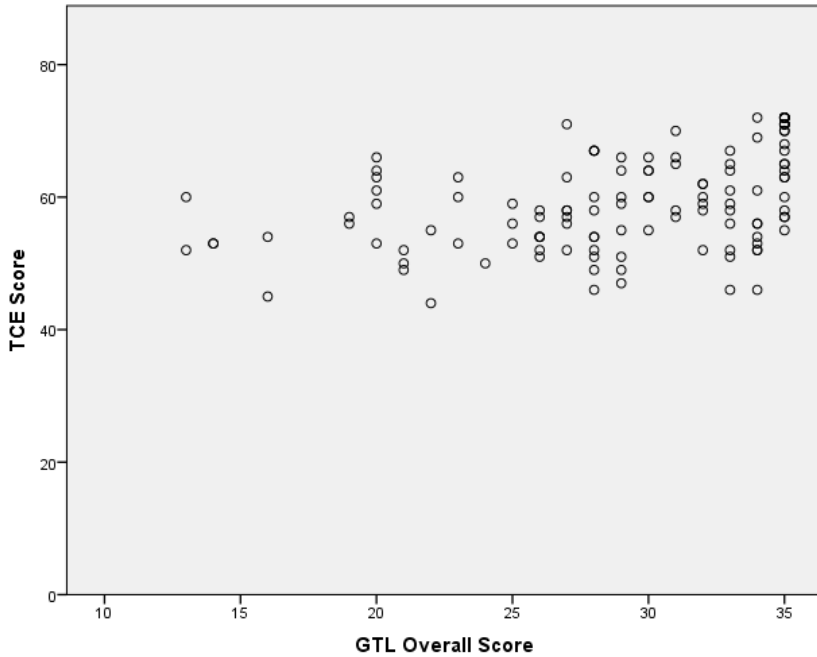
Figure 1. Scatterplot of GTL and TCE scores.

However, upon investigation of a box plot, one outlier with a very low score on the GTL was

identified. The mean and trimmed mean when the outlier was included were separated by .52,

but the mean and trimmed mean when the outlier was removed were separated by .47, so the

outlier was dropped. The box plot revealing the extreme outlier in the GTL scores can be seen in

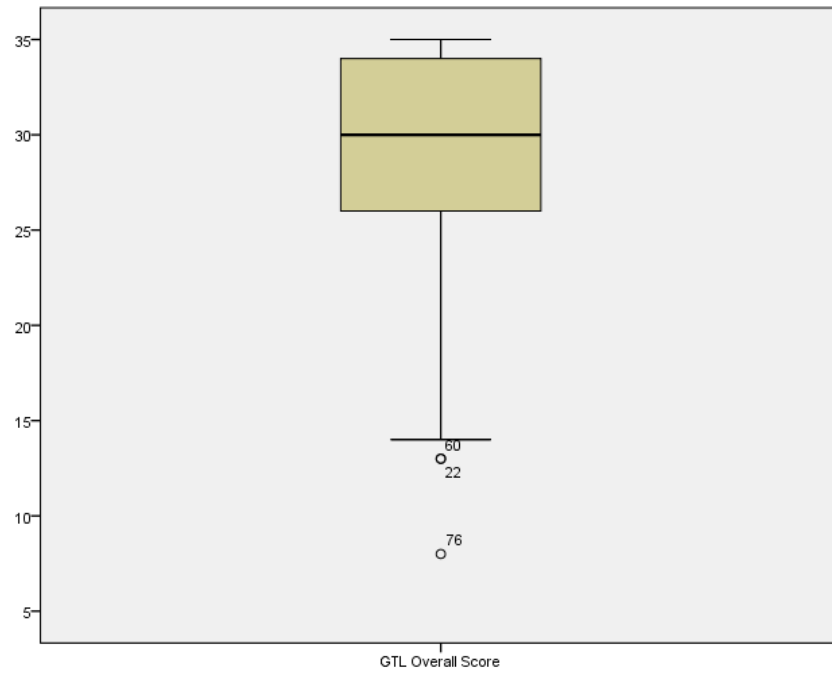Figure 2. The box plot describing scores from the TCE can be seen in Figure 3.

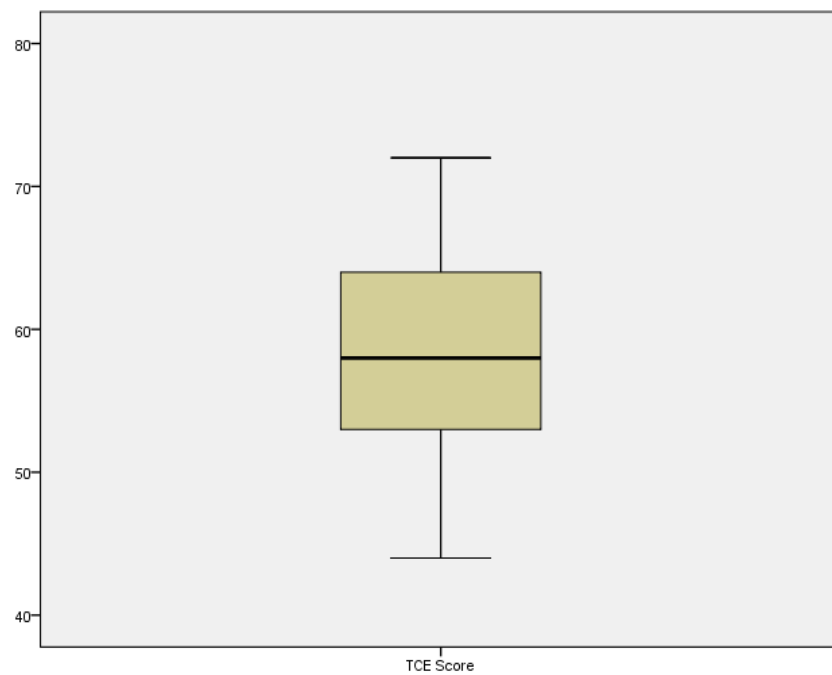*Figure 2.* Box plot of GTL scores

Figure 3. Box plot of TCE scores.

This brought the number of participants in the study from 121 down to 120, which is still four times more than the 30 participants recommended for the a correlational study to be valid (Gall et al., 2007).

The assumption of normality was violated numerically. A Shapiro-Wilk' test was conducted, and it was found that not all variables were distributed normally ($p < .05$). Further analysis was conducted graphically through normal Q-Q plots. Normal Q-Q plots are a preferred method for assessing normality graphically (Laerd Statistics, 2018). Normal distribution can be established graphically if the circular dots are reasonably positioned along the diagonal line of a normal Q-Q-Q plot. The normal Q-Q plot for the GTL is represented in Figure 4 and the normal Q-Q plot for the CES II – HST is represented in Figure 5.
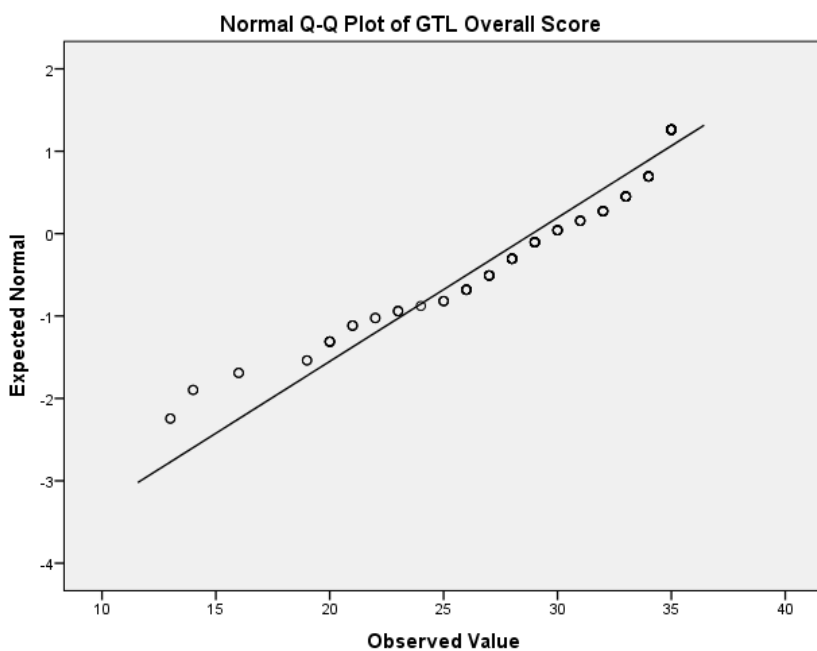

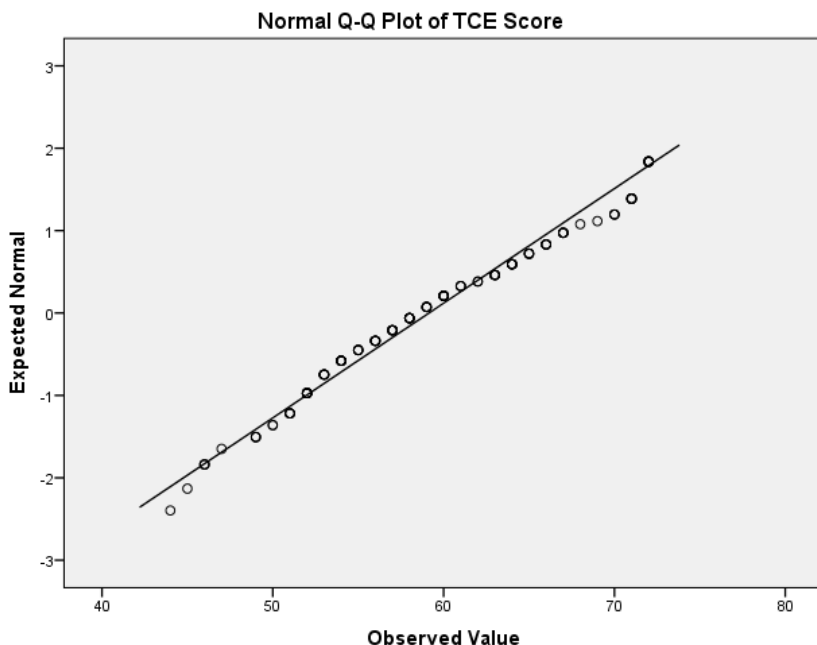*Figure 4.* Normal Q-Q plot of GTL scores.

Figure 5. Normal Q-Q plot of TCE scores from the CES II – HST.

The normal Q-Q plots revealed that the scores were approximately normally distributed, establishing the assumption of normality. Larger sample sizes and the fact that Pearson's correlation is robust to deviations from normality give additional confidence for the validity of the results of the analysis (Laerd Statistics, 2018).

The data had issues with normality, so the researcher felt it prudent to address the issue by also running a nonparametric analysis to confirm the parametric analysis. A Spearman rank-order correlation was conducted to validate the Pearson's product-moment correlation.

Assumptions Tests for Spearman's Rank Order

The first two assumptions for Spearman's rank order are the assumption of two continuous variables and the assumption of paired observations (Laerd Statistics, 2018) These two assumptions were met by the scoring the GTL and CES II – HST scales and the fact that each participant produced a score from each scale.

The third assumption is that there is a monotonic relationship between the variables (Laerd Statistics, 2018). A simple scatterplot was run to visually inspect and confirm that there was indeed a monotonic relationship. The simple scatterplot reflecting a monotonic relationship is shown in Figure 6.
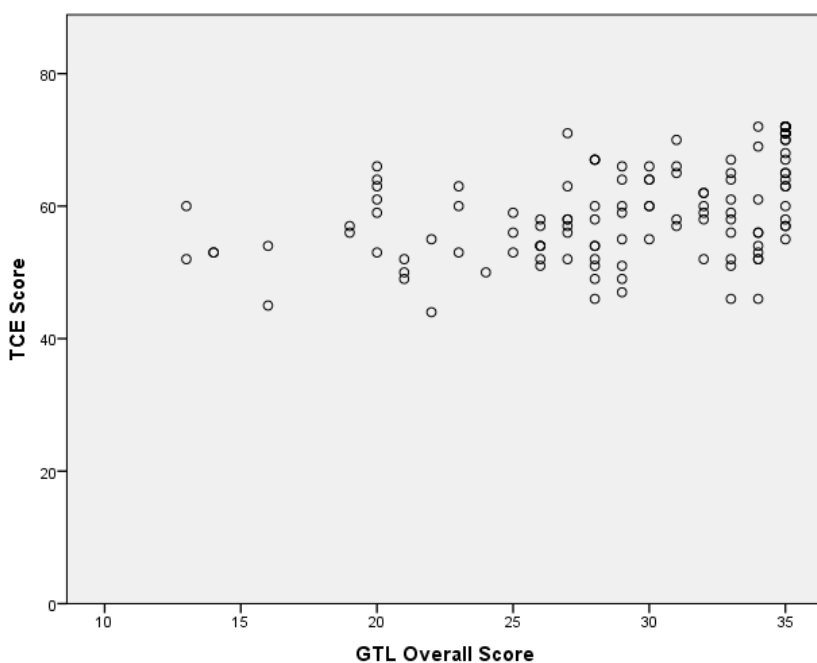
Figure 6. Simple scatterplot demonstrating monotonic relationship between TCE scores and CES II – HST scores.

Hypothesis

The research question asked, What is the relationship between a varsity head coach's perception of the degree of transformational leadership behaviors of their athletic administrator and their own coaching efficacy in a Christian school setting? The null hypothesis, which stated that there is no significant correlation between a varsity head coach's perception of transformational leadership behaviors of their athletic administrator and their own coaching efficacy in a Christian school setting, was tested by utilizing Pearson's *r*. The overall score of the CES II – HST, known as the TCE, was correlated with the overall score of the GTL. A

statistically significant, moderate positive relationship was found between a coach's perception of their athletic administrator's transformational leadership behaviors and their own sense of coaching efficacy, $r(118) = .41$, $p < .001$. The correlations chart can be seen in Table 4.

Table 4

Pearson's r Correlation Chart for TCE and GTL Scores

	GTL Overall Score	TCE Score
GTL Overall Score		.412**
TCE Score	.412**	

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

The moderate positive relationship can be interpreted as evidence that coaches' perception of their athletic administrator's transformational leadership behaviors explain 17% of the variation in their own coaching efficacy. The null hypothesis was rejected as a result of the correlational analysis of the data.

The CES II – HST scores and GTL scores were also analyzed utilizing the non-parametric Spearman's rank-order correlation. The preliminary analysis showed the relationship between the two sets of scores to be monotonic as demonstrated visually on the simple scatterplot of the data. A statistically significant, moderately positive correlation was found between coache's' perception of their athletic administrator's transformational leadership behaviors and their own coaching efficacy, *rs* $(118) = .455$, $p < .001$. The finding of a statistically significant relationship between these two variables means that the null hypothesis can be rejected and the alternative hypothesis accepted. The Spearman's rank-order correlation can be seen in Table 5.

Table 5.

Spearman's Rank-Order Correlation Chart for TCE and GTL Scores

	GTL Overall Score	TCE Score
GTL Overall Score		.455[**]
TCE Score	.455[**]	

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

Summary

Correlational research investigates the existence and strength of a relationship between variables (Gall et al., 2007). The data collected and analyzed through correlational procedures from 120 coaches across 33 states and the Dominican Republic demonstrated that a moderate positive relationship exists between a coach's perception of their athletic administrator's transformational leadership behaviors and their own sense of coaching efficacy. The findings align with other studies in other disciplines that have found a correlation between transformational leadership behaviors and a variety of forms of efficacy. The findings of the current study and the study's relationship to research in other disciplines will be discussed in the next chapter.

CHAPTER FIVE: CONCLUSIONS

Overview

The purpose of this nonexperimental correlative study was to investigate the relationship between the coaching efficacy of varsity head coaches in Christian schools and their perception of the degree of transformational leadership behaviors demonstrated by their athletic administrator. It is the goal of this study to present findings that can inform educational leaders on how the leadership behaviors of athletic administrators potentially influence the belief that coaches possess in their ability to affect student-athletes. The coaches' perception of transformational leadership behavior is the independent variable, and coaching efficacy is the dependent variable in this correlative study. The following chapter presents a conclusion of the results obtained in the study and includes a discussion of the results as they apply to the research question, implications of those results, limitations to the study, and future research recommendations.

Discussion

The current nonexperimental correlational study examined if there was a relationship between varsity head coaches' coaching efficacy and perceptions of transformational leadership behaviors of athletic administrators. The investigation adds to the current body of knowledge about the relationship between efficacy and transformational leadership behaviors, and it is the first study of its kind to look at this relationship specifically between a varsity head coach and the athletic administrator. Coaches hold many important roles in the life of a student-athlete (Hobbs, 2017). Coaches fill these different roles more effectively when they possess a strong sense of coaching efficacy (Kavussanu et al., 2008). Coaches should lead teams that student-athletes want to play on, and athletic administrators can influence coaches to accomplish this

(Hensely & Evers, 2015). The results of this study have demonstrated that transformational leadership behaviors have a moderately positive relationship with coaching efficacy.

The literature reviewed emphasized two specific findings that led directly to the purpose of this study. First, the transformational leadership behaviors of the athletic administrator needs more investigation (Abuhlaleh, 2016). Kim et al. (2012) noted that the interscholastic athletic administrator is a largely uninvestigated leadership position. This means that many things about high school athletic administrators are unknown, including how their leadership behavior can influence those around them. Second, more study is needed into transformational leadership behaviors and their relationship with efficacy from a long list of domains (Prochazka et al., 2017). Efficacy, across a wide variety of domains, has a significant positive relationship with the persistence, performance, and fulfillment for an individual in any position (Bandura, 2012). Any behavior that can have a positive relationship with efficacy is worthy of investigation because of the significant relationship that efficacy has with so many positive aspects of a person's role. Eight million student-athletes nationwide are impacted by coaches, so athletic administrators need to consider ways in which they can positively influence the efficacy of coaches (NFHS, 2018). These two themes from the literature review provide the bases for why the current study was relevant and necessary.

The study utilized two research instruments to investigate the relationship between coache's' perception of their athletic administrator's transformational leadership behaviors and their own coaching efficacy: the CES II – HST and the GTL. Coaching efficacy has five domains: motivational, technical, game strategy, character building, and physical conditioning. The CES II – HST measures coaching efficacy across these five domains through 18 questions rating a sense of efficacy in each question as low confidence, moderate confidence, high

confidence, and complete confidence. The overall score produces a single scale, known as the

TCE score, reflecting a coach's sense of coaching efficacy. The GTL is a seven-item instrument

noted for its brevity yet equally valid results when compared to other instruments measuring

transformational leadership behaviors (Carless et al., 2000). The seven items are scored

individually on a Likert scale of 1–5. The possible low score of seven and high score of 35

reflect the degree to which an individual perceives the transformational leadership behaviors of a

leader. The TCE and overall score of the GTL were correlated utilizing Pearson's *r* to

investigate the relationship between coache's' sense of coaching efficacy and their perceptions of

the degree of transformational leadership behaviors demonstrated by their athletic administrator.

The result of the correlational analysis was the discovery of a moderately positive relationship

between coache's' perception of an athletic administrator's transformational leadership

behaviors and their own sense of coaching efficacy.

The body of knowledge on the relationship between transformational leadership

behaviors and various domains of efficacy continues to develop. The results of the current study

validate other studies showing a positive relationship between transformational leadership

behaviors and efficacy in other disciplines. Hassan et al. (2015) found a correlational

relationship between transformational leadership behaviors and efficacy in a study of 200

employees across 10 different organizations in India. Aggarwal and Krishnan (2014) found a

positive relationship in information technology employees and leaders. Ninković and Knežević

Florić (2018) found the positive relationship existed in teachers and school building leaders. To

date, no such information has been found that pertains to the high school coach and athletic

administrator, making this study unique to the world of education.

The relevance of this study is significant as high school athletic participation continues to rise for the 28th consecutive year (NFHS, 2018). Coaches are being given more and more access to students, and athletic administrators should carefully consider how they can positively influence these coaches. Three ideas from the review of literature validate the relevancy of this study and its results.

First, leaders should prioritize their influence on their followers. Aggarwal and Krishnan (2014) noted that the relationship of the leader and the followers is the most important dynamic in an organization. The results of this study give high school athletic administrators insight into behaviors they can use that will positively impact how coaches feel about their own ability to perform their coaching duties. Second, athletic administrators should be intentional about positively influencing their coaches (Hobbs, 2017). A moderate positive relationship between transformational leadership behaviors and coaching efficacy can give athletic administrator's guidance on what steps they can take to create this positive relationship. Third, the impact of coaching efficacy on high school coaches is important. Lee (2013) noted that coaching efficacy has its largest impact on high school coaches and a sense of support appears to have the biggest impact on a high school coach's sense of coaching efficacy. Transformational leadership behaviors demonstrate support for the individual as described by the domain of individualized consideration. Athletic administrators, seeking to stay relevant in their influence and inspire coaches to pursue department-wide goals, will want to investigate ways that they can influence the efficacy of their coaches through the demonstration of support.

The current results of the study have demonstrated that transformational leadership behaviors have a positive relationship with coaching efficacy. While the results of a correlational study cannot establish causation, the results can uncover the degree and strength of

a relationship (Laerd, 2018). The relationship that has been found in the current study adds to the existing body of knowledge regarding transformational leadership behaviors and their effect on efficacy.

Implications

The results of this nonexperimental correlational study in the setting of a Christian school enhances the body of knowledge as it pertains to educational leadership matters in that specific setting. Eighty-one Christian schools agreed to participate across 25 states and the Dominican Republic. This study gives unique insight into the relationship that the leadership of athletic administrators can have over coaches in the Christian school setting. The implication is that athletic administrators do have a role in influencing student-athletes through how they influence coaches.

Christian schools exist in part for the discipleship of their students (Graham, 2009). Christian school athletic departments are a unique aspect of this school setting. The intensity of competition and long hours spent training under the direction of a coach create an atmosphere that is rich with teaching opportunities. Walker (2018) called the athletic experience one of the last areas in which an adult can have a positive influence on a young person uninterrupted by technology. Young people give their coach their full attention in a world where full attention is hard to get with the advent of technology and the distractions that it brings.

Christian school coaches have the additional freedom of biblically integrating the athletic experience so that it has eternal impact. The current study focused on the existence of a relationship between the leadership behaviors of athletic administrators and coaching efficacy. The end goal of the study, however, was to inform athletic administrators on the role they can play in utilizing the athletic experience to impact young people. The current study has

demonstrated that there is a relationship between the athletic administrator's leadership and the coach's sense of efficacy. This is relevant because a coach's sense of efficacy has a relationship with how well they fulfill their coaching responsibility. It could be reasoned that a Christian school athletic administrator's leadership has an indirect relationship with the discipleship of a student-athlete through the athletic experience provided by their coach.

Limitations

The current study, though contributing to the existing body of knowledge pertaining to efficacy and transformational leadership, did have limitations. There are three categories of limitations to this study. The first category of limitations pertain to the sample population. The study lacked diversity in the sense that it only investigated the research questions in the setting of a Christian school, so results may not be generalized conclusively to other school settings. The demographic information did not take into account the educational or experiential background of the coach or the athletic administrator. Both of these as well as other demographic factors may influence the results of the data analysis. Demographic information such as gender, years of coaching experience, and sport coached was collected but was not factored into the correlational analysis.

The second category of limitations pertains to the researcher. First, the researcher lacks experience in conducting studies of this nature, and there are limitations in the quality of the study as compared to studies by more experienced researchers. Second, the researcher admits bias as a graduate of a Christian school, a child of career-long Christian school leader, a coach, and an athletic administrator. Bias would be unavoidable in some way, considering the researcher holds or has held all of the roles that were researched. Third, the implementation of

the data collection method is likely to have flaws, as the researcher utilized electronic data collection that was certainly misinterpreted by participants in some ways that are unavoidable.

The third category of limitations pertain to the instruments. The CES II – HST was the proper instrument for collecting data pertaining to coaching efficacy. However, there are a variety of instruments that have been successfully utilized to collect data on transformational leadership behaviors. The GTL was utilized in this study because of its brevity and the researcher's desire to make a survey that was convenient for busy coaches to complete in a short amount of time. According to van Beveren et al. (2017), the GTL is just as valid and reliable as other instruments of this nature. However, it is possible that other transformational leadership instruments would provide different insights. Additionally, no analysis was conducted investigating the correlation between the different domains of each instrument. For example, no consideration was given for whether a coach's sense of character-building efficacy was influenced by the individualized consideration of an athletic administrator.

Recommendations for Future Research

The recommendations for research have much of their basis in the limitations that were identified in the previous section. An additional consideration is the fact that no study of this nature had been previously conducted and the limited leadership studies that exist on interscholastic athletic administrators. The following are recommendations for investigation that can build on the existing study:

1. Conduct the currently described study in public and nonreligious private schools.

2. Further investigate the factor that a variety of demographics had on the results:

    a. Gender

    b. Years of experience

    c.   Educational background of the coach

    d.   Educational background of the athletic administrator

    e.   Ethnicity.

3. Conduct the study as described to other industries that reflect the intense nature of competitive athletics:

    a.   Military leaders and followers

    b.   Law enforcement leaders and followers

    c.   Hospital leaders and followers

    d.   First responder leaders and followers.

Conclusion

It has been well-documented that interscholastic participation has continued to increase for 28 straight years (NFHS, 2018). Eight million student-athletes continue to put themselves under the influence of coaches. The presented study adds to the small, yet growing, body of knowledge describing how athletic administrators can influence their coaches in the setting of a high school. Athletic administrators have an opportunity and possibly an ethical responsibility to lead these coaches in a manner that will set them up to have life-changing impact on these eight million student-athletes.

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Appendix A: Institutional Review Board Approval Letter

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

December 28, 2018

Christopher D. Hobbs

IRB Exemption 3576.122818: Transformational Leadership Behaviors in Christian School Athletic Administrators and Their Relationship with Coach Efficacy

Dear Christopher D. Hobbs,

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

Your study falls under exemption category 46.101(b)(2), which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:101(b):

> (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
> (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Please note that this exemption only applies to your current research application, and any changes to your protocol must be reported to the Liberty IRB for verification of continued exemption status. You may report these changes by submitting a change in protocol form or a new application to the IRB and referencing the above IRB Exemption number.

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

Sincerely,

G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
The Graduate School

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Appendix B: School President Permission to Contact Letter

Date: November 11, 2018

Dear Head of School,

I am writing to you to request permission to invite the varsity head coaches at your school to participate in a research study on coaching efficacy and its relationship to leadership behaviors of athletic administrators. I am conducting this research as part of the requirements for a Doctor of Education degree from Liberty University. Currently, I serve as the Director of Athletics at The in , Florida and I am a 19-year veteran of Christian education. My LinkedIn profile is here if you'd like to learn more about who I am.

Student participation in interscholastic athletics continues to increase. This increase continues to allow coaches an opportunity to influence student-athletes. The purpose of my research is to investigate the relationship between the coaching efficacy of varsity head coaches in a Christian school and their perceptions of the transformational leadership behaviors of the athletic administrators supervising them. I believe that this study can give insight into specific actions that athletic administrators can take to influence coaches who influence student-athletes.

If you would be willing to grant me permission to invite your varsity head coaches to participate in this study, I would request two things from you.

1. Please copy and paste the attached letter onto your school's letterhead and email it back to me.
2. I will then send you a recruitment email requesting that it be forwarded to your varsity head coaches.

The coaches that agree to participate in my study will take a three-part survey that should take 10-15 minutes in total to complete. The parts are as follows: 1) demographic information 2) Coaching Efficacy Scale II – High School Teams 3) Global Transformational Leadership scale. **All information submitted by varsity head coaches is anonymous. The name of the school and coach are not requested in the survey.** Participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

If you have additional questions or concerns, you may reach me by 'replying' to this email or call or text to

Thank you for your time and for considering my study.

Sincerely,

Chris Hobbs, CMAA, Ed.S.

Appendix C: Recruitment Letter

Date: January 7, 2019

Dear Coach,

As a doctoral candidate in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Education degree. The purpose of my research is to investigate the relationship between the coaching efficacy of varsity team sport head coaches in a Christian school and their perceptions of the transformational leadership behaviors of the athletic administrators they report to and I am writing to invite you to participate in my study.

If you are a varsity team sport (volleyball, football, soccer, basketball, baseball, softball, field hockey, ice hockey, water polo, and lacrosse) head coach, and have worked under the leadership of your athletic administrator for at least two full seasons, and are willing to participate, you will be asked to take three short surveys. The first survey will collect basic demographic information. The second survey will collect data on your perceptions of the transformational leadership behaviors of your athletic administrator. The third survey will collect information on your coaching efficacy. It should take approximately 15 minutes for you to complete the procedures listed. **This is an anonymous survey. The names of schools and individuals will not be collected.** All information collected will remain confidential.

To participate, click on the link provided below. A consent document is provided as the first page you will see after you click on the survey link. The consent document contains additional information about my research, but you do not need to sign and return it. Please click on the survey link at the end of the consent information to indicate that you have read the consent information and would like to take part in the survey. You will then be redirected to a Google forms survey. The opening section will provide some background information to the study and the three surveys will follow.

If you have additional questions or concerns, you may reach me by 'replying' to this email or calling / texting

SURVEY LINK: https://goo.gl/forms/nitXKhrvRT8ZaRV73

Sincerely,

Chris Hobbs, CMAA, Ed.S.
Director of Athletics
The King's Academy

Appendix D: Consent Information

Transformational Leadership Behaviors and Coaching Efficacy
Christopher D. Hobbs
Liberty University
School of Education

You are invited to be in a research study on a Christian school coach's perception of his or her athletic administrator's transformational leadership behaviors and its relationship to coaching efficacy. You were selected as a possible participant because you are a varsity head coach of a team sport in a Christian school. Please read this form and ask any questions you may have before agreeing to be in the study.

Christopher D. Hobbs, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study is investigate if a relationship exists between a varsity head coach's perception of the degree of transformational leadership behaviors and their own coaching efficacy.

Procedures: If you agree to be in this study, I would ask you to do the following things:
1. Complete the demographic survey. It is estimated that this ten-question survey will take five minutes to complete.
2. Complete the Global Transformational Leadership scale. It is estimated that this seven-question survey will take five minutes to complete.
3. Completed the Coaching Efficacy Scale II – High School Teams. It is estimated that this 18-question survey will take ten minutes to complete.

Risks: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

Benefits: Participants should not expect to receive a direct benefit from taking part in this study.

Compensation: Participants will not be compensated for participating in this study.

Confidentiality: The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- All participation in this study is anonymous
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or the school that you are currently employed at. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the survey without affecting those relationships.

How to Withdraw from the Study:
If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Contacts and Questions: The researcher conducting this study is Christopher D. Hobbs. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at .edu or . You may also contact the researcher's faculty chair, Dr. Meredith Park at .edu

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher by emailing .edu if you would like a copy of this information for your records.

Appendix E: Demographic Collection Questions

1. In which state do you coach?

2. Gender
    a. Male
    b. Female

3. Age:

4. Race / Ethnicity
    a. American Indian or Alaska native
    b. Asian or Pacific Islander
    c. Hispanic
    d. African American
    e. Caucasian American
    f. Other

5. What varsity team sport are you the head coach of?
    a. Football
    b. Volleyball
    c. Softball
    d. Basketball
    e. Field Hockey
    f. Water Polo
    g. Ice Hockey
    h. Baseball
    i. Lacrosse
    j. Soccer
    k. Other

6. Number of years that you have held your varsity head coaching position under the current athletic administrator:

7. Number of years that have held your varsity head coaching position in this sport regardless of school and athletic administrator

8. Is your athletic administrator a male or female?

9. How many students are enrolled in your high school?

Appendix F: CES II – HST

Coaching Efficacy Scale II High School Teams (Myers et al., 2008)

Coaching confidence refers to the extent to which coaches believe that they have the capacity to effect the learning and performance of their athletes.

- Think about how confident you are as a coach of the team that you are currently coaching
  - Rate your confidence for each of the items below.

In relation to the team that you are currently coaching, how confident are you in your ability to...

(Circle the most appropriate category)

QUESTION	Low Confidence	Moderate Confidence	High Confidence	Complete Confidence
Devise strategies that maximize the positive effects of your team's strengths during competition?	1	2	3	4
Prepare an appropriate plan for your athletes' off-season physical conditioning?	1	2	3	4
Motivate your athletes?	1	2	3	4
Teach athletes the complex technical skills of your sport during practices?	1	2	3	4
Detect subtle technique errors by your athletes during practices?	1	2	3	4
Effectively instill an attitude of respect for others in your athletes?	1	2	3	4
Teach athletes appropriate basic technique during practices?	1	2	3	4
Positively influence the character development of your athletes?	1	2	3	4
Make effective strategic decisions in pressure situations during competition?	1	2	3	4
Help your athletes to not become overly confident in their ability to perform when they are performing well?	1	2	3	4
Implement an appropriate endurance program for your athletes during the season?	1	2	3	4
Instruct all of the different positional groups of your athletes on appropriate technique during practices?	1	2	3	4
Effectively promote good sportsmanship in your athletes?	1	2	3	4
Make effective personnel substitutions during competition?	1	2	3	4

Accurately assess you athletes' physical conditioning?	1	2	3	4
Devise strategies that minimize an opposing team's strengths during competition?	1	2	3	4
Help your athletes maintain confidence in their ability to perform when they are performing poorly?	1	2	3	4
Motivate your athletes for competition against a weak opponent?	1	2	3	4

Appendix G: GTL

Global Transformational Leadership (Carless, Wearing, & Mann, 2000)

Please circle the answer that best reflects your perceptions of your athletic administrator

My athletic administrator...					
Questions...	rarely or never	seldom	some-times	often	very frequently or always
Communicates a clear and positive vision of the future	1	2	3	4	5
Treats coaches as individuals, supports and encourages their development	1	2	3	4	5
Gives encouragement and recognition to the staff	1	2	3	4	5
Fosters trust, involvement, and cooperation among team members	1	2	3	4	5
Encourages thinking about problems in new ways and questions assumptions	1	2	3	4	5
Is clear about his / her values and practices which he / she preaches	1	2	3	4	5
Instils pride and respect in others and inspires me by being highly competent	1	2	3	4	5

Appendix H: Permission to Use CES II – HST

To: Hobbs, Chris ███████████

📎 2 attachments (179 KB)

CES_II_-_HST_Final_(to_Melissa).doc; Myers%2c Feltz%2c Chase%2c Reckase%2c & Hancock%2c 2008.pdf;

Hello Chris,

Thank you for the interest in our work.

I am happy to provide you with permission to use the CES II-HST. Please find attached a related word document and the relevant paper. Above my signature is a list of related references that may also be of use.

Best of luck with your dissertation!

Myers, N.D., Park, S.E., Ahn, S., Lee, S., Sullivan, P.J., & Feltz, D.L. (2017). Proposed sources of coaching efficacy: A meta-analysis. *Journal of Sport & Exercise Psychology, 39,* 261-279. doi:10.1123/jsep.2017-0155

Myers, N.D. (2014). Coaching efficacy. In R.C. Eklund & G. Tenenbaum (Eds.), *Encyclopedia of Sport and Exercise Psychology* (pp. 132-135). Thousand Oaks, CA: Sage.

Myers, N.D., Feltz, D.L., & Chase, M.A. (2011). Proposed modifications to the conceptual model of coaching efficacy and additional validity evidence for the coaching efficacy scale II – high school teams. *Research Quarterly for Exercise and Sport, 82,* 79-88. doi:10.5641/027013611X13098902481897

Myers, N.D., Feltz, D.L., Chase, M.A., Reckase, M.D., & Hancock, G.R. (2008). The coaching efficacy scale II – high school teams. *Educational and Psychological Measurement, 68,* 1059-1076. doi:10.1177/0013164408318773

nick

Nicholas D. Myers, Ph.D.
201 IM Sports Circle Building
308 W. Circle Drive
Department of Kinesiology
Michigan State University
East Lansing, MI, 48824
████████████

Appendix I: Permission to Use GTL

Permission to use Global Transformational Leadership scale

LM Leon Mann ▬▬▬▬▬▬
Today, 3:42 AM
Hobbs, Chris; Rosemary Wearing ▬▬▬▬▬▬ ⌄

Inbox

You replied on 9/9/2018 11:45 AM.

📄 Global Trans Leadership... ⌄   📄 Carless et al 2000 GTL[1... ⌄
   148 KB   2 MB

2 attachments (2 MB)   Download all   Save all to OneDrive - Liberty University

Dear Chris,

Here is a copy of the Global Transformational Leadership Scale and the article by Carless et al 2000 describing the psychometrics of the Scale.
You have permission to use the GTL in your study of "Transformational Leadership Behaviors of Christian School Athletic Administrators". Permission is given on condition you agree to provide a brief report of the findings of your study.

regards

Leon Mann

Professor Leon Mann AO, PhD (Yale), Hon DSc (Melb), Hon Life Governor Hebrew University of Jerusalem
Director of Research Leadership Programs. Coordinator of the Research Mentors Program.
Melbourne Centre for the Study of Higher Education and Melbourne School of Psychological Science.
University of Melbourne

Appendix J: Permission to Reproduce CES II HST

RE: Permission to Reproduce

Myers, Nicholas
Tue 2/19/2019 10:06 AM
Hobbs, Chris ⌄

Hi Chris,

What you propose is fine with me.

nick

Nicholas D. Myers, Ph.D.
201 IM Sports Circle Building
308 W. Circle Drive
Department of Kinesiology
Michigan State University
East Lansing, MI, 48824

From: Hobbs, Chris
Sent: Monday, February 18, 2019 2:42 PM
To: Myers, Nicholas
Subject: Permission to Reproduce

Dr. Myers,
I would like to ask your permission to reproduce the Coaching Efficacy Scale II High School Teams in my doctoral dissertation. After defending my dissertation (coming soon!) Liberty University requires me to submit it for publication in the Liberty University open-access institutional repository, the Scholars Crossing, and in the Proquest Thesis and Dissertation subscription research database. If you allow this, I will provide a citation of your work as follows:
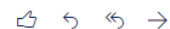
Appendix K: Permission to Reproduce GTL

Re: Permission to Reproduce

Leon Mann <​███████████████​>
Mon 2/18/2019 7:42 PM
Hobbs, Chris; Rosemary Wearing <​███████████████​>

Chris,
Permission granted.
Please send abstract or summary of your thesis.
Regards
Leon Mann

From: "Hobbs, Chris" <​████████████​>
Date: Tuesday, 19 February 2019 at 6:44 am
To: Leon Mann ███████████████
Subject: Permission to Reproduce

Dr. Mann,
I would like to ask your permission to reproduce the Global Transformational Leadership scale in my doctoral dissertation. After defending my dissertation (coming soon!) Liberty University requires me to submit it for publication in the Liberty University open-access institutional repository, the Scholars Crossing, and in the Proquest Thesis and Dissertation subscription research database. If you allow this, I will provide a citation of your work as follows:

Carless, S. A., Wearing, A. J., & Mann, L. (2000). A short measure of transformational leadership. *Journal of Business and Psychology, 14*(3), 389-405. doi:10.1023/A:1022991115523

Thank you for your consideration.

God bless,