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# Leadership Styles and Effective Leadership Among Higher Education Leaders in the North American Division of Seventh-day Adventists

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ABSTRACT

LEADERSHIP STYLES AND EFFECTIVE LEADERSHIP AMONG HIGHER  
EDUCATION LEADERS IN THE NORTH AMERICAN DIVISION OF SEVENTH-  
DAY ADVENTISTS

by

Patrice A. Wright

Chair: Duane Covrig

## ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: LEADERSHIP STYLES AND EFFECTIVE LEADERSHIP AMONG HIGHER EDUCATION LEADERS IN THE NORTH AMERICAN DIVISION OF SEVENTH-DAY ADVENTISTS

Name of researcher: Patrice A. Wright

Name and degree of faculty chair: Duane Covrig, PhD

Date completed: June 2022

### Problem

Leadership has been shown to be crucial in the success of organizations, especially in higher education. However, little research has been done about leadership styles and effectiveness in North American Division (NAD) of Seventh-Day Adventists (SDA) higher education institutions. My study examined transformational, transactional, and passive avoidant leadership styles and leadership effectiveness in these higher education institutions.

## Method

To examine leadership in Adventist colleges, I used the online MLQ-5X short form. I secured participation from 12 colleges and after repeated emails secured 168 responses. I analyzed the relationship between leadership styles, several leader characteristics and leader effectiveness, using SEM, correlation, and multiple regression.

## Findings

Of the 168 respondents, 92 were males and 76 females. Transformational leadership was predictive of greater leadership effectiveness. Although weak, transactional leadership had a direct effect on leadership effectiveness. However, it was not statistically significant. Passive avoidant was negatively correlated to leadership effectiveness.

Age was positively correlated with leadership effectiveness, in that older leaders reported higher effectiveness. By contrast, gender did not significantly predict leadership effectiveness. Additionally, years of experience at their institution had a negative non-significant correlation with leadership effectiveness.

Multiple regression also showed age was statistically significantly related to leadership effectiveness with older leaders reporting higher effectiveness. However, years of experience did not show a significant relationship with leadership effectiveness. Multiple regression also did not significantly predict effectiveness between male and female. Although not statistically significant, being a leader with more years of experience at their institution was associated with less leadership effectiveness.

## Conclusion

My findings mirror the scholarship that shows transformational leadership style is strongly correlated with leadership effectiveness. However, an exception showed in data suggesting that transformation and transactional leadership style overlapped and both positively impacted leadership effectiveness. I call that overlap, transact-formational leadership style. Effective leaders display aspects of both transformational leadership and transactional leadership styles. I recommend institutions considering recruiting and/or developing leaders toward these transact-formational leadership characteristics. Because age was positively correlated with leadership effectiveness but negatively (non-significantly) related to years of experience, I discussed hiring as a balance between securing leaders that have used age to garner wisdom, but need to be cautious about assuming leaders with longer experiences or service have the breadth of experience for effectiveness.

Andrews University

School of Education

LEADERSHIP STYLES AND EFFECTIVE LEADERSHIP AMONG HIGHER  
EDUCATION LEADERS IN THE NORTH AMERICAN DIVISION OF  
SEVENTH-DAY ADVENTISTS

A Dissertation Proposal

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Patrice A. Wright

June 2022

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Date Approved



Dedicated to my mother, Dr. Lunnet Wright

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Blessed be thou, LORD God of Israel our father, for ever and ever. Thine, O LORD, is the greatness, and the power, and the glory, and the victory, and the majesty: for all that is in the heaven and in the earth is thine; thine is the kingdom, O LORD, and thou art exalted as head above all. Both riches and honour come of thee, and thou reignest over all; and in thine hand is power and might; and in thine hand it is to make great, and to give strength unto all. Now therefore, our God, we thank thee, and praise thy glorious name.

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CHAPTER I  
INTRODUCTION

**Background of the Problem**

Since higher education institutions are important centers for learning in the American society, their effectiveness should be of prime concern (Brint & Clotfelter, 2016; Ruben, 2018), for no institution progresses without effective leadership (Allen, et al., 2000, p. iv). Gaither (2002) affirms this with these words “the continued success of higher education institutions depends on key positions at all levels being staffed with effective, competent leaders” (cited in Bisbee, 2007). Due to evidence that organizational effectiveness may be linked to leadership effectiveness (Abuhlaleh, 2016; O’Neill, 2019; Powell, 2016; Soldo, 2017), this situation necessitates the employment of leaders who will effectively impact their organizations (Ekman, Lindgren & Packendoff, 2018). Basham (2012) asserts that leaders have the ability to effect change and that components of quality leadership are present in every functional activity of their organization. The extensive belief in the need to create transformation in order to consistently meet education goals in higher learning institutions (Herbst & Conradie, 2011) requires evaluating leadership styles and the effectiveness of college and university administrators.



Certain leadership styles such as transformational and transactional leadership have been shown to be effective in different contexts, but this distinction between transformational and transactional leadership has not been thoroughly studied among leaders of Seventh-day Adventist colleges and universities. Yet, leaders play a pivotal role in higher education institutions because they “implement strategic goals, prepare and monitor budgets ... [,] uphold the college’s image before the public and staff...[and] have college-wide oversight” (Brunot, 2017). Additionally, scholarly literature shows that effective leadership is impacted by variables such as gender, age, and experience (Davis, 2011; Carter, 2012, Chin, 2013; Fadare, 2016; Martin 2015; Newton, 2016). Hence, much could be learned from an investigation of possible relationships between transformational and transactional leadership among the leaders of Seventh-day Adventist institutions of higher education in North America and whether the gender, age, or experience of these leaders plays a role in such relationships.

Transactional leaders motivate subordinates with rewards and punishment (Burns, 1978). However, transformational leaders “seek to optimize individual, group and organizational development and innovation, not just achieve performance ‘at expectations.’ They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards” (Bass & Avolio, 2004). On the other hand, passive avoidant leadership style consists of two behaviors, passive management by exception and laissez-faire leadership (Bass & Avolio, 2004). Passive management by exception leaders “avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers” (Bass & Avolio, 2004, p. 105).

Similarly, laissez-faire leaders evade their responsibility to influence their subordinates and avoid their leadership obligation (Bass & Bass, 2009).

Several studies on leadership styles and their effectiveness in higher education have been conducted (Antonaros, 2010; Cheaupalakit, 2002; Herbst & Conradie, 2011; Kluthe, 1993); however, there is a lack of data on the association between leaders' leadership styles in Christian higher educational institutions, and their effectiveness. Previous studies have examined the effect of leadership styles within an organization (Aydin, Sarier, & Uysal, 2013; Harmon, 2013; Pierro, Raven, Amato, & Bélanger, 2013; Ruggieri & Abbate, 2013). For example, Boateng's (2014) quantitative case study measured transformational leadership characteristics at an Adventist University in Oyibi, Ghana. Birman's (2015) exploratory case study examined the perceptions of university administrators as it related to conflict resolution and leadership effectiveness at a Christian school in Phoenix, Arizona. Marquez's (2015) study identified leadership styles (transformational, transactional, and passive avoidant) of vice-presidents of administration at public and private universities in California and determined if there were significant relationships among their leadership styles. However, there is insufficient research on leaders' leadership styles in the North America Division of Seventh-day Adventists as it affects their effectiveness.

Studies have compared leaders' transformational, transactional, and passive avoidant leadership styles in various situations (Smith, 2014; Newman, 2012). For instance, Cheaupalakit's (2002) study determined the leadership styles (transactional, transformational, and laissez-faire) of male and female leaders and how these leaders perceived the influence of their leadership styles on their effectiveness. Golding's (2014)

mixed methods study examined transactional, transformational, and passive avoidant leadership styles within the hotel industry in Jamaica. However, there are studies needed on the association between leadership styles (transformational, transactional, and passive avoidant) of higher education leaders in the North American Division of Seventh-day Adventists, and their effectiveness as well as their performance.

In short, effective organizations need effective leadership (Dean, 2018; Newman, 2012). Furthermore, gender, age, and experience influence leadership styles (Dean, 2018; Fadare, 2016; Newman, 2012;) as well as leadership effectiveness (Ogihara, 2014). Studies also show that passive avoidant leadership style is ineffective (Dean, 2018; Ogihara, 2014) whereas transactional and transformational leadership styles are effective (Atwood, 2018; Dean, 2018; Newman, 2012; Ogihara, 2014).

Given that these assumptions have merit, this study tries to determine if these assumptions hold true in the North American Division (NAD) of Seventh-day Adventists (SDA) higher educational institutions, which are located in Canada and the United States. This study also examines transformational, transactional, and passive avoidant leadership styles as it relates to effective leadership among these leaders.

### **Statement of the Problem**

Many studies show that transactional and transformation leadership are effective while passive avoidant leadership style is ineffective (Garcia, 2021, p. 59, Mangente, 2020). Further, studies show a positive relationship with the transactional, transformational, and passive avoidant leadership with effectiveness (Bennerson, 2021, p. 3). Additionally, studies indicate transactional leadership is the greatest predictor of effectiveness (Bennerson, 2021, p. 3) while other studies reveal that transformational

leadership style is the greatest predictor of effectiveness (Garcia, 2021, p. 2, Perez, 2021, p.1). This study addresses a gap in research on the leadership styles (transformational, transactional, and passive avoidant) of leaders in Adventist NAD institutions as it relates to their effectiveness. There is an ongoing need for effective leaders in our world today and specifically in higher education institutions of the NAD of SDA. Leaders often benefit from research based on effective leadership styles (Levandowski, 2020, p. 5)

Leaders face the challenge to practice a leadership style that has a compelling vision that inspires others to achieve higher levels of success (Calder, 2006; Nanus, 1996; Stahl, 1998). To realize the mission and goals of their institutions, leaders need to employ effective leadership styles germane to dealing with challenges and inherent in effectively guiding their organizations (Perkins, 2014; Solis, 2017; Twumasi-Ankrah, 2013). Hence, this research seeks to address leadership styles (transformational, transactional, and passive avoidant) of leaders in Adventist NAD institutions as it relates to their effectiveness.

### **Purpose of the Study**

The purpose of this study was to examine transformational, transactional, and passive avoidant leadership styles as it relates to effective leadership among higher education leaders in the NAD of SDA. The study utilized the Multifactor Leadership Questionnaire (MLQ) to determine effectiveness and leadership styles. The effect of gender, age, and experience on effectiveness was examined.

## **Research Questions**

This study sought answers to the following questions concerning leaders of higher educational institutions in the NAD of SDA:

1. Is there a significant statistical association between higher education leaders' leadership styles (transformational, transactional, and passive avoidant) and their effectiveness as leaders as measured by the Multifactor Leadership Questionnaire (MLQ) self only form?
2. Does gender, age, or experience predict leadership effectiveness?

## **Methodology**

This quantitative study used correlation, multiple regression, and structural equation modeling (SEM). Quantitative research aims to create “relationships and explain causes of changes in measured outcome” (McMillan & Schumacher, 2010, p. 12). Questions and hypotheses are used in this study to evaluate the relationship between variables (Creswell, 2014, p. 8).

In this quantitative study, the researcher measured “the degree of association (or relation) between two or more variables using the statistical procedure of correlational analysis” (Creswell, 2014, p. 21). This study depends on “quantitative data from school databases, ...surveys and questionnaires” (Bray, Adamson, & Mason, 2007, p. 40). Moreover, the study employed statistical analysis to compare groups, analyze trends, or connect variables as well as compare prior predictions and past studies in order to interpret results (Creswell, 2014, p.13).

The MLQ 5X self-reporting form was used to measure the leadership styles and effectiveness of 168 respondents from 12 higher education institutions in the NAD of

SDA. This customized survey included a demographic questionnaire measuring gender; age distribution of leaders; the years leaders worked at the higher education institution; and the length of time that participants worked in their current position. However, the length of time that participants worked in their current position was not analyzed since it was not included in the research questions. Each of these leaders received an email requesting his or her participation in the study; information about the study; and instructions on completing the survey. The email's imbedded URL link provided access to the survey. The anonymity of participants was maintained.

The study used SEM and multiple regression using the Statistical Package for Social Science (SPSS) Analysis of Moment Structures (Amos 27) and SPSS 25.0 software. SEM “tests a theory by specifying a model that represents predictions of that theory among plausible constructs measured with appropriate observed variables” (Hayduk, Cummings, Boadu, Pazerka-Robinson, & Boulianne, 2007, as cited in Kline, 2016). On the other hand, “multiple regression is used to predict the score of the dependent variable from scores on several independent variables” (Tabachnick & Fidell, 2013, p.18).

### **Theoretical Framework**

A theoretical framework usually includes selected theory or theories that will undergird a researcher's “philosophically, epistemologically, methodologically, and analytically” (Osanloo, & Grant, 2016, p. 13) approach to their study. Specific conceptual elements and definitions will support the theoretical framework. Although there are several leadership theories that support higher education leadership effectiveness, my study used the transformational, transactional, and passive avoidant theories, which makes up a full-range leadership theory (FRLT), (Avolio and Bass, 2004).

My theoretical framework is based on the philosophy of leadership advocated by Bass (1985), Burns (1978) and Bass and Avolio (2004) models of transactional leadership which later included Bass (1985) and Bass and Avolio (2004) models of transformational leadership. They also contrasted these two with models of passive avoidant leadership (see Bass, 1998; Bass and Avolio, 1994, 1997, 2004). This section briefly explains my theoretical approach starting with the basic transactional and then moving to transformational and passive avoidant.

### Transactional Leadership

Burns and Bass's philosophy on transactional leadership centers on exchanges that take place between leaders and followers (Bass 1985; Burn 1978). The exchanges result in promotion of the leaders' accomplishment of their performance objectives and allowance of followers to satisfy their self-interest and increase productivity (McCleskey, 2014). Transactional leadership consists of two factors: contingent rewards (CR) and management-by-exception: active (MBEA) (Bass & Avolio, 2004). Contingent rewards are exhibited by leaders who clarify expectations (Bass & Avolio, 2004), "contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments" (Bass 1990, p. 22). On the other hand, in management-by-exception: active, leaders stipulate the standards for compliance and ineffective performance and take corrective measures for subordinates who are not compliant (Bass & Avolio, 2004). These factors provide leader led constructive and corrective transactions (Bass & Avolio, 2004).

## Transformational Leadership

Bass's philosophy on transformational leadership is based on superior leadership which stems from increasing and broadening employees' interests. It involves employees' cognizance and adoption of the mission and purposes of their team. Transformational leaders motivate employees to avoid self-interest and work with the good of their team in mind (1985). Transformational leadership consists of five components: idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration (Bass & Avolio, 2004). Idealized attributes refer to the attributes of leaders which include being admired, respected, and trusted (Bass & Avolio, 2004). Idealized behaviors describe the behavior of leaders which consists of leaders exhibiting values and ethical behavior (Bass & Avolio, 2004). Inspirational motivation refers to leaders who exhibit optimism and enthusiasm and motivate their subordinates with meaning and challenge articulated by a vision (Bass & Avolio, 2004). Intellectual stimulation denotes leaders who foster creativity and innovation; include the input of followers in problem solving; and promote rationality (Bass & Avolio, 2004). Individual consideration consists of leaders who pay attention to individual needs to foster continuous growth and development through coaching and mentoring (Bass & Avolio, 2004). These components serve as the means for leaders to motivate subordinates to perform beyond what is expected (Bass & Avolio, 2004).

## Passive Avoidant Leadership Style

Passive Avoidant leadership style consists of two factors: management-by-exception: passive (MBEP) and laissez-faire (LF) (Bass & Avolio, 2004). Management-by-exception: passive leadership is "more passive and reactive" (Bass & Avolio, 2004).



By contrast, Bradford and Lippitt (1945) perceive laissez-faire leaders as avoiding to influence their followers and to evade their supervisory responsibility (Bass & Bass, 2009). Leaders employing both management-by-exception and laissez-faire leadership styles negatively influence their followers and associates (Bass & Avolio, 2004).

These full leadership theories will espouse the notion that certain leadership theories (transformational, transactional, and passive avoidant) and their characteristics impact leadership effectiveness to a larger or lesser degree.

### **Rationale for the Study**

Given the need for effective higher education institutions, and the important role of the administrator, this study attempts to fill the gap in research on the leadership styles of leaders as it relates to their effectiveness. Higher education leaders are crucial decision makers and the quality of their decisions have strong correlation to the effectiveness of the organization's objectives (Sadeghi & Pihie, 2012). Transactional and transformation leadership styles have been shown to be effective (Akhtar, Khattak & Ghani, 2014; Atwood, 2018; Dean, 2018; Koyuncu, 2014; Newman, 2012; Ogihara, 2014), while leaders who practice passive avoidant leadership styles are shown to be ineffective (Akhtar, et al., 2014; Atwood, 2018; Dean, 2018; Walters 2017). However, it is unclear whether these leadership styles are being practiced in Adventist NAD colleges and universities and to what extent these connect to effective outcomes.

### **Significance of the Study**

This study is rooted in the need for more effective Seventh-day Adventist higher education leaders that will result in effective higher education organizations. Although

there have been numerous studies on leadership styles and how each affects an organization (Golding, 2014; Harmon, 2013; Huang & Liao, 2011; Weichun, Sosik, Riggio, & Baiyin, 2012), there is a need in this era of accountability for researchers to concentrate on studies along this vein in Seventh-day Adventist higher education institutions in the North American Division. This study has significance in enabling leaders of higher education to identify appropriate leadership styles based on the dependent variable, leadership effectiveness.

The insights provided in this study will contribute to effective higher education leadership. Secondly, the findings will contribute to the existing body of literature and research that guides educational leaders and specifically higher education leaders in colleges and universities in the NAD of SDA. Thirdly, the findings will provide new information for educators as well as serve as a source for further research. The study seeks to fill a gap in literature and research in areas of leadership styles in higher education.

### **Assumptions of the Study**

This study rests on two assumptions. The first assumption is the data collected will honestly represent the higher education leadership in the institutions I researched. The second assumption is all participants surveyed were honest and open in their answers.

### **Definition of Terms**

This study adopts the following definitions:

*Leaders:* In this study the institutions' presidents, provosts, executive vice

presidents, vice presidents, assistant and associate vice-presidents, executive directors, deans, assistant and associate deans, directors and department chairpersons were seen as leaders.

*Leadership:* This is a method by which a person influences a group of persons to accomplish a shared objective (Northouse, 2018, p. 5).

*Leadership Effectiveness:* an assessment of effective leadership performance measured with the MLQ intended to indicate “the outcome when individuals in leadership positions are able to influence a group to perform their roles with positive organizational outcomes” (Dhar & Mishra, 2001, as cited in Madanchian, Hussein, Noordin, & Taherdoost, 2018).

*Leadership Styles:* “Consists of the behavior pattern of a person who attempts to influence others. It includes both directive (task) behaviors and supportive (relationship) behaviors” (Northouse, 2018, p. 96).

*Multifactor Leadership Questionnaire (MLQ):* Evaluates leadership effectiveness and leadership styles (transformational, transactional, and passive-Avoidant (Avolio, and Bass, 2004).

*North American Division:* This is an administrative structure of the Seventh-day Adventist Church representing “more than 1.2 million members from the United States, Canada, Bermuda, Guam and Micronesia” (Seventh-day Adventist Church, 2019a). The church operates 13 higher education institutions within this division (Seventh-day Adventist Church, 2019b).

*Passive Avoidant behaviors (leadership styles):* Both passive management-by-exception (MBEP) and laissez-faire (LF) are grouped together and have negative impacts

on followers (Bass & Avolio, 2004). Passive leaders “avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers.... This is similar to laissez-faire styles – or no leadership” (Bass & Avolio, 2004, p. 105).

*Seventh-day Adventist or Adventist* – This refers to a protestant church that believes in the imminent coming of Christ and keeps the seventh-day Sabbath. Throughout the world this organization operates churches, health facilities and schools. This church “accept[s] the Bible as their only creed and hold certain fundamental beliefs to be the teachings of the Holy Spirit” (Seventh-day Adventist Church General Conference, 2019).

*Transformational Leadership*: This is the method by which an individual is involved with others and establishes a relationship that increases motivation and morality in the leader and the follower (Northouse, 2018, p. 164).

*Transactional Leadership*: This is based on an exchange that takes place between leaders and their followers (Northouse, 2018, p. 164).

*Seventh-day Adventist higher education institutions*: are nonprofit, private colleges and universities owned and operated by the Seventh-day Adventist church. Each institution has a board of trustees which serve as overseers.

### **Delimitations of the Study**

Delimitations are restrictions that the researcher intentionally imposed on the research design (Rudestam & Newton, 2014). This study was restricted to leaders of the 13 higher education institution in the NAD of SDA. Additionally, the geographical selection of this study could result in limited generalization to the wider higher education community.

## **Summary**

This chapter introduced a quantitative study that examines transformational, transactional, and passive avoidant leadership styles as it relates to effective leadership among higher education leaders in the NAD of SDA. It reported the background to the problem, statement of the problem, purpose of the study, research questions, methodology, theoretical framework, rationale, significance, assumptions, definitions of terms, delimitations, limitations, summary, and the organization of the study.

Chapter two provides an overview and description of representative literature related to the research questions and hypotheses. Chapter three describes the research design. Chapter four focuses on the results of the study. It specifically discusses descriptive statistics, methods, and the results of the study, reporting respondent characteristics and descriptive and inferential statistics. Chapter five offers a general overview of the study, findings, discussions, conclusions, and recommendations of the study.

## CHAPTER 2

### LITERATURE REVIEW

#### **Introduction**

Chapter 2 reviews literature that guided this study. This study focused on leaders' leadership styles in higher education. Leaders' leadership styles have been shown as one of the most important factors in determining the performance of higher education institutions. Literature has indicated that leadership styles influence the capability and effectiveness of leaders (Chi, Lan, & Dorjgotov, 2012; Mahdinezhad & Suandi, 2013; Obiwuru, Okwu, Akpa, & Nwankwere, 2011). Leadership styles has been shown to be a key component of successful leadership (Chi et al., 2012; Mahdinezhad & Suandi, 2013; Obiwuru, et al., 2011). Understanding leadership styles might be beneficial to higher education institutions.

The interest in leadership styles and scholarship began to increase during the 1970s (Yukl, 1999). Burns (1978) who proposed the full leadership theory saw the emergence of transactional and transformational leadership as a prominent leadership style (Bodla, 2010). As of the late 1980s best practice research soon indicated transformational leadership was the preferred style to foster change and effectiveness (Yukl, 1999). Additionally, Bass and Avolio (2004) brought passive avoidant behavior, along with transactional and transformational leadership to heightened prominence with

the current Multifactor leadership questionnaire. According to Bass and Avolio (2004) “previous leadership models have fallen short in explaining a “full range of leadership styles, ranging from the charismatic and inspirational leaders to avoidant laissez-faire leaders (Avolio & Bass, 2004, p .2).”

This chapter discusses the history of leadership scholarship, and the full-range leadership as advocated in studies by Bass and Avolio, which includes transformational, transactional, and passive avoidant leadership. This chapter also explores topics including higher education and leaders’ roles. It discusses the diverse leadership styles of leaders in the higher education context (i.e., leadership effectiveness, effect of gender, age, and experience on leadership effectiveness).

### **Sources for Material Included in this Literature Review**

The articles I used in this literature review were sourced through six online databases namely Academic Search Complete, Education Source, Educational Resources Information Center (ERIC), and ProQuest. I searched these databases using terms such as leadership styles, leadership effectiveness, transformational leadership style, transactional leadership style, passive avoidant leadership style, age, gender, experience, structural equation modeling, history of higher education, Seventh -Day Adventist higher education leaders, higher education leaders and higher education institutions. Several articles I used in the study were located in Journal of Occupational and Organizational Psychology, Chronicle of Higher Education, Journal of Management Research, and Leadership Quarterly. I downloaded the articles that were aligned with the study. I often referred to the articles bibliography to help identify even more studies. After completing the data

collection of this study, I later updated both my literature review and chapter five to reflect more recent literature and new concepts related to my data.

### **The History of Leadership Scholarship**

Leadership has been a slowly developing field that has generated many definitions of leadership. During 1900-1929, the focus on leadership was on “control and centralization of power... and domination” (Northouse, 2018, p. 2). Bass and Bass (2008) affirms this definition by pointing out that during the 1920s the definition of leadership centered on subordinates’ “obedience, loyalty and cooperation” (p.15). By contrast in the 1930s, leadership was perceived as an influence (Northouse, 2018, p. 2). As such, the leader led subordinates in a specific path (Bass & Bass, 2009). During that period, leadership traits was the focus (Northouse, 2018, p. 2). Personality traits of leaders were viewed as having an impact on the groups they interacted with (Northouse, 2018, p. 2). During the 1940s the group approach came to prominence whereby leadership was considered “the behavior of an individual while involve in directing group activities” (Hemphill, 1949, as cited in Northouse, 2018, p. 3).

However, by the 1950s leadership was defined by three central ideas; “continuance of group theory[,] ...leadership as a relationship that develops shared goals ...[,] and effectiveness” (Northouse, 2018, p. 3). With the ushering in of the 1960s, leadership was perceived as a way of influencing people in the direction of shared objectives (Northouse, 2018, p. 3). The 1970s brought with it the focus on organization behavior approach to leadership. The most prominent definition of leadership at that time is credited to Burns (Northouse, 2018, p. 3).



Leadership is the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers. (Burns, 1978, p. 425)

During the 1980s, many scholars and works on leadership brought the subject to the peak of educational and public awareness resulting in several definitions of leadership (Northouse, 2018). These definitions were based on the subjects, do as the leader wishes, influence, traits, and transformation (Northouse, 2018, p. 3). The twenty-first century was responsible for many definitions for leadership as well as ongoing conflicts faced by scholars regarding them (Northouse, 2018, pp. 3, 4). Notwithstanding the significant discrepancy concerning the definitions of leadership, the following definition reflects the central idea of leadership. “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2018, p. 5).

The many definitions of leadership that have evolved over the years are reflective of a variety of leadership styles. Leadership styles is defined as the “relatively consistent pattern of behavior that characterizes a leader” (DuBrin, 2016, p. 124). Leadership styles are also portrayed as a “social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals” (Nanjundeswaraswamy & Swamy, 2014, p. 57). The leadership styles that have been most investigated are the transformational, transactional, and passive avoidant styles. I will now discuss these three leadership styles in more detail.

## **Transformational Leadership**

Transformation leadership includes persuasion, charisma, inspiration, impacting high levels of morality, and addressing the needs of subordinates. The transformational leader is one that motivates followers to do more than is expected of them (Bass, 1985). The general concepts of transformational leadership can date back to the bible and its focus on leaders like David and Daniel. In more modern times, Max Weber's work as a German sociologist in the late 1800s and early 1900s gave rise to more sociological explanations of influence and leadership (see Weber 1924, 1947). Since that time, others have looked at this more charismatic and inspirational nature of leadership (Downtown, 1973; House, 1977; Burns, 1978).

Weber (1924;1947) originally conceptualized a charismatic theory where leaders operate during a crisis (Avolio & Yammarino, 2013, p. 5). Weber (1968) conceived the notion that subordinates responded willingly to leaders' directives and supported the leaders' mission (Avolio & Yammarino, 2013, p. 5). He further viewed the leaders' mission as resulting from "enthusiasm, or of despair and hope" (Weber, Roth, Wittich, & Fischhoff, 1978, p. 242).

Building on Weber's conception of charismatic leaders, House (1977) presented "an integrated theoretical framework and testable propositions to explain the behaviors of charismatic leaders" (Avolio & Yammarino, 2013, p. 6). House (1977) rose to prominence due to his publication of a theory of charismatic leadership (Northouse, 2018). House (1977) proposed that "depending on mission requirements, charismatic leaders arouse followers' power, affiliation, and achievement motives to accomplish the leader's vision" (Avolio & Yammarino, 2013, p. 6).

Downton (1973) was the first to create the term, transformational leadership (Bass & Bass, 2009). He posited that charismatic leaders significantly impact their subordinates. This is due their superior and inspiring ideals that enable subordinates to connect with leaders and, exhibit trust in them, which is further enhanced by their inspirational leadership (Avolio & Yammarino, 2013, p. 5, 6). He argued, “The inspirational leader is persuasive and encourages followers to make sacrifices toward the identified ideals, gives followers a sense of purpose, and creates meaning for actions distinct from the charismatic process” (p. 6).

The historian and political scholar, James Macgregor Burns (1928) gave transformational leadership more wide-spread usage through his classic book, *Leadership* (1978) (Northouse, 2018). Burns (1978) who was the first to formalize transformational leadership as a theory (Bass & Bass, 2009, p. 50), stated that transformational leadership “occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978, p. 20). Burns sought to connect the roles of leaders and their followers in his work (Northouse, 2018). This is evident in his proposition that “leaders with motive and power bases tap followers’ motives in order to realize the purposes of both leaders and followers” (Burns, 1978. p. 18). In this context, the leader focuses on the needs and motives of subordinates and seeks to help them reach their maximum potential (Northouse, 2018).

Burns (1978) further provided this threefold definition for transformational. First, transformational leaders elevate followers’ awareness level, the consciousness level pertaining to the importance and value of specified results and means to attain them.

Second, transformational leaders get subordinates to concentrate on the team or organization instead of their self-interest. Third, transformational leaders encourage followers to increase their needs and wants based on Maslow's hierarchy of needs (Bass & Bass, 2009).

Bass (1985) produced a more extended and polished form of transformational during the mid-1980s (Northouse, 2018). This was not totally in sync with Weber (1968), Downton (1973), Burns (1978) and House (1977) concepts of transformational leadership. In expanding on Burn's work, Bass gave more attention to the necessities of subordinates rather than those of leaders (Avolio & Yammarino, 2013). He believed that transformational leaders focus on mutual interest with subordinates (Bass & Bass, 2009) as well as concentrate on bettering the performance of subordinates and maximizing potential of subordinates (Avolio, 1999; Bass & Avolio, 1990).

Bass (1985) viewed charismatic leadership or idealized influence as a significant factor of transformational leadership, among the several other factors of transformational leadership namely inspirational leadership, intellectual stimulation, and individual consideration. This study is based on these four factors of transformational leadership with a few modifications based on Bass and Avolio's (2004) scales where idealized influence is further presented in two segments: idealized attributes and idealized behaviors. Additionally, inspirational leadership is called inspirational motivation (Bass & Bass, 2009; Bass & Avolio, 2004). These five transformational factors, idealized influence with its two segments, idealized attributes, and idealized behaviors, as well as inspirational motivation, intellectual stimulation, and individual consideration employed by Bass and Avolio (2004) will now be considered.

## Idealized Influence

Idealized influence or charisma is “the emotional component of leadership” (Antonakis, 2012, p. 265). Charisma according to Bass (1985) refers to “leaders who by the power of their person have profound and extraordinary effects on their followers” (p. 35). Charismatic leaders can inspire in their followers such commitment that it may even become unquestioning loyalty and they are willing to sacrifice for their leader (p. 35). These leaders can transform the system.

Crisis situations often necessitates charismatic leaders. Acute and chronic crises are essential components for charismatic leaders. These charismatic leaders surface “when the crisis is chronic such as when the ultimate values of a culture are being attacked” (Hummel, 1992, as cited in Bass, 1985, p. 37). Organizational cultures in transition are most suitable for charismatic leaders (Bass, 1985). Additionally, “charisma arises when traditional authority and legal, rational, and bureaucratic means have failed” (Bass, 1985, p. 37). These idealized leaders by using radical solutions to deal with their problems are able to positively assist followers who appear to be in need their direction., to get out of crisis. (Avolio, 1999).

The moral and ethical code of these leaders who exhibit idealized influence is typically of a very high standard and these leaders can be depended on to do right (Northouse, 2018). Idealized influence is characterized by the “building of trust and respect in followers... provid[ing] the basis for accepting radical and fundamental changes in the way one conducts business” (Bass and Avolio, 1994, p.132). These leaders offer their subordinates a perception of mission and vision (Northouse, 2018). They are greatly respected and trusted by their followers (Northouse, 2018). Trust and respect are

essential to leaders' level of success in achieving their mission and vision (Bass and Avolio, 1994, p. 133). Subordinates desire to be like these leaders who exhibit idealized influence (Bass and Avolio, 1994, p. 35).

In sum, idealized influence refers to leaders who function as effective exemplars (Bass and Avolio, 1994) with "the appropriate behaviors and attitudes" (Bass and Avolio, 1994, p.132). These leaders' express stick-to-itiveness, exhibit remarkable talent, are risk takers, and are committed to their mission (Avolio, 2011). They also empower their subordinates and handle crisis (Avolio, 2011).

According to Antonakis (2012) the factor idealized influence, suggesting idealization, replaced the name charisma. Another change made to the scale idealized influence was dividing it into behavioral and attributional factors (Avolio, Bass, & Jung, 1999). These two components of idealized influence will be discussed.

*Idealized Attributes:* Avolio and Yammarino (2013) state that idealized attributes, which they label idealized influence (attributed), or attributed charisma, "refers to follower attributions about the leader as a result of how they perceive the leader's power, confidence, and transcendent ideals" (p. 9). This results in self-interest of subordinates not being the focus but rather the benefit of others (Avolio & Yammarino, 2013).

*Idealized Behaviors:* By contrast, Antonakis (2012) defines idealized behaviors as "specific behaviors of the leader that followers can observe directly" (p. 266).

Additionally, Avolio and Yammarino (2013) refer to idealized behavior, which they identify as idealized influence (behaviors), or behavioral charisma, as "specific leader behaviors that reflect the leaders' values and beliefs, their sense of mission and purpose, and their ethical and moral orientation" (p. 9).

## Inspirational Motivation

Inspiration motivation is also referred to as inspirational (Northouse, 2018). Bass argues that inspirational leadership is limited to leadership that “employs or adds nonintellectual, emotional qualities to the influence process and reserve the factor of intellectual stimulation to influence processes emphasizing convincing argument, logic and rationality without appeals to feelings, sentiments and emotions” (Bass, 1985, p. 63). Avolio and Yammarino (2013) describe leaders who exhibit inspirational motivation as those “who inspire and motivate followers to reach ambitious goals that may have previously seemed unreachable, by raising followers’ expectations, and communicating confidence that followers can achieve ambitious goals, thus creating a self-fulfilling prophecy (i.e. A Pygmalion effect)” (pp. 9,10).

This Pygmalion effort is an effect engendered by motivating one to perform at a higher level (Bass, 1985). The Pygmalion effort is a performance motivation response (Bass, 1985). Individuals that are expected to be successful will perform better than individuals who are not expected to do well or have not been given expectations of performing well or poorly (Bass, 1985). Hence, leaders who have high expectations for their subordinates, stimulating confidence in their subordinates’ abilities as well as their associates’ abilities, will improve the success experience of these individuals due to the efforts exhibited by these employees (Bass, 1985). Succinctly put, it is these leaders’ enthusiasm, optimism, high expectation, vision, and motivation (Bass, 1997) that engender their effectiveness.

### Intellectual Stimulation

Intellectual stimulation portrays “how leaders question the status quo, appeal to followers’ intellect to make them question their assumptions, and invite innovative and creative solutions to problems” (Avolio & Yammarino, 2013, p. 10). According to Bass (1985) transformational leader’s intellectual stimulation is “the arousal and change in followers of problem awareness and problem solving, of thought and imagination, and beliefs and values, rather than arousal and change in immediate action” (p. 99).

In this context, the leader encourages their followers to be independent thinkers, creative, and innovative in their problem solving (Northouse, 2018). As such, leaders do not condemn ideas of subordinates, even when they do not reflect the thought process of the leader” (Avolio, 1999, p. 46). Frequently, these leaders’ attention is “on the ‘what’ in problems, rather than on the ‘who,’ where blame might be assessed” (Avolio, 1999, p. 46). Nothing is regarded as immutable, and change, challenge, or rejection are encouraged by the leader to foster the organization’s effectiveness (Avolio, 1999).

### Individual Consideration

Individual consideration, the fifth component of transformational leadership, “refers to leaders who provide customized socio-emotional support to followers, while developing and empowering them” (Avolio & Yammarino, 2013, p. 10). As such these leaders exhibit a supportive climate where attention is paid to the developmental needs of their subordinates (Northouse, 2018). Additionally, the leaders treat their followers in a caring manner and often coach their subordinates for them to reach their full potential



(Northouse, 2018). In this regard, these leaders respect people's opinions and are supportive to inexperienced employees (Avolio, 1999).

This component of transactional leadership is evident in an opened ended survey of executives revealing that transformational leaders were often benevolent fathers to their subordinates (Bass, 1985, p. 30). They generally were "friendly and treated the respondents as an equal...encouraged followers with advice, help, support, recognition, and openness" (Bass, 1985, p. 30). Individually considerate leaders are often associated with followers' productivity (Bass, 1985).

### **Transactional Leadership Style**

The other major leadership style often discussed in relationship with transformational style is the transactional style. This leadership style has been researched and developed throughout the years from theories proposed by Bass (1985), and Bass and Avolio (1994, 1997,) Burns (1978), and Downton (1973) (Avolio & Yammarino, 2013, pp. 5, 8). Downton (1973) advanced a transactional theory "as being an economic exchange process, and believed that the fulfillment of mutual transactional commitments forms the basis of trust" (Avolio & Yammarino, 2013, p. 5). Furthermore, Downton proposed that positive transactions resulted in subordinates rewarded for their achieved desired outcome while negative transactions such as punishment resulted from subordinates' failure to achieve desired outcome (Avolio & Yammarino, 2013, p. 5)

Later, Burns described the transactional relationship thusly: "leaders approach followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contribution. Such transactions comprise the bulk of the relationship among leaders and followers, especially in groups, legislatures, and parties" (Burns, 1978, p. 4).

In short, Burns (1978) states that transactional leadership entails the “leader and follower ...exchanging gratifications” (Burns, p. 258). He also believed that transactional leadership exists between most leaders and followers (Burns, 1978, p. 4).

Next Bass proposed a theory of transactional leadership comparable to Downton and Burns. He referred to transactional leadership as a “promise and reward for good performance, or threat and discipline for poor performance-characterizes effective leadership” (1990, p. 20). He further states, “The transactional leader pursues a cost-benefit, economic exchange to meet subordinates’ current material and psychic needs in return for “contracted” services rendered by the subordinate” (Bass, 1985, p.14).

In the context of the supervisory-subordination relation, the transactional leader can be viewed thus:

1. “Recognizes what it is we want to get from our work and tries to see that we get what we want of performance warrants it.
2. Exchanges rewards and promises of reward for our effort.
3. Is responsive to our immediate self-interests if they can be met by our getting the work done” (Bass, 1985, p. 11).

One’s efforts is contingent on two components:

1. “one’s confidence or subjective probability or expectation that is an outcome which can and will be attained by means of one’s performance, and
2. the value of the outcome – how much it is desired and valued or how much it is perceived as instrumental in realizing other desired outcomes” (Bass, 1985 p. 12).

Bass (1985) states that followers’ amount of effort is contingent on their confidence that their effort will have desired results. This is founded on the assumption that followers can perform as required. Hence the results of the followers are perceived as expected performance. Transactional leaders’ purpose is to identify and make clear the responsibilities and job requirements that necessitate followers’ arriving at desired

outcomes. This affords subordinates (sufficient confidence) the ability to put forth the effort required to obtain expected performance (Bass, 1985, p.12).

Transactional leaders acknowledge the needs and wants of their followers and explain how these needs and wants will be taken care of as the needed effort is put forth by the follower (Bass, 1985, pp. 13, 14). According to Bass, “such effort to perform or motivation to work implies a sense of direction in the subordinate as well as some degree of energization” (1985, p. 13). In short, in the transactional process, the leader recognizes the needs of the followers and “clarifies for the follower how these needs will be fulfilled in exchange for the follower’s satisfaction effort and performance” (Bass, 1985, p.13)

Bass and Avolio (2004) nuance transactional leadership further as consisting of two factors: contingent reward, and active management by exception. Their view of the contingent reward factor is similar to that of Downton (1973), Burns (1978), and was described by Bass (1985) and Bass and Bass (2008). According to Bass and Bass (2008) contingent reward is a “constructive transaction” (Bass & Bass, 2009, p. 623).

Additionally, “the leader assigns a task or obtains agreement from the follower on what needs to be done and arranges for psychological or material rewards of followers in exchange for satisfactorily carrying out the assignment” (Bass, 1998). It is believed that this “clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance” (Bass and Avolio, 2004. p.104).

Active management by exception is the second factor of transactional leadership presented by Bass and Avolio (2004) and is viewed as “corrective transaction” (Bass & Bass, 2009, p. 624). Bass and Avolio (2004) indicate that this leadership stipulates the

“standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards” (p.104). This punishment or corrective measure could consist of “negative feedback, reproof, disapproval, or disciplinary action” (Bass & Bass, 2009, p. 624). Active management by exception requires close supervision for “deviances, mistakes, and errors in the performance of the followers and takes corrective action accordingly” (Bass & Bass, 2009, p. 624). This type of leadership is not very effective nor successful in expanding the learning potential of subordinates (Avolio, 1999). We will discuss this further in our study.

### **Passive Avoidant Leadership**

Passive Avoidant Leadership is often seen as non-effective leadership. Bass and Avolio (2004) have categorized management by exception: passive and laissez-faire leadership styles as passive avoidant leadership. This is due to both leadership styles having negative effects on associates and subordinates. (Bass & Avolio, 2004). According to Cuellar (2018) passive avoidant is a style characterized by a lack of involvement, lack of interest in others, much avoidance of responsibility and procrastination. The leader does not seek to meet the needs their subordinates or even their own needs (Cuellar, 2018). Furthermore, leaders are lackadaisical, rather than proactive (Cuellar, 2018). The leader fails to express a desire to inspire or make disapproving comments (Cuellar, 2018).

### Management by Exception: Passive

Transactional leadership at times result in mediocrity in which case the leader depends strongly on “passive management-by-exception, intervening with his or her group only when procedures and standards for accomplishing tasks are not being met” (Bass, 1990, p. 20). This is manifested when these leaders allow errors and mistakes to occur before correcting their followers (Avolio, 2011).

### Laissez-Faire Leadership

Laissez-faire is frequently viewed as an ineffective leadership style. Laissez-faire is strikingly different from transactional and transformational leadership styles. Bradford and Lippitt (1945) confirm this stance and describe laissez-faire leadership as leaders who evade the responsibility of influencing their followers and avoid their supervisory responsibilities (Bass, 1990, p. 545). Northouse (2018) adds, the laissez-faire leader “abdicates responsibility, delays decisions, gives no feedback, and makes little effort to help followers satisfy their needs.” As a result, these leaders are not functional and have low self-esteem in their ability to lead (Bass & Stogdill, 1990, p. 545). Avolio (2011) considers this leadership style the most ineffective.

Followers like autonomy, yet laissez-faire leadership that provides this is viewed with disfavor by subordinates (Frischer, 2006). In this situation, freedom may mean anarchy. Bass and Stogdill state:

If it means anarchy; the absence of control of oneself or others; an absence of needed organizational sanctions; the concentration of organizational control at the bottom so that individual goals take precedence over organization goals; and an internally, unrelated, leaderless, competitive marketplace for resources in which each member

is trying to maximize his or her own self-interests, it is likely to generate organizational ineffectiveness (Miner, 1973; Price, 1968; Tannenbaum, 1968, as cited in Bass and Stogdill, 1990, p. 549).

Hartog, Muijen, and Koopman (1997) argue that the laissez-faire leader is “inactive, rather than reactive or proactive” (p. 21). According to Bass (1990), this leadership style “usually correlates negatively (-.3 to -.6) with other, more active leadership styles” (Hartog, Muijen, & Koopman, 1997, p. 21). Bass and Stogdill (1990) further state, “The inactivity of the laissez-faire leader – his or her unwillingness to accept responsibility, give directions, provide support, and so on – has been consistently negatively related to productivity, satisfaction, and cohesiveness” (p. 551).

### **Characteristics of Effective Higher Education Leaders**

Higher Education institutions need effective leaders. Along this vein Bennett (2015) advises:

[The greatest danger facing higher education] lies in the fact that higher education has a long and inglorious track record when it comes to identifying, developing, and selecting leaders – and without strong, capable leadership, a university can hardly navigate the turbulent waters ahead.  
(p. 40)

Zakia and Marsiden add, “Effectiveness is one of the conditions that show the success rate of management activity” (2020, p. 317). Hines (2011) describes leadership that is effective in these words, “Leadership is the motivating force that inspires both individuals and organizations to reach their highest potential and to achieve their mission and goals” (p. 74). Inevitably, one of the most critical components in producing a successful organization is having effective leadership (Bass, 1990). In fact, at all levels of an organization, it is possible to experience the expertise and the impact of leaders (McCaffery, 2019, p. 110).

When the leader is unable to interact with and motivate individuals, the organization will not be successful (Hines, 2011). Leaders who disregard problems often prolong negative situations resulting in the disrespect of their subordinates (Hines, 2011). Ineffective leadership is also linked to unsuitable or uninspiring goals (Hines, p.74). Consequently, it is paramount that effective leaders are proactive, have relevant goals, and motivate their subordinates to accomplish these goals.

According to Hines (2011) there are several characteristics that promote effective leadership. First, effective college leadership assists in dealing “with problems as well as new possibilities” (Hines, 2011, p. 76). Second, leaders are expected to mold the culture and attitudes of an organization (Hines, 2011, p. 77). Third, in order to set a positive tone and be an effective role model, “the leader must deal honestly and positively with others” (Hines, 2011, p.77). Finally, leaders can make transformational changes in themselves and the organizations they work for by being open to criticism and being intentional to start the change process in themselves and others (Hines, 2011, p.77).).

Effective leaders make a difference to colleagues and to the institution (McCaffery, 2019, p. 147). In fact, the interaction between supervisors and followers, and leadership styles are significant factors impacting the success of the team in a hierarchical organization (Kocher, Pogrebna, & Sutter, 2009, p. 1). This concept is aligned with the effective leaders’ primary goal which is to influence the behavior of subordinates as well as results (Howell and Costley, 2001, p. 25). In this regard, McCaffery (2019) posits that effective leaders should expect to be assessed on their production. Seymour (2018) adds that outstanding outcome are produced by effective leadership. In the end, “effective leadership requires positive action and results” (Hines, 2011, p. 73).

Kouzes and Posner (2012) also describe the behavior of effective leaders as the following: “1) they model the way; 2) they inspire a shared vision; 3) they challenge the process; 4) they enable others to act; and 5) they encourage the heart” (Stefani and Blessinger, 2018, p. 3) Additionally, McCaffery (2019) asserts, “effective leaders grow people, bad leaders stunt them” (p.110). Despite the factors involved, “leadership effectiveness is ultimately judged on the effectiveness of the leader in working with and through others to achieve the goal(s)” (Stefani and Blessinger, 2018, p. 3).

In recent years several researchers (Abadama, 2020; Alward, 2018; Jacobs, 2012; Ghaus et al, 2017; and Levendowski, 2020) have employed leadership styles (transformational, transactional, and passive avoidant) to determine the effective characteristics of higher education leaders. The characteristics of transactional and transformational leadership styles are often viewed as depicting effective leadership (Dysart, 2018; Gore, 2017; Ilyavi, 2019; Walters, 2017). For example, Abadama’s (2020) research, “A Comparative study of perceived Transformational, Transactional and Passive Avoidant Leadership Styles Effectiveness within the Ethiopian Public Universities” revealed that transactional (contingent reward and management by exception passive) rather than transformational leadership prevailed in these universities and was associated with leadership effectiveness (p. 29).

By contrast, Alward’s (2018) qualitative, phenomenological study of “Characteristics and Leadership Methods of Efficacious Virtual Team Leaders in Higher Education” showed that transformational leadership style was among the characteristics critical in the leaders’ ability to effectively lead virtual teams (p. 114). Additionally, Jacobs’(2012) study on “An Examination of Midwest Community College Presidents’



Leadership” showed that these leaders favored a transformational leadership style. For “community college presidents who were in higher education for longer periods, years in higher education was a predictor of transformational leadership styles” (p. 69).

Furthermore, in Ghaus et al. (2017) study “Leadership Styles of Academic Supervisors as Predictors of Effectiveness, Extra Effort, and Satisfaction: A Case of Pakistan Higher Education” transformation style was revealed as the dominant leadership style in their study of universities. Additionally, findings showed that the transformational leadership style of supervisors positively correlated with effectiveness (p. 33).

### **Characteristics of Effective Higher Education Seventh-day Adventist Leaders**

This section reviews literature related to higher education SDA leadership. However, very few studies formally researched leadership in higher education SDA schools. What we provide here are some of the spiritual elements guiding this area.

In addition to characteristics of higher education leaders revealed through transformational, transactional, and passive avoidant leadership styles, spirituality is a factor that exist in all 13 of the SDA Higher Education Institutions. According to Riasudeen and Singh, “Spirituality generates and reinforces values that are reflected in an organization’s vision and culture” (2021, p. 110). Additionally, “Spirituality enables leaders to develop competence for dealing with challenges in the workplace” (p.110). Gurubatham’s (1980) study had members of the faculty and administrative staff in eight small SDA colleges identify perceived characteristics of effective Seventh-day college presidents. These participants agreed that decision-making, spiritual leadership, and problem-solving processes are effective characteristic of leadership which resulted in the

study's strong portrayal of these leadership characteristics.

Combie's (2004) study, "Presidential Views of Leadership in Seventh-day Adventist Higher Education," reveals how SDA colleges and university presidents' personal and professional experiences impact their successful rise to presidency. As such, succession planning, increased professionalization of the presidency, and increased presidential tenure were themes that emerged pivotal to presidential leadership. A deep connection to God as well as spousal and familial support on career trajectory were themes reflected to the personal experiences attributed to successful accession to the presidency. The personal experiences of presidents also revealed a deep spiritual connection to God. Finally, progressively more challenging job experiences was a theme that emerged that connected with the professional experiences that contributed to the successful accession to the presidency (p. vi).

Riasudeen and Singh's study showed that "workplace spirituality can limit any negative association of leadership effectiveness with work outcomes" (2021, p.109). The underlying guide for Seventh-day Adventist higher education institutions is derived from Ellen White's statement, "Higher than the highest human thought can reach is God's ideal for His children. Godliness—godlikeness—is the goal to be reached" (1903/1952, p. 12). Another element of spirituality active in guiding leadership in SDA higher education is expressed by Ellen White:

Ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible....It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this life and for the higher joy of wider service in the world to come."

(White, Education, 1903/1952, p. 13)

Hence, spirituality is the foundation for institutions of higher education in the NAD of SDA. Though spirituality in leadership is arguably an important component of higher education leadership, it was not directly studied in this research. I will discuss this in my recommendation.

### **The Relationship between Leadership Styles and Leaders' Effectiveness**

Leadership effectiveness denotes achieving a desired result, which includes “productivity and quality” (DuBrin, 2016, p. 55). Along that vein, it is imperative to have appropriate and inspiring goals in order to obtain these sought for effective results (Hines, 2011, p. 73). Effective leadership is a component of organizational success (Voon, Lo, Ngui, & Ayob, 2011). More specifically, leadership effectiveness is linked to higher education institutional success. Sadeghi and Pihie (2012) argue that one of the significant components that support leadership effectiveness is leadership style.

Literature generally indicates that effective leaders are transformational (Harris, Day, Hopkins, Hadfield, Hargreaves & Chapman, 2003, p. 29, as cited in Herbst, & Conradie, 2011, p. 3). Findings indicate that employees function more effectively when they see their supervisors as transformational leaders and employees also experience increased satisfaction with the institution’s performance evaluation system (Bass, 1990, p. 25). Furthermore, transformational leadership does better with the institution’s performance on all levels (Bass, 1990, p. 25). Thus, institutions should utilize this form of leadership (Bass, 1990, p. 25). Lower level managers generally model the leadership style of their immediate supervisors (Bass, 1990, p. 26). Furthermore, lower level employees as they are promoted in the organization, tend to model the leadership style of

upper level leaders (Bass, 1990, p. 26). Therefore, institutions with transformational leaders on the upper level usually have more transformational lower level employees (Bass, 1990, p. 26).

Although transformational leadership tends to occur more at the top leadership level more than at the bottom, employees also observe this leadership style in their first level supervisors (Bass, 1990, p. 27). Promoting transformational leadership in organizations “through policies of recruitment, selection, promotion, training and development is likely to pay off in health, well-being, and effective performance of the organization” (Bass, 1990, p. 31). Transformational leaders impact subordinates’ “deep values and sense of higher purpose, and lead to higher levels of follower commitment and effort and more enduring change” (Hernez-Broome & Hughes, 2004, p. 16). These leaders foster “compelling visions of a better future and inspire trust through seemingly unshakeable self-confidence and conviction” (Hernez-Broome & Hughes, 2004, p. 16). This study provides direct insight into how followers perceive their leaders.

This stance is confirmed by a study in a Japanese information technology firm which found that “transformational leadership, and transactional leadership were correlated to leadership effectiveness, and that laissez-faire leadership, one of the two components of passive avoidant leadership was negatively correlated to leadership effectiveness” (Ogihara, 2014, p. 3). The implications of research findings are that transactional and transformational leadership styles are associated with effective leadership while laissez-faire leadership style is negatively associated with effective leadership. Moreover, transformational leadership has a higher level of impact on perceived leadership effectiveness than transactional leadership (Ogihara, 2014).

In other studies (Scott, 2020; Mangente, 2020; Lashley, 2021; Parson, 2020) researchers have confirmed that transformational leadership style is effective while transactional is less effective and laissez-faire are not effective. One such study was conducted at a rural private university in Pennsylvania where a correlational analysis was conducted with leadership styles and the ratings of supervisor effectiveness (Atwood, 2018). There was no statistically significant correlation between transactional leadership as well as laissez-faire with the ratings of supervisors' effectiveness. However, there was "a positive correlation between transformational leadership style and the ratings of supervisor effectiveness" (Atwood, 2018, p. 89).

### **General Research on Leadership Effectiveness**

Researchers at Psych Tests evaluated the personality profile of 7, 379 leaders, who participated in the Leadership Style Test. A comparison was made of excellent to poor leadership and these 20 differences were revealed (Studying the characteristics of Good Leaders, 2016).

- 84 percent of the excellent leaders have a clear vision in mind of what they want to achieve as a leader.
- 76 percent of the excellent leaders frequently re-evaluate the company's/team's goals in order to stay abreast of developments in the world.
- Not only do 86 percent of the excellent leaders set challenging yet reasonable goals, they don't stay idle after one is accomplished.
- 72 percent of the excellent leaders make sure that every decision made is done with the company's or institution's mission statement in mind.
- When forced to decide between standing by their ethics or making a profit, 90 percent of the excellent leaders consistently opt to uphold their principles.
- 88 percent of the excellent leaders are creative problem-solvers.
- 81 percent of the excellent leaders are skilled at handling stress.
- 80 percent of the excellent leaders realize that they are seen as role models.
- Not only do they regularly praise their team after a job well done, but when required to give someone negative feedback on performance, 93 percent of the excellent leaders make sure to offer clear, practical tips to help the person improve.

- 91 percent of the excellent leaders recognize that delegation is essential.
  - 87 percent of the excellent leaders in comparison to 76 percent of the poor leaders recognize that handing out bonuses isn't the only way to motivate people.
  - 81 percent of the excellent leaders adopt an optimistic attitude.
  - 85 percent of the excellent leaders believe in themselves and in their abilities.
  - Most importantly, 94 percent of the excellent leaders consistently look for ways to improve their own performance.
- (Studying the characteristics of Good Leaders, 2016, p. 4, 5)

In the Ensign's (2002) article, "*Characteristics of Good leadership*," leadership is "takes on an entirely separate and distinct set of expectations" (p. 31). Characteristic of good leadership involves, "the fundamental organization aspects of communication, consistency, character, and motivation" (p.31). Leadership also demands degrees of humility, encourages others to learn, grow and succeed (p. 31).

From interviews with senior academic leaders the following characteristics of a good leader were gleaned.

- Know and keep the vision and mission of the profession in the forefront.
  - Listen and be responsive to administrators, colleagues, and stakeholders.
  - Use compassion, patience, and humor to relate to others.
- (Carozza, 2019, pp. 22, 23)

Additionally, an interviewee identified the following as skills of an effective leader: "(1) effective communication, (2) problem-solving ability, (3) a commitment to evidence-based practice and accountability, (4) teamwork skills" (Carozza, 2019, p. 19).

### **The Relationship between Leaders' Gender and Leaders' Effectiveness**

There has been an increase in the presence of women in leadership roles in colleges and universities. Northouse (2018) noted, "the increasing numbers of women in leadership positions and women in academia, brought about by dramatic changes in American society, have fueled the now robust scholarly interest in the study of leadership

and gender” (p. 403). Hence, there is a desire to determine if gender is associated with leader effectiveness.

In Levandowski’s (2020) quantitative study, “An Investigation of Women’s Leadership Styles in Higher Education,” a relationship between transformational leadership style and gender was found. Females, the study’s only participants, registered transformational leadership style as the most self-reported leadership style within the occupational therapy department academic fieldwork coordinators (AFWC) (p. 63). Also, Tran’s (2015) empirical study within a multicultural organization in the United States showed “female leaders exhibited more transformational leadership styles and adopted transactional leadership contingent rewards behavior including active management-by-exception., more than male leaders in the diverse organizational setting” (2015, p. v).

By contrast, Alhourani’s (2013) study done outside the United States focusing on leadership effectiveness of university deans in Lebanon and Egypt revealed no significant relationship with gender. Furthermore, Ryder’s (2016) study of Illinois public school administrators revealed that females exhibited more transformational leadership style than their male colleagues. However, there was no statistically significant findings in the results of leadership effectiveness between females and their male counterparts.

Additionally, Paustian-Underdahl, Walker and Woehr’s (2014) study concluded that there was no significant relationship to perceived leadership effectiveness between female and male leaders. It was also found that male leaders rated themselves higher than females regarding their effectiveness.

Within this leadership context, most authors found no significant relationship in the perception of leadership effectiveness in females and males.

### **The Relationship between Leaders' Age and Leaders' Effectiveness**

Leadership effectiveness may differ based on chronological age. Moreover, leadership styles influence leadership effectiveness (Bass, & Avolio, 1994).

Transformational and transactional leadership styles are generally considered effective (Northouse, 2018, Yukl, 1999), while passive avoidant leadership style is often regarded as ineffective (Northouse, 2018). Legutko's (2016) study of "emergent leadership styles of Fortune 500 executives" found that age was correlated with transformational leadership style, with older leaders manifesting more transformational leadership style.

However, Hernandez-Katz (2014) found that age was not statistically significantly related to leadership styles based on a study of public universities' department chairs in the state of Texas.

Oshagbemi's (2004) study of 400 UK managers indicated that there was no statistically significant relationship in ratings between leadership behavior (e.g. laissez-faire, contingent reward, idealized influence) of older and younger managers. Likewise, in Boerrigter's (2015) cross sectional study design consisting of 32 leaders working in a Dutch public sector organization, there was found no significant relationship between age and leadership effectiveness.

### **The Relationship between Leaders' Experience and Leaders' Effectiveness**

Leaders' effectiveness is associated with experience. Several studies that support this viewpoint as well as contradict it. Consistent with this position is the Newton (2016) correlational study of law enforcement leaders. This author showed that law enforcement leaders' years of experience were significantly correlated with transformational and



transactional leadership styles. He further states that law enforcement leaders with less experience were more likely to exhibit both transformational and transformational leadership styles.

By contrast, Martin's (2015) exploratory study revealed that the more years of experience the administrator had resulted in a higher possibility of exhibiting transactional leadership. Transformational and transactional leadership styles are associated with leadership effectiveness (Bass & Avolio, 1994). However, transformational leadership style is associated with a higher level of effective leadership than transactional leadership style (Bass & Avolio, 1994).

By contrast, Marquez's (2015) quantitative, ex post facto study at public and private California universities revealed that higher education leaders of administration with more experience in that position were not significantly different in their self-perception of leadership styles compared to those with less experience as vice-president. Similarly, Echevarria (2015) predictive correlational study showed no significant relationship between transformational leadership and years of experience as a leader. Hence, indicating that years of experience was not a predictor of transformational leadership style.

### **Summary**

Leadership has evolved overtime and several theorists have promoted a variety of leadership styles. These leadership styles include transactional, transformational, and passive avoidant. Studies indicate that transactional and transformational studies are positively related to effective leadership while passive avoidant leadership are negatively related to effective leadership. Furthermore, studies show that leaders who practice

transformational leadership are more effective than those who practice transactional leadership. Several studies reveal various findings regarding the relationship between leaders' gender and leaders' effectiveness. However, most researchers found no significant relationship in the perception of leadership effectiveness in females and males. Studies indicated no significant relationship between leaders' age and leaders' effectiveness. However, studies found that age was correlated with transformational leadership. Regarding the relationship between leaders' experience and leaders' effectiveness, studies support as well as contradict the stance that experience is associated with leaders' effectiveness.

## CHAPTER 3

### METHODOLOGY

This chapter begins with an introduction, followed by the research questions and hypotheses; research design; population sample, and selection process; instrumentation and variable; the full range leadership model; reliability and validity; data collection; data analysis; ethics; limitations; and summary.

#### **Introduction**

This study was undertaken to explore the nature of any association between self-perceived leadership styles (transformational, transactional, and passive avoidant) of higher education leaders in colleges and universities in the North American Division (NAD) of Seventh-day Adventists (SDA) and leadership effectiveness. Studies lean toward the notion that leaders who practice transactional and transformational leadership styles are effective while leaders who practice passive avoidant leadership styles are frequently ineffective (Antonakis, 2012; Ogihara, 2014). Moreover, research frequently shows that leaders who practice transformational leadership styles are most effective (Powe, 2020). However, it is unknown if this is true for higher education leaders in the Adventist North American Division.

#### **Research Questions**

The study aimed to answer the following research questions:

1. Is there a significant statistical association between higher education leaders' leadership styles (transformational, transactional, and passive avoidant) and their effectiveness as leaders as measured by the Multifactor Leadership Questionnaire (MLQ) self only form?

2. Does gender, age, or experience predict leadership effectiveness?

### **Hypotheses**

This study tested the foregoing research questions and these hypotheses.

*Hypothesis 1<sub>0</sub>*: There is no significant association between higher education leaders' self-perceived leadership styles (transformational, transactional, and passive avoidant) and effectiveness as measured by the MLQ self only form.

*Hypothesis 1<sub>a</sub>*: There is a significant association between higher education leaders' self-perceived leadership styles (transformational, transactional, and passive avoidant) and effectiveness as measured by the MLQ self only form.

H<sub>0</sub>: There is no significant association between gender, age, or experience and leader effectiveness.

H<sub>a</sub>: There is a significant association between gender, age, or experience and leader effectiveness.

### **Research Design**

A quantitative approach was employed. This quantitative design tracked the self-reported leadership styles of leaders from a survey. The study determined the effect of transformational, transactional, and passive avoidant leadership styles of 168 leaders of the colleges and universities in the NAD of SDA on effectiveness.

Surveys were used to gain qualifiable results in determining the degree of effectiveness of leadership styles (transformational, transactional, and passive avoidant leadership styles). A survey design consists of the researcher obtaining a sample of participants, requesting, and collecting data from a questionnaire (MacMillan & Schumacher, 2014). Additionally, a demographic form was used to capture information about leaders' gender, age, and experience. The statistical methods described in the data analysis section assessed the effect of various variables based on the hypothesized structure.

### **Population and Sample**

Data were collected from the entire population of the leaders of colleges and universities in the NAD of SDA. The approval of the Institutional Review Board (IRB) was sought in light of the study's involvement of human subjects. McMillan and Schumacher (2014) indicate that this procedure is to ascertain compliance with federal regulations and to be sure that all ethical issues are considered. In addition to applying for IRB approval from Andrews University, permission to conduct the study was obtained from the North American Division associate director for higher education and the presidents of the colleges and universities in the NAD of SDA.

My purposive sampling was voluntary resulting in a sample size less than the total population size of leaders in each of the colleges and universities. There was no conflict of interest with the participants and none of the participants were related to me. None of the participants were compensated. However, given an anticipated effect size of 0.3, a probability level of 0.05, and a desired statistical power level of 0.8, the required sample size of 166 for this study was attained.

A letter was sent to the associate director for higher education, of the NAD of SDA, seeking permission to conduct the study in the colleges and universities of that division. Subsequent to his approval, letters were sent to the president of each of the 13 higher educational institution of the NAD of SDA seeking permission to conduct the study. All but one responded favorably. Once the IRB approval was obtained as well as the approval from each college and university president to recruit participants for the study, leaders were recruited.

The recruiting email consisted of a letter which provided an overview of the study, the purpose of the study, the data collection procedure, the request for each leader to participate in the study, and the contact information of the researcher and the advisor. In addition to the email was the link to the online informed consent and questionnaire with specific instructions on completing this questionnaire. The repeated sending of reminders to leaders to complete the survey was done to reach the aimed sample size of 168 participants. All participants in the study were thanked for participating.

The study's survey was conducted during the period May 26, 2020 and September 24, 2020. Recruitment emails were disseminated to 408 leaders of which 240 opened the link to the online survey resulting in 58.82% not attempting to complete the survey. These surveys were removed by Mind Garden from the database. The 168 completed surveys employed for this study resulted in a 41.18% completion rate as shown in Table 1.

Table 1

*Survey Statistics*

Category	Number	Percent
Number of Leaders Contacted	408	100%
Number of Leaders Opened Link to Online Survey	240	58.82%
Number of Leaders Completed Surveys	168	41.18%

**Instrumentation**

Avolio et al. (1999) designed the MLQ, an outline survey used to measure effectiveness and behaviors. It is extensively employed to measure the full range of leadership model: transformational, transactional, and passive avoidant leadership theories (Bass & Avolio, 2004; Kirkbride, 2006). This quantitative study utilized the online instrument, the MLQ-5X to measure the effect of self-reported leadership styles (transformational, transactional, and passive avoidant) on leadership effectiveness.

Instruments measured the independent variable, leadership styles and the dependent variable, leadership effectiveness. A demographic survey was created to measure the controlling demographics variables, which consist of gender, age, and experience. This instrument was added to the MLQ-5X online form.

The MLQ-5X form is available from Mind Garden which “is an international publisher of psychological assessments, leading the industry in providing tools to facilitate positive personal and organizational transformation” (Mind Garden, 2019.) The form consists of a total of 45 items. Thirty-six items measure nine leadership factors and

nine items measure three leadership outcomes. There are 12 scales. Each scale has four items, except for the outcome scales of extra effort, which consist of three items, and satisfaction, which consist of two items (Bass & Avolio, 2004).

Transformational leadership characteristics are reflected in five scales: idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individual consideration (Rowold, 2005). Transactional leadership characteristics are measured by two scales: contingent reward, and management -by-exception active (Bass & Avolio, 2004). In contrast to the active styles of transformational and transactional leadership, passive avoidant leadership style has two scales: management by exception passive and laissez-faire leadership style. The three leadership outcome scales are followers' extra effort (EE), the effectiveness of leader's behavior (EEF), and follower's satisfaction (SAT) with their respective leader. These outcome scales complete the Full Range of Leadership (Rowold, 2005).

Surveys provide information about people's beliefs, values, attitudes, demographics, habits, opinions, desires, ideas, and additional information (McMillan & Schumacher 2010). The survey instrument MLQ-5X, is a 5-point Likert scale used for rating the frequency of the observed leader behaviors. It ranges from (0-4) with 0 representing "not at all", 1 representing "once in a while", 2 representing "sometimes", 3 representing "fairly often" and 4 representing "frequently, if not always" (Bass & Avolio, 2004). It was used to measure the independent variable, leadership styles, and the dependent variable, effectiveness. The demographic component consisting of the variables age, gender and experience was added to this online survey. The variables for this study are summarized in Table 2.



Table 2

*Explanation of Variables*

Variables	Independent/Dependent	Measurement
Transactional Leadership	Independent	MLQ
Transformational Leadership	Independent	MLQ
Passive Avoidant Leadership	Independent	MLQ
Gender	Independent/Controlling Variable	Survey
Age	Independent/Controlling Variable	Survey
Experience	Independent/Controlling Variable	Survey
Leadership Effectiveness	Dependent	MLQ

**The Full Range Leadership Model (FRLT)**

This section pulls together all the previous discussions into what has been called the full-range leadership theory (FRLT). The FRLT was developed from Bass’s (1985) transactional and transformational theory. Compared to the original 1995 theory consisting of six factors, the updated theory inclusive of measurements and explanations (Avolio et al., 1995; Bass & Avolio, 1995, 1997) has nine components (Avolio & Yammarino, 2013, p. 9). However, Bass & Avolio (2004) presents the most updated version of the FRLT which consists of nine factors based on the three leadership styles, transformational, transactional, and passive avoidant as seen in Table 3.

Table 3

*Full-Range Leadership Model*

Style	Factor	Description
Passive avoidant	Laissez-faire	<ul style="list-style-type: none"> <li>• Avoids making decisions</li> <li>• Abdicates responsibilities</li> <li>• Refuses to take sides in a dispute</li> <li>• Shows lack of interest in what is going on</li> </ul>
	Management-by-exception (passive)	<ul style="list-style-type: none"> <li>• Takes no action unless problem arises</li> <li>• Avoids unnecessary changes</li> <li>• Enforces corrective action when mistakes are made</li> <li>• Places energy on maintaining status quo</li> <li>• Fixes the problem and resumes normal functioning</li> </ul>
Transactional	Management-by-exception (active)	<ul style="list-style-type: none"> <li>• Arranges to know if something has gone wrong</li> <li>• Attends mostly to mistakes and deviations</li> <li>• Remains alert for infractions of the rules</li> <li>• Teaches followers how to correct mistakes</li> </ul>
	Contingent reward	<ul style="list-style-type: none"> <li>• Recognizes what needs to be accomplished</li> <li>• Provides support in exchange for required effort</li> <li>• Gives recognition to followers when they perform and meet agreed-upon objectives</li> <li>• Follows up to make sure that the agreement is satisfactorily met</li> <li>• Arranges to provide the resources needed by followers to accomplish their objectives</li> </ul>

Transformational	Individualized consideration	<ul style="list-style-type: none"> <li>• Recognizes differences among people in their strengths and weaknesses, likes and dislikes</li> <li>• Is an active listener</li> <li>• Assigns projects based on individual ability and needs</li> <li>• Encourages a two-way exchange of views</li> <li>• Promotes self-development</li> </ul>
	Intellectual stimulation	<ul style="list-style-type: none"> <li>• Reexamines assumptions</li> <li>• Recognizes patterns that are difficult to imagine</li> <li>• Is willing to put forth or entertain seemingly foolish ideas</li> <li>• Encourages followers to revisit problems</li> <li>• Creates a readiness for change in thinking</li> </ul>
	Inspirational motivation	<ul style="list-style-type: none"> <li>• Presents an optimistic and attainable view of the future</li> <li>• Molds expectations and shapes meaning</li> <li>• Reduces complex matters to key issues using simple language</li> <li>• Create a sense of priorities and purpose</li> </ul>
	Idealized Influence (Attributes, Behaviors)	<ul style="list-style-type: none"> <li>• Has demonstrated unusual competence</li> <li>• Celebrates followers' achievements</li> <li>• Addresses crises head on</li> <li>• Uses power for positive gain</li> </ul>

Note. Adapted from “Developing Transformational Leaders: The Full Range Leadership Model in Action,” by Kirkbride, 2006, *Industrial & Commercial Training*, 38 (1), pp. 25-27 as cited by Marquez, 2015, pp. 28-29)

## **Reliability and Validity**

Reliability refers to consistency and stability of measure over time (Price, Jhangiani, & Chiang, 2015). Similarly, Bush states, “Reliability relates to the probability that repeating a research procedure or method would produce identical or similar results” (Bush, 2007, p. 76). On the other hand, validity refers to measures that “are meaningful indicators of the construct being measured” (Creswell & Clark, 2011, p. 210). Furthermore, validity is used to determine “whether the research accurately describes the phenomenon that is intended to [be] describe[d]” (Bush, 2007, p. 81).

The MLQ instrument is known to be reliable, and valid. Creswell (2012) affirms the need to establish reliability and validity by seeking information about the instruments employed. An instrument that is extensively cited and used by researchers can be assumed to provide good and consistent measures (Creswell, 2012). Reliability is established by the frequency of the administration of the instrument, by how many versions of the instrument there are, and the number of individuals who assess the information (Creswell, 2012). Since its introduction in 1985, MLQ has experienced years of research resulting in its latest version, MLQ-5X (Avolio & Yammarino, 2013).

Avolio, Bass and Jung (1995) in employing “confirmatory methods and pooled samples of data (n=1,394),” (as cited in Avolio & Yammarino, 2013) showed MLQ-5X as reliable and valid (Avolio & Yammarino, 2013). Employing the full nine factor model, Avolio and Yammarino presented “evidence for its discriminant validity” (Avolio & Yammarino, 2013, p. 18). Comparably “validation results have been reported in Bass and Avolio (1997) using pooled samples of data (n=1,490)” (Avolio & Yammarino, 2013, p.

18). Antonakis, Avolio and Sivasubramaniam's study determined "the validity of the measurement model and factor structure of Bass and Avolio's Multifactor Leadership questionnaire (MLQ) (Form 5X)" (2003, p. 261). Additionally, "homogenous business samples of 2279 pooled male and 1089 pooled female raters who evaluated the same-gender leaders" (Antonakis et al., 2003, p. 261), revealed the validity and reliability for the nine-factor leadership model presented by Bass and Avolio (Antonakis et al., 2003).

Thus, MLQ-5X is a validated and reliable instrument. The MLQ Form 5X, developed by Bernard Bass and Bruce Avolio, "is the best validated instrument to represent the FRL" (Avolio & Yammarino, 2013, p. 18). Özaralli (2003) indicates that MLQ "is considered the best validated measure of transformational and transactional leadership" (p. 338). Lowe, Kroeck & Sivasubramaniam (1996) used the MLQ to compute "an average effect for different leadership scales" (Lowe et al., 1996, p. 385) by conducting a meta-analysis of transformational leadership studies. The MLQ transformational scales "were found to be reliable and significantly predicted work effectiveness across the set of studies examined" (Lowe et al., 1996, p. 385).

Antonakis (2001) conducted a study using MLQ-5X to determine the validity of the transformational, transactional, and laissez-faire leadership model. Results derived from utilizing confirmatory structural equation techniques modeling, "indicated that the factor structure was best represented by nine- order factors" (Antonakis, 2001). Such results "were prevalent when all samples were integrated for the factor structure invariance test, or when individual samples were grouped into homogenous units for strict factorial or factor structure invariance" (Antonakis, 2001). More recently, the transformational, transactional, and passive avoidant leadership model as measured by

the multifactor leadership questionnaire revealed that “the factor structure of MLQ (5X) has been validated by both discriminatory and confirmatory factor analysis” (Avolio and Bass, 2004).

Designing questionnaires, carefully selecting the time the survey is conducted, reaching out to non-responsive participants, and ensuring that all engaged in administering and taking the survey are thoroughly trained will enhance validity and reliability of the instruments.

### **Data Collection**

The study’s sample consists of leaders in colleges and universities in the NAD of SDA. Regarding the protection of human subjects, the researcher adhered to Institution Review Board (IRB) procedures to gain permission to conduct this study. Once written Institutional Review Board (IRB) approval was obtained and accepted from 12 of the 13 college and university presidents of the NAD of SDA, data collection commenced. The higher educational institution that was not included in the study was due to their IRB policies. The study’s participants, leaders of the 12 colleges and universities of the NAD of SDA, were contacted.

A letter was emailed to the leaders through either the president’s office, provost office, or from the researcher using the leaders’ work email addresses obtained from a higher education institution’s leadership personnel. Each participant was assured anonymity. The email sent to the leaders gave an overview of the study, a request for leaders’ participation in the study, and provided the contact information of the researcher. Furthermore, the email contained a link supplied by Mind Garden for participants to access and complete the informed consent and the questionnaires. The online consent

form included the following segments: the purpose of the study, procedures, confidentiality, benefits of the study, and the researcher's and advisor's contact information. Specific instructions were also provided for completing the online questionnaires.

The respondents agreed and electronically signed the informed consent form (See appendix B). Appendix C shows a portion of the survey they responded to. That survey included demographic questions about gender, age, length of years working in the institution, and length of years working in the current leadership position. Length of years working in the current leadership position was not analyzed since it was not included in the research questions.

The data file of the account from Mind Garden was monitored by the researcher to determine the number of responses obtained from each higher education institution. Repeated emailing (several times over a five-month period) of the letter detailing the study, and containing the link to access the informed consent, and the questionnaire (demographics and MLQ-5X) was sent to leaders of each higher education institution to facilitate the aimed for sampling of 408. Mind Garden suppressed the names and email addresses of each leader to ensure anonymity. The output file did not have the names of the participants and provided the number of respondents, their demographics, the scores for each leadership style, the scores of each leadership characteristics and the scores for leadership effectiveness.

The participants were not given a time limit to complete the consent form and questionnaires. However, many participants responded within two days of receiving the email with the link to the consent form and questionnaires. Repeated emailing served as a

means of hastening their response. Each email sent to participants thanked them for participating in the study. The researcher also expressed appreciation to those who directly assisted (presidents, provosts, vice-presidents, secretaries) in the dissemination of emails to leaders requesting their participation in the study.

Participants from 12 of the 13 higher education institutions of the NAD of SDA participated in the study and completed the survey at the end of five months. Then data analysis commenced. The email was sent to 408 leaders. Of these 168 participants completed the survey. Their responses were anonymous and knowledge was limited to the number of responses received from each higher education institutions. At the end of the data collection period, results of the completed surveys were downloaded from the Mind Garden website.

### **Data Analysis**

In research question 1 (Figure 1) the aim was to find an inter-relationship among three exogenous constructs and one endogenous construct. These are four latent constructs in this study. First, the transformational leadership style, an exogenous latent construct, measured with questions summarized in five items. Second, the transactional leadership style, an exogenous latent construct, is measured with eight items. Third, the passive avoidant leadership style, an exogenous latent construct, is measured with eight items. By contrast, effectiveness, the endogenous latent construct is measured with four items. In this study the constructs leadership styles (transformational, transactional, and passive avoidant), and leadership effectiveness were tested utilizing the Analysis of Moment Structures (AMOS) procedure of Structural Equation Modeling (SEM).



SEM is constructed to test to what extent “a proposed conceptual model that contains observed indicators and hypothetical constructs explains or fits the collected data” (Bollen, 1989, Yoon, Gursoy, & Chen, 2001 cited in Yoon & Uysal, 2005, p. 59). Furthermore, it has the capability “to measure or specify the causal relationships among sets of unobserved (latent) variables, while describing the amount of un-explained variance” (Davies, Goode, Mazanec, & Mountinho, 1999; Turner & Reisinger, 2001 cited in Yoon & Uysal, 2005 p. 59). Its process revolves around two phrases: “validating the measurement model, and fitting the structural model” (Guardia, 2007, p. 69).

For this study, AMOS offered the technical means for utilizing SEM. The hypothesized model in this study was built to measure relationships among the unobserved latent constructs that were created on the premise of previous empirical studies and theories. SEM was suitable to obtain answers for this proposed hypothetical model.

The obtained coefficients described the effect of the exogenous variables on the endogenous variables. The sample size of at least 166 will ensure stability of the parameters estimate. Numerous goodness of fit measures assessed the model fit.

The researcher coded each leader’s data which was entered in the computer utilizing SEM for data analysis. After building and running the model in SPSS using the output, there was verification that the measurement model fit the data well. Several metrics were obtained that assessed the SEM model. Correlations between the variables were also extracted. The validity and reliability of the constructs in the study was assessed. The collected data samples were screened for missing data, and outliers. In case of values missing, the patterns and percent of missing data were evaluated, and methods

for imputation would be applied. These were methods utilized to answer research question 1.

Question 1

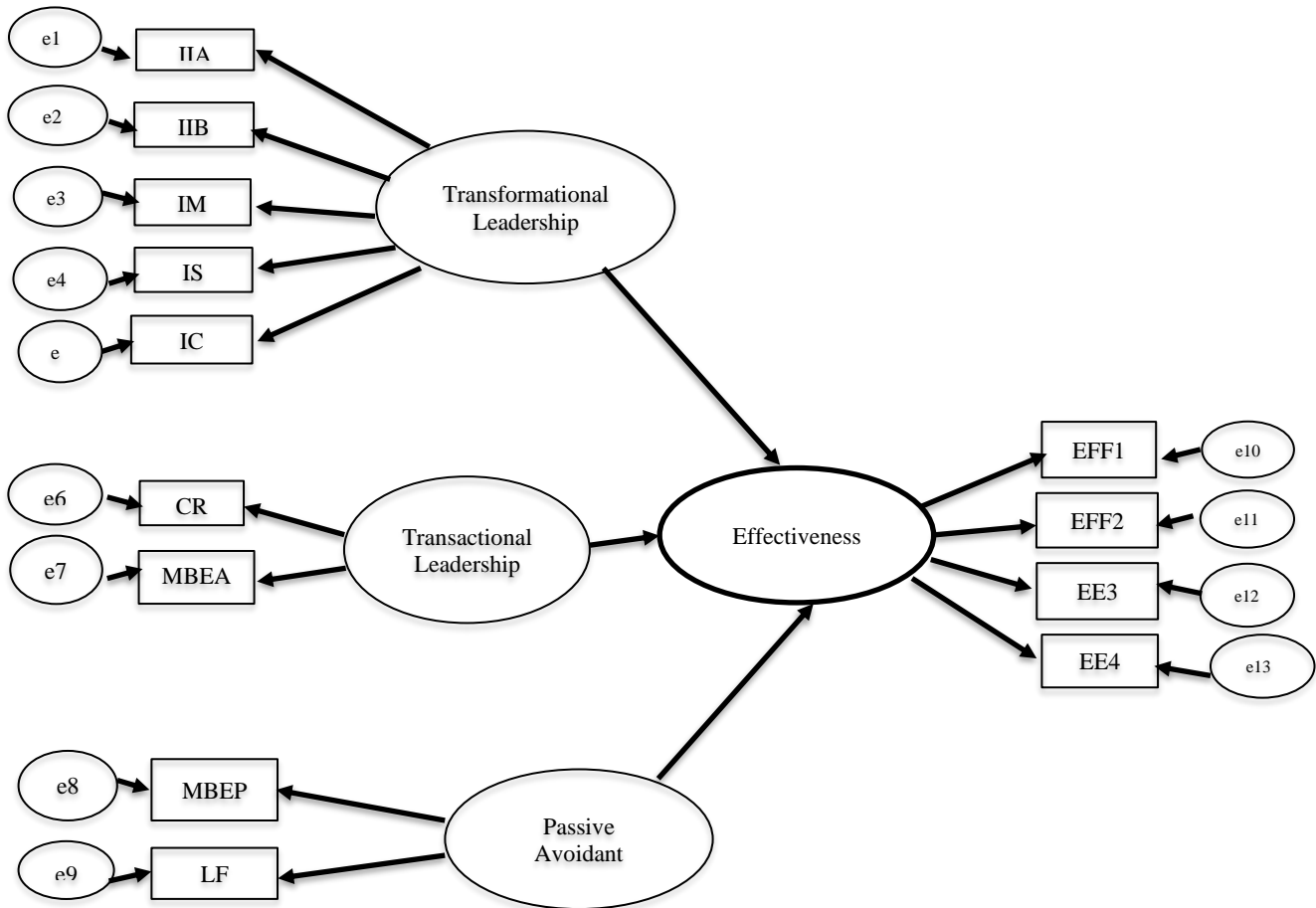


Figure 1. Variables of Interest

Note. The variables of interest are depicted inside the ovals. They are: transformational, transactional, and passive avoidant leadership styles as independent variables and the leadership effectiveness as dependent variable.

First an Exploratory Factor Analysis (EFA) was conducted. EFA is a statistical technique that lets the data tell us the factor structure. It is used to reduce the data, that is to group similar item variables into dimensions. It explores the hypothesized underlying

structure. The analysis identified how the MLQ survey responses data form the leadership and effectiveness dimensions. Principal component analysis was employed to extract four assumed factors. By default, all factors with an eigenvalue of  $\geq 1$  are retained. A scree plot was used as an alternative option to determine the number of factors. After extracting the factors, a varimax rotation with Kaiser normalization was applied to the factors for better fit. This rotation is an orthogonal method that produces efficient separate factor loadings either very high or very low. A rotated component matrix is obtained, displaying in a decreasing sequence for easy visualization and interpretation, the correlations/loadings of each item with respect to the component/dimension. Based on their magnitude, inference on their importance/significance and strength can be inferred.

Then, a Confirmatory Factor Analysis (CFA) was performed to test the following pre-determined four factor structure: TFL, TSL, PSA, and EFF. Each factor is a latent/unobserved variable measured with the items/observed variables. The items that make up each factor/dimension are specified as follows.

TFL: IIA, IIB, IM, IS, and IC

TSL: CR1, CR2, CR3, CR4, MBEA1, MBEA2, MBEA3, MBEA4

PSA: MBEP1, MBEP2, MBEP3, MBEP4, LF1, LF2, LF3, and LF4

EFF: efN, efHA, efOR, and efLG,

The researcher used the above hypothesized model to estimate a population covariance matrix that is compared with the observed covariance matrix. The goal is to minimize the difference between the two matrices and to determine how well the model fits the observed data. To identify each factor in a CFA model with at least three indicators, the first loading of each factor was set to 1 (marker method). This method also

minimizes the number of parameters to be estimated. It is assumed that the items were measured with some errors that are added and estimated in the model. Additionally, the model estimates four covariances parameters describing correlations among the four factors. In the process, modification indices (suggesting a variable should be dropped, or a parameter should be added) are provided by AMOS software to improve the model's performance.

Lastly, the researcher performed SEM to design the possibility of relationship among the latent variables. SEM is a combination of CFA and multiple regression. For this the study there were three independent variables (TFL, TSL, and PSA) and one dependent variable (EFF). In SEM terminology they are named exogenous and endogenous, respectively. In this quantitative model, an exogenous variable had an effect on other constructs while an endogenous variable is affected by the exogenous variables. No indirect effect through a mediating variable is hypothesized. The researcher tested the direct effect each exogenous variable had on the endogenous variable. The model can be respecified with model modifications indices. A new model is built. Parameter estimates, fit indexes, and residuals are updated and re-evaluated. This step is done to have a parsimonious better fitting model. An overall model goodness of fit is assessed with the Absolute/predictive fit Chi-square index. It is a statistic obtained from the maximum likelihood. In other words, through statistical processes we were able to create the simplest but substantive model for the data and test its tightness of fit.

A p-value greater than 0.05 indicates that the estimated model is able to adequately reproduce the observed sample. The model is then compared to a baseline (Independence) model and assessed with the following indexes: Normed Fit Index (NFI),

Incremental Fit Index (IFI), Tucker-Lewis Index (TLI), and Comparative Fit Index (CFI). Indexes values greater or equal to 0.95. are indication of good fit. A last metric for model fit is the Root Mean Square Error of Approximation (RMSEA) index. For the latter, a value less than 0.05 indicates an excellent fit.

In research question two (Figure 2) the researcher used multiple regression. The independent variables in this question were age, gender, and experience. The dependent variable was a composite score of effectiveness from MLQ survey.

The main purpose of multiple regression was to “investigate the relationship between a DV and several IVs” (Tabachnick & Fidell, 2013, p.118). Tabachnick and Fidell (2013) adds, “multiple regression is an extension of bivariate regression ... in which several IVs, instead of just one, are combined to predict a value on a DV for each subject.” (p.118) The following is the regression equation.

$$Y^1 = A + B_1 X_1 + B_2 X_2 + \dots + B_k X_k$$

The output of multiple regression includes the estimate of the regression coefficients. These regression coefficients give the magnitude and direction of the effect of the independent variable on the dependent variable. The model fit is evaluated with the measure  $R^2$ . A residual analysis is performed to check the model assumptions.

Descriptive statistics were provided for the demographics variables (age, gender, and experience) and the scores of each question in the survey. Tables and graphs were used to facilitate the reader of the study with a clear and in-depth understanding of the data. The following diagrams illustrate the proposed relationship to be determined from the hypothesis. On the left side, the variables in the rectangles represent a composite score of the collected items in the survey.

Question 2

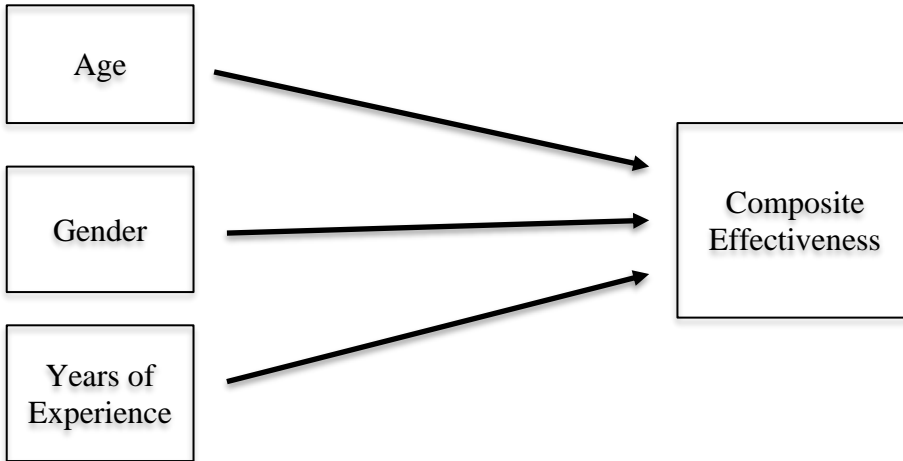


Figure 2. The Measured Variables of the Study

*Note.* The measured variables of interest are depicted in the rectangle. They are: age, gender, and experience as independent variables and a composite score of leadership effectiveness from the MLQ survey (currently named productivity) as dependent variable. Composite score: A aggregate score from the effectiveness items in the survey.

Table 4

*MLQ Operational Definitions*

Variable Abbreviation	Variable
Transformational Leadership	
IIA	Idealized Influence (attributed)
IIB	Idealized Influence (behavior)
IM	Inspirational Motivation
IS	Intellectual Motivation
IC	Intellectual Consideration
Transactional Leadership	
CR	Contingent Reward
MBEA	Management by Exception/Active
Passive Avoidant Leadership	

MBEP	Management-by-Exception Passive
LF	Laissez Faire
Effectiveness	
EFFI	Effectiveness related to question I (I = 1, 2, 3, 4)
Error Terms	e1-e11

Note. Adapted from Guardia, A. B. (2007). Leadership, group effectiveness, and group performance: An assessment of a theoretical systems model and an observed structural equation. *Dissertation Abstracts International*, 68(03)

### **Ethics**

Throughout the research process ethical consideration was paramount. The approval of the IRB was requested taking in account the study's involvement of human subjects. Human subjects used for this study were informed in written form about the nature and purpose of the study as well as the voluntary nature of their participation. All participants were over the age of 18. Each participant signed a consent form indicating that each had volunteered to be part of the study. This facilitated a nonthreatening environment. Additionally, permission to conduct the study was sought from the associate director for the NAD higher educational Department of SDA.

The researcher also sought permission from the primary gatekeepers of higher education institutions. This included the president of each of the institutions to be studied. Participants were informed that their identity would be kept confidential and anonymous and that the results of the study would be published. Once permission was obtained, the leaders were contacted by email which consisted of a consent letter and a letter that informed them of the nature and purpose of the study as well as data collection

procedure. The email also consisted of a request for the leaders' participation in the study, contact information of the researcher, the URL link to the informed consent form and questionnaire (demographics and MLQ-5X), and specific instructions on completing the questionnaires.

These recruitment letters facilitated transparency regarding the data collection process. Once volunteers were obtained, their names were not included in the data to ensure anonymity and confidentiality. The researcher was respectful of the time required of participants to complete the survey. The data will be kept on a flash drive in a safe place for 5 years under lock and key and only the researcher will have access to it. Then the information will be deleted from the flash drive.

### **Summary**

This chapter outlines the methodology used in this study inclusive of the research questions, hypotheses, research design, population, sample, selection process, instrumentation, data collection, data analysis, ethics, limitations, and summary. This study examined the effect of self-reported leadership styles (transformational, transactional, and passive avoidant) on leadership effectiveness of 168 leaders of colleges and universities in the NAD of SDA. This study utilized a demographic survey and the web-based MLQ-5X. The MLQ-5X been extensively quoted and used by researchers supporting its validity and reliability. One hundred sixty-eight leaders responded to a demographic survey. SEM and multiple regression was used to analyze the data. The performance of the model was assessed using several metrics (Pahi, Umrani, Hamid, & Ahmed, 2016, p. 32).



## CHAPTER 4

### RESULTS OF THE STUDY

#### **Introduction**

The study aimed to answer the following research questions:

1. Is there a significant statistical association between higher education leaders' leadership styles (transformational, transactional, and passive avoidant) and their effectiveness as leaders as measured by the Multifactor Leadership Questionnaire (MLQ) self only form?
2. Does gender, age, or experience predict leadership effectiveness?

The study utilized the MLQ to determine the relationship between effectiveness and leadership styles. Aim (1) employed Structural Equation Modeling (SEM) and Aim (2) used multiple regression. All analysis were performed using the Statistical Package for Social Science (SPSS) 27.0 software, SPSS Analysis of Moment Structures (AMOS) module version 27 and Microsoft Excel 2016 to analyze data.

This chapter reviews the results of the study. For aim (1), it includes detailed information on preliminary analyses that were conducted by building a measurement model. It also provides the results of the structural model which was built using the data from the surveys to examine the research questions and determine whether there is support for the hypotheses. For aim (2), it applies the statistical technique, multiple

regression, to determine the relation between the dependent variable, effectiveness and the independent variables age, gender, and experience.

The first section of this chapter provides findings of the descriptive statistics of the demographic characteristics of the sample, which are gender, age, and experience. It also addresses sample size requirement and model assumptions. The second section describes in details the methods used to answer the research questions and the analysis results.

Table 5

*MLQ and Demographics Operational Definitions*

Variable Abbreviation	Variable
TFL	Transformational Leadership
IIA	Idealized Influence (Attributed)
IIB	Idealized Influence (Behavior)
IM	Inspirational Motivation
IS	Intellectual Stimulation
IC	Individual Consideration
TSL	Transactional Leadership
CR1	Contingent Reward Q1(I provide others with assistance in exchange for their efforts.)
CR2	Contingent Reward Q11 (I discuss in specific terms who is responsible for achieving performance targets.)
CR3	Contingent Reward Q16 (I make clear what one can expect to receive when performance goals are achieved.)
CR4	Contingent Reward Q35 (I express satisfaction when others meet expectations.)
MBEA1	Management-by-Exception Active Q1 (I focus attention on irregularities, mistakes, exceptions, and deviations from standards.)
MBEA2	Management-by-Exception Active Q2 (I consider the moral and ethical consequences of decisions.)
MBEA3	Management-by-Exception Active Q3(I display a sense of power and confidence.)
MBEA4	Management-by-Exception Active Q4 (I direct my attention toward failures to meet standards.)

PSA	Passive Avoidant Leadership
MBEP1	Management-by-Exception Passive Q3 (I fail to interfere until problems become serious.)
MBEP2	Management-by-Exception Passive Q12 (I wait for things to go wrong before taking action.)
MBEP3	Management-by-Exception Passive Q17 (I show that I am a firm believer in "If it ain't broke, don't fix it.")
MBEP4	Management-by-Exception Passive Q20 (I demonstrate that problems must become chronic before I take action.)
LF1	Laissez-faire Q5 (I avoid getting involved when important issues arise.)
LF2	Laissez-faire Q7 (I am absent when needed.)
LF3	Laissez-faire Q28 (I avoid making decisions.)
LF4	Laissez-faire Q33 (I delay responding to urgent questions.)
EFF	Effectiveness
EfN	Q37 (I am effective in meeting others' job-related needs.)
EfHA	Q40 (I am effective in representing my group to higher authority.)
EfOR	Q43 (I am effective in meeting organizational requirements.)
EfLG	Q45 (I lead a group that is effective.)

### **Descriptive statistics**

#### A. Sample characteristics

There was no missing value. The minimum required sample for SEM analysis was met with the 168 completed surveys. A descriptive overview of the demographic characteristics of 168 leaders in this study is shown in Table 6. The majority of the respondents (54.8%) were male (n=92). There were 76 females. Hence this study's gender demographics consist of 9.6% more male.

The age distribution of leaders from youngest to oldest was described using six age categories. There were 3 (1.8%) leaders 30 years or younger; 27 (16.1%) leaders 31-40 years; 32 (19.0%) leaders 41-50 years; 42 (25.0%) leaders 51-60 years; 56 (33.3%)

leaders 61-70 years; and 8 (4.8%) leaders 70 years or older. Few leaders (3) were young (30 years or younger). The largest number of respondents, 56 (33.1%) were in the age distribution of 61-70 years.

The years leaders worked at the higher educational institution were divided in five categories. There were 39 (23.2%) participants who worked 0-4 years; 30 (17.9%) participants who worked for 5-9 years; 30 (17.9%) participants who worked for 10-14 years; 21(12.5%) participants who worked for 15-19 years; and 48 (28.6%) participants who worked 20 years and above. The fewest number of participants, 21 (12.5%) worked for 15-19 years. While the greatest number of participants 48 (28%) worked for 20 years and above.

Table 6

*Demographic Characteristics of Participating Leaders (n=168)*

Variable	N	%
Gender		
Male	92	54.8%
Female	76	45.2%
Age		
30 or younger	3	1.8%
31-40	27	16.1%
41-50	32	19.0%
51-60	42	25.0%
61-70	56	33.3%
70 or older	8	4.8%
Years (at higher education institution)		
0-4	39	23.2%
5-9	30	17.9%
10-14	30	17.9%
15-19	21	12.5%
20 and above	48	28.6%

## B. Sample size requirement

Some researchers suggest a sample size of 200 and more (Kline, 2016). However, “if the variables are reliable and the effects are strong and the model not overly complex, smaller samples will suffice” (Bearden, Sharma & Teel 1982; Bollen 1990, as cited in Iacobucci, 2010, p. 91). A sample size of 100 will be generally adequate for convergence, and a sample size of 150 for a convergent and proper solution, (Iacobucci, 2010). According to Hair (2019), “the minimum absolute sample size should be 50 observations, with 100 observations the preferred minimum.”

From an a-priori sample size calculator for SEM, the minimum required sample size is 166, with an anticipated effect size of 0.3, a probability level of 0.05, and a desired statistical power level of 0.8. For this study, a sample size of 168 for a SEM analysis satisfies the above requirement. The table in Appendix B shows the descriptive statistics for the independent and dependent variables in this study.

## C. Assumptions

1. Note that for this study, normality tests are not relevant because the items are Likert scale.
2. The relationship between the independent and dependent variables is assumed to be linear.

# **Methods and Results**

## A. Research Question 1

### 1. Exploratory Factor Analysis (EFA)

EFA was conducted in 3 steps:

### Step 1: Reliability and internal consistency.

Cronbach's alpha was used to calculate the internal consistencies for all variable scales. With scales less than 10 items, a value  $> 0.5$  is acceptable. The extent of reliability of the questions measuring the values of transformational, transactional, passive avoidant was indicated by the internal consistency values. A Cronbach's alpha value "around .90 are considered "excellent," values around .80 as "very good," and values about .70 as "adequate." (Kline, 2016, p. 92). TLF, EFF and MBEA showed good reliability. MBEP, CR and LF indicated acceptable reliability. The Cronbach's alpha of 6 scales were around the acceptable greater than 0.5 (Table 7).

Table 7

#### *Cronbach's Alpha for All Variable Scales*

Variables	Cronbach's Alpha	N of Items
Transformational (TFL)	.754	5
Contingent Reward (CR)	.521	4
Management by Exception Active (MBEA)	.705	4
Management by Exception Passive (MBEP)	.581	4
Laissez-faire (LF)	.568	4
Effectiveness (EFF)	.704	4

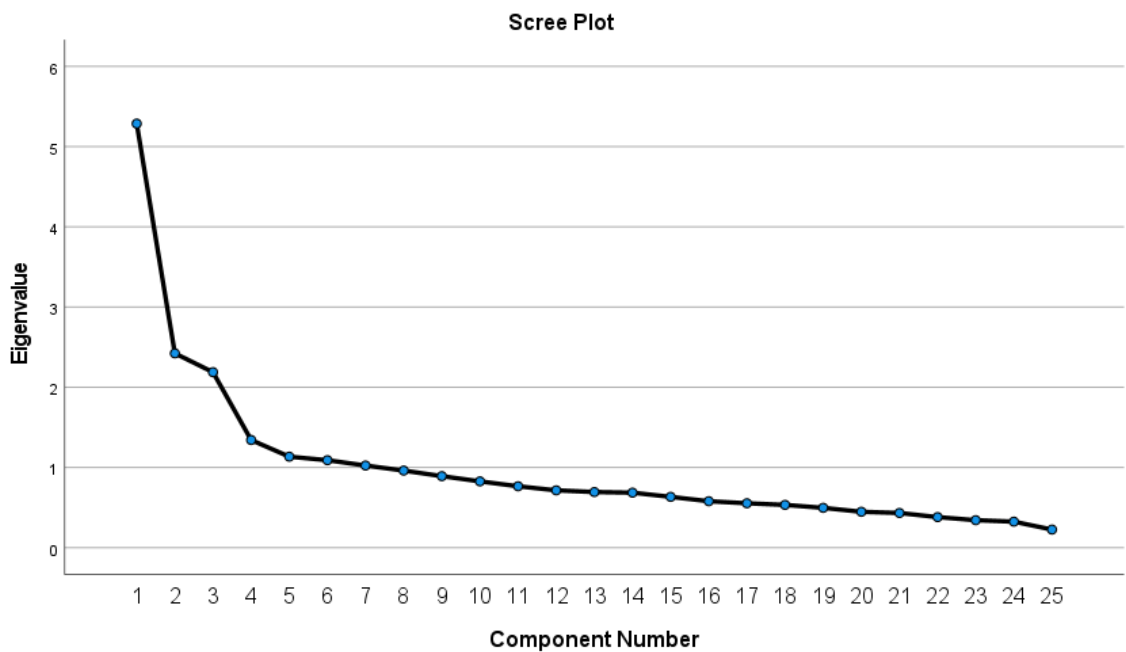
### Step 2: Correlations

The communalities of the items in TFL and EFF are all above 0.4 showing moderate correlation. Thus, these items load significantly to their respective dimension. (Table 9).

### Step 3: Factor analysis

The Kaiser-Meyer-Olkin (KMO) statistic of 0.822 indicates a high proportion of variance (close to 1) and confirms that these items might explain the four factors. Moreover, a p-

value of 0 in the Bartlett's test of sphericity shows that the items are related and therefore suitable for structure detection. These two results led to the conclusion that a factor analysis might be useful to confirm the dimensions. Moreover, 47.9% of the total variance is explained by the four factors. The scree plot of the eigenvalues displays a downward curve (Figure 3). The slope of the curve is leveling off, like an elbow, where the number of factors is between 3 and 4. The component number where the “elbow” in the scree plot occurs, indicates the number of factors generated by the analysis. Here the plot suggests either there are three or four factors due to the way the slope levels off twice.



*Figure 3.* Scree Plot

The varimax rotation converged in 6 iterations. The rotated component matrix indicates strong and significant correlation (magnitude > 0.5) within each of the 4 components (Table 8).

- First component: IS, IM, IC, IIB, CR3, IIA, CR2, CR4
- Second component: MBEP2, MBEP4, MBEP1, LF1, LF4, LF2, LF3, MBEP3
- Third component: MBEA2, MBEA4, MBEA1, MBEA3
- Fourth component: efOR, efHA, efLG, efN

Table 8

*Rotation Component Matrix*

	1	2	3	4
IS	.632			
IM	.624			
IC	.620			
IIB	.616			
CR3	.614			
IIA	.611			
CR2	.539			
CR4	.536			
CR1				
MBEP2		.735		
MBEP4		.649		
MBEP1		.605		
LF1		.569		
LF4		.545		
LF2		.519		
LF3		.482		



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MBEP3	.468	
MBEA2		.779
MBEA4		.733
MBEA1		.710
MBEA3		.646
efOR		.733
efHA		.671
efLG		.533
efN		.495

---

A correlation of 0.4 or less is considered trivial when building this matrix. CR2, CR3, CR4 loaded with Component 1 not with all the MBEAs in Component 3. CR1 was dropped because its communality was less than .4 (see table above). Thus, CR1 does not have a loading displayed in the matrix (see Table 8). From this exploratory analysis, it appears that the items belong to four specific groups. The researcher can conclude that all items, loaded well to four factors. The CRs are loaded with the first component. The communalities are displayed in the table below. They are extracted with the principal component method.

Table 9

*Communalities*

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	Initial	Extraction
CR1	1.000	.278
CR2	1.000	.394

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CR3	1.000	.444
CR4	1.000	.393
MBEA1	1.000	.509
MBEA2	1.000	.623
MBEA3	1.000	.433
MBEA4	1.000	.594
MBEP1	1.000	.383
MBEP2	1.000	.595
MBEP3	1.000	.255
MBEP4	1.000	.488
LF1	1.000	.405
LF2	1.000	.413
LF3	1.000	.299
LF4	1.000	.369
efN	1.000	.448
efHA	1.000	.548
efOR	1.000	.604
efLG	1.000	.482
IIA	1.000	.439
IIB	1.000	.494
IM	1.000	.529
IS	1.000	.408
IC	1.000	.416

---

## 2. Confirmatory Factor Analysis (CFA)

The EFA is conducive to CFA to confirm the factor structure. CFA was conducted in 2 steps. In step 1, six covariances were estimated among the factors. These are the double arrows shown in Figure 4. In total, 57 parameters were estimated using CFA. There was a weak positive correlation between TSL and TFL ( $r = 0.081$ ), a moderate positive correlation between TFL and EFF ( $r = 0.747$ ), a weak positive correlation between TSL and EFF ( $r = 0.079$ ) and between TSL and PSA ( $r = 0.03$ ). However, the correlation was moderate and negative between TFL and PSA ( $r = -0.515$ ) between PSA and EFF ( $r = -0.511$ ).

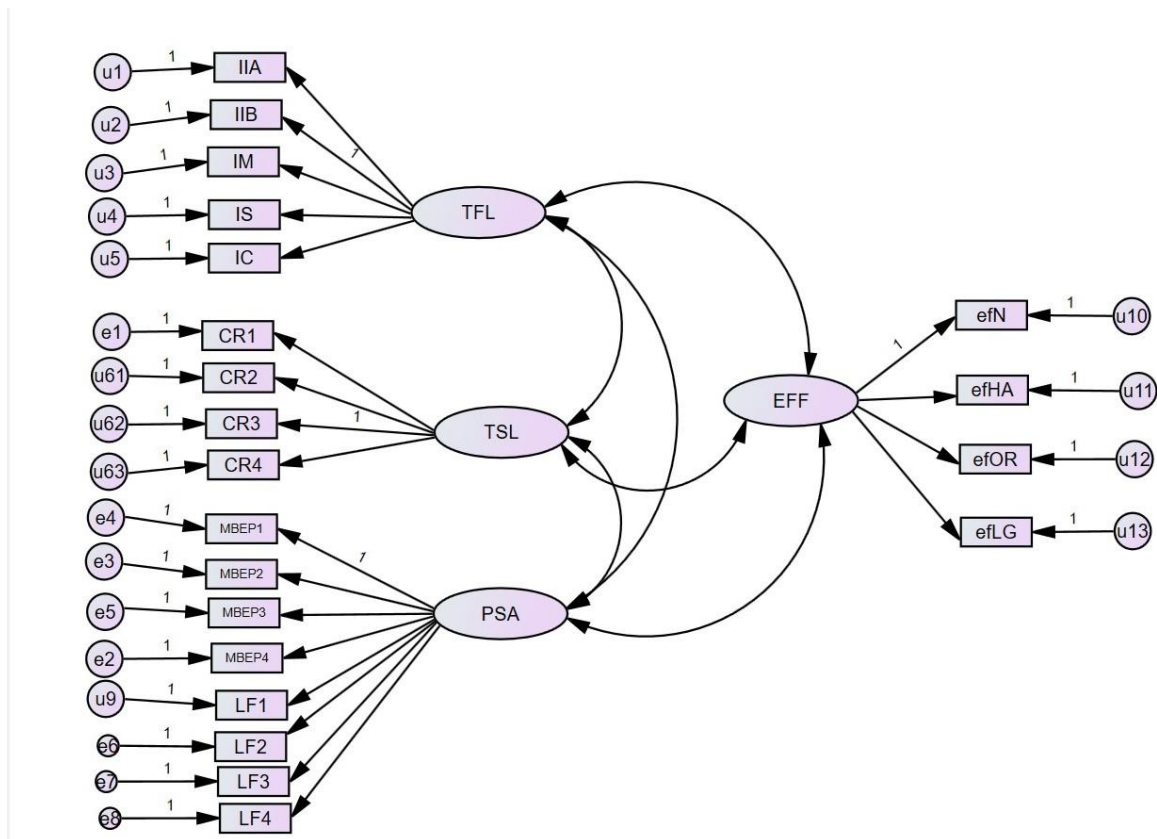


Figure 4. CFA Step1 SEM

The result of the chi-square test was significant, which indicates a poor model fit. To improve the fit, the researcher considered modification indices. These indices suggest the use of 1 additional covariance, e6 and e7 among the error terms:

In step 2 the 3 additional covariances were retained and one additional parameter was added, namely: covariances between the error terms e13 and e14, covariances between the error terms e6 and e7, covariances between the error terms e14 and e23 (See next graph) and a regression effect from IS (a TFL scale) and LF2. (Figures 4 and 5). All other estimates were updated. The correlations between the factors decreased slightly from step 1 to step 2.

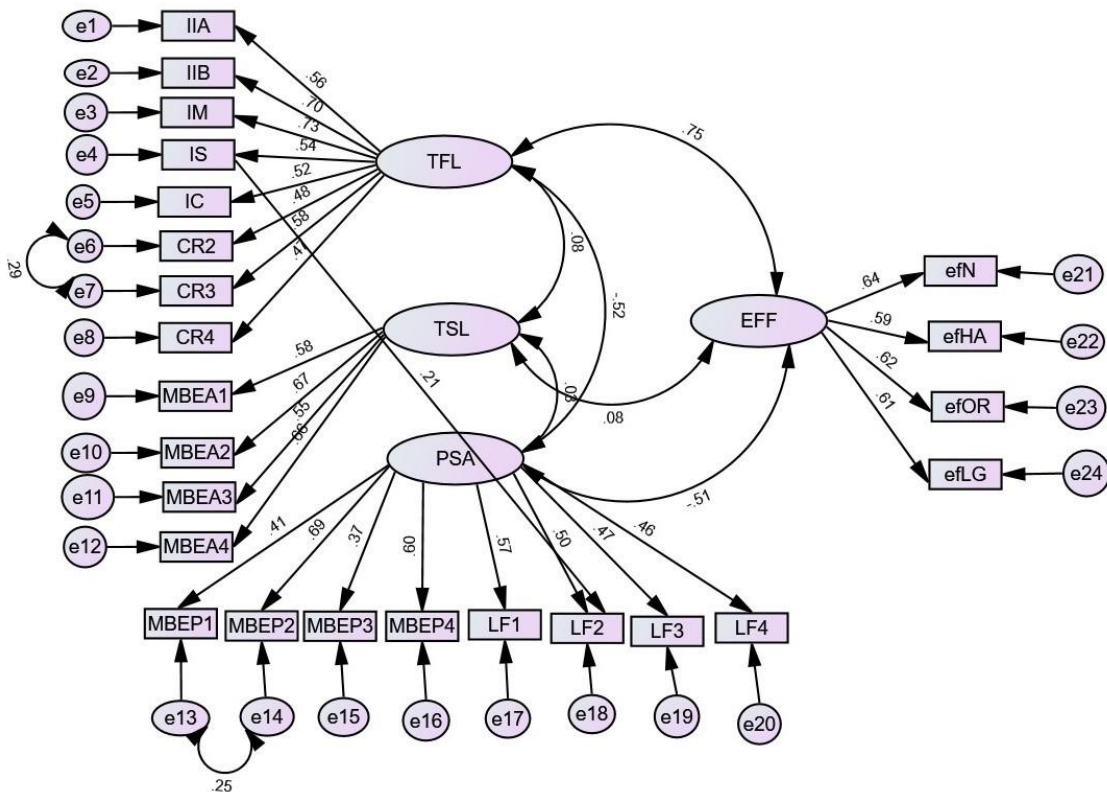


Figure 5. CFA Step 2

### 3. Structural Equation Modeling (SEM)

CFA is a measurement model showing the relationships between latent variables and their indicators. It is followed by a SEM analysis which models causal relationships between latent variables.

The chi-square statistic is the main measure to test whether there is a difference between the observed covariance matrix and the model implied covariance matrix. A statistical significance means that they are different. The Chi-square value was 276.449 with  $df = 243$ , and  $p\text{-value} = .066$ . Thus, the model fit is good. Other measures of fit were Comparative Fit Index (CFI) equal to .960 and the Tucker-Lewis Index (TLI) equal to 0.954. Both measures were above 0.95, the ideal cut-off value, and thus indicate an excellent model. The Root Mean Squared Error of Approximation (RMSEA) of 0.029 showed a good fit.

The fit was improved after adding these 3 new covariances. The indexes for measuring goodness of fit were good even excellent (see Table 10):

- Chi-square = 276.449,  $p\text{-value} = 0.066 > 0.05$
- CFI = 0.960
- IFI = 0.962
- TLI = 0.954
- RMSEA = 0.029, 95% Confidence Interval: (0.00, 0.048)

Table 10

## Goodness of Fit Results SEM diagram

Fit	Model Fit	Recommended Fit
$\chi^2$	276.449	p-value > 0.05
Degrees of freedom	243	
$\chi^2/df$	1.138	< 3
GFI	.887	> .90
AGFI	.860	> .90
NFI	.752	> .90
RFI	.718	> .90
IFI	.962	> .90
TLI	.954	> .90
CFI	.960	> .90
RMSEA	.029	< .08
<i>P</i>	.066	> .05

References: Beck p. 107

Kline, R. B. (2015). *Principles and practice of structural equation modeling*. Guilford publications.

Structural Equation Modelling: Guidelines for Determining Model Fit. Daire Hooper, et al., 2008.

Hooper, D., Coughlan, J., & Mullen, M. (2008, June). Evaluating model fit: a synthesis of the structural equation modelling literature. In 7th European Conference on research methodology for business and management studies (pp. 195-200).

The standardized regression weights indicate a strong or moderate correlation between the latent variables and their corresponding items. Note that MBEP2 has the highest correlation value, correlated with PSA factor (estimate = 0.688), and MBEP3 has the lowest correlation with PSA factor, an estimated correlation of 0.373. All factor loadings are statistically significant. A correlation of 0.30 or more were satisfied between the 5 items of TFL and the 4 items of effectiveness.

The bivariate correlation (Pearson correlation coefficient) between the latent variables (Table 11)) showed that (1) TFL and TSL were positively moderately correlated

( $r = 0.765$ ); (2) TSL and PSA were negatively and weakly correlated ( $r = -0.388$ ); (3) TFL and PSA were negatively and weakly correlated ( $r = -0.462$ ).

Table 11

*Pearson's Correlation Coefficients,  $r$ , between Independent and Dependent Variables*

	$r$	$r^2$	$p$
TFL & TSL	0.765	0.585	< 0.001
TFL & PSA	-0.462	0.213	< 0.001
PSA & TSL	-0.388	0.151	0.001

A problem to address in SEM Analysis is multicollinearity, which occurs when an independent variable is highly correlated with one or more of the other independent variables. It affects the statistical significance of an independent variable.

Multicollinearity was assessed by examining Tolerance and Variance Inflation factor (Table 12). Note: A  $p$  value of  $<.05$  was required for the values to be significant. In this study,  $p < .01$ . All Tolerance values are greater than 0.1 and all VIF values do not exceed 10, which indicates the absence of multicollinearity (Table 12).

Table 12

*Regression Test for Collinearity for Transactional, Transformation, Passive Avoidant and Effectiveness*

	Collinearity	Statistics
Model	Tolerance	VIF
efN	.658	1.520
efHA	.686	1.458
efOR	.649	1.542
efLG	.673	1.485
Dependent Variable:	Effectiveness	
IIA	.649	1.541
IIB	.582	1.718

IM	.550	1.817
IS	.703	1.423
IC	.728	1.374
Independent Variable:	Transformational	
CR	.722	1.385
MBEA	.895	1.117
Independent Variable:	Transactional	
LF	.623	1.606
MBEP	.668	1.498
Independent Variable:	Passive Avoidant	

The structural component of the model (SEM) was analyzed by estimating 4 additional parameters (for a total of 61 parameters). See Figure 6. Maximum likelihood parameter estimation was used. The hypothesized model appears to be a good fit to the data. The CFI was .960; TLI was .954; and the RMSEA was .029. The researcher did not conduct post-hoc modifications because of the good fit of the data to the model. Transformational leadership style was predictive of greater leadership effectiveness (standardized coefficient = .652). Although weak, transactional leadership style had a direct positive effect on leadership effectiveness (standardized coefficient = .032). However, it was not statistically significant ( $p > .05$ ). Passive avoidant leadership style was related negatively to leadership effectiveness (standardized coefficient = -.207).



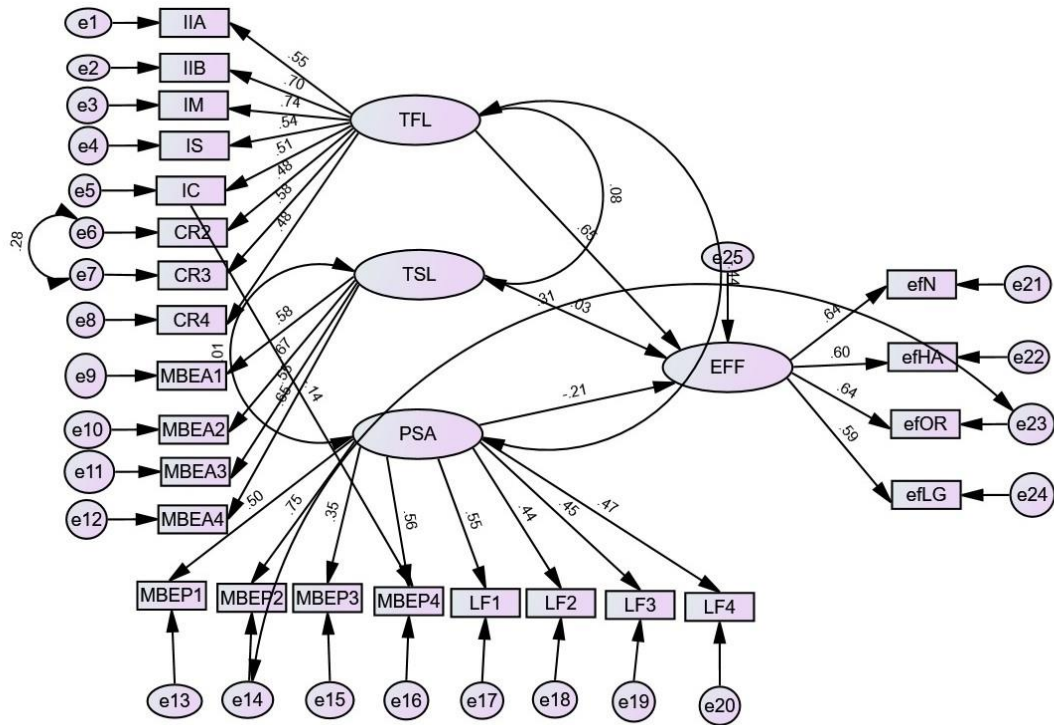


Figure 6. SEM model Using AMOS representation

### 1. Research Question 2

Correlation and Multiple regression analyses were conducted to examine the relationship between a composite score of leadership effectiveness and the following potential predictors: Age, Gender, and Years of experience. Age is positively correlated with leadership effectiveness ( $r = 0.180, p < .05$ ), indicating that older leaders tend to have higher leadership effectiveness. Gender (coded as 1=male and 2=female) is not associated with leadership effectiveness ( $r = 0.067, p > 0.05$ ). Years of experience had a negative non-significant correlation with leadership effectiveness ( $r = -0.001, p > .05$ ). Leaders with longer years of experience tend to have lower effectiveness (Table 13).

Table 13

*Correlation between selected demographics and effectiveness*

		Gender	Age	Years	EFF
Gender	Pearson Correlation	1	-.094	-.039	.067
	Sig. (2-tailed)		.227	.612	.387
Age	Pearson Correlation	-.094	1	.439**	.180*
	Sig. (2-tailed)	.227		.000	.020
Years	Pearson Correlation	-.039	.439**	1	-.001
	Sig. (2-tailed)	.612	.000		.990
EFF	Pearson Correlation	.067	.180*	-.001	1
	Sig. (2-tailed)	.387	.020	.990	

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

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

The multiple regression model with all three predictors produced an  $R^2 = .047$ ,  $F(3, 164) = 2.723$ ,  $p < .05$ . Gender and years of experience did not have a significant effect on leadership effectiveness ( $p = .269 > .05$  and  $p = .243 > .05$ ). Gender did not predict effectiveness of the variables. Although not statistically significant, being a leader with longer years decreased effectiveness. Only age has a significant positive effect on effectiveness ( $p = .007$ ). Older leaders were expected to have higher effectiveness, after controlling for the other variables in the model (Table 14).

Table 14

*Model Summary for regression analysis (Relationship Between Demographics and Effectiveness)*

Model	B	SE	$\beta$	t	p
(Constant)	3.079	.152		20.292	.000
Gender	.073	.066	.085	1.110	.269
Age	.081	.030	.232	2.719	.007
Years	-.028	.023	-.099	-1.171	.243

Table 15 shows the AMOS goodness of fit analysis results. The Chi-square/df value of 1.226 was significantly less than the recommended fit value of 3.0. The table indicates

the recommended values for each goodness of fit approximation. Except NFI and RFI, the model fit values indicate a good fit for the study revised model.

Table 15

*Revised Model Goodness-Of-Fit Results*

Fit	Model Fit	Recommended Fit
$\chi^2$	302.634	p-value > 0.05
Degrees of freedom	246	
$\chi^2/df$	1.226	< 3
GFI	.878	> .90
AGFI	.851	> .90
NFI	.729	> .90
RFI	.696	> .90
IFI	.936	> .90
TLI	.925	> .90
CFI	.934	> .90
RMSEA	.037	< .08
$\rho$	.009	> .05

References: Beck p. 107

Principles and Practice of Structural Equation Modeling. Rex B. Kline. 2005.

Structural Equation Modelling: Guidelines for Determining Model Fit. Daire Hooper, et al., 2008.

Hooper, D., Coughlan, J., & Mullen, M. (2008, June). Evaluating model fit: a synthesis of the structural equation modelling literature. In 7th European Conference on research methodology for business and management studies (pp. 195-200).

## CHAPTER 5

### SUMMARY, DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

#### **Introduction**

This study examined transformational, transactional, and passive avoidant leadership styles and select leader characteristics in relationship to effective leadership among higher education leaders in the North American Division (NAD) of Seventh-day Adventists (SDA). This chapter reviews the background, problem statement, purpose, research questions, research design, and procedures and then summarizes the findings. It ends with an engaged discussion of these findings connected to the literature and personal experience, gives a conclusion, and makes several recommendations.

#### **Background, Problem Statement and Purpose**

Leadership is widely perceived as a strong determinant of the success, failure, or mediocrity of organizations including higher education institutions. Since higher education institutions are vital learning centers in American society, their effectiveness should be a major concern (Brint & Clotfelter, 2016, p. 2), and understanding the influences on effective leadership and how it positively impacts an institution's progress is vital (Allen, et al., 2000, p. iv). Thus, there is the need to employ leaders who build effective organizations (Ekman, Lindgren & Packendoff, 2018). According to Vangorder, 2020, "Knowledge about the critical role of school leaders underscores the

importance of recruiting and selecting excellent school leadership candidates” (p. 21). Also, it is widely believed that in order to meet higher education standards, transformation is required (Herbst & Conradie, 2011). This might also apply to the assessment of leadership styles as it relates to college and university administrators’ leadership effectiveness.

Although transformational and transactional leadership styles have been shown to be effective while passive avoidant leadership style, ineffective, this study sought to examine the role of these three leadership styles among leaders of SDA colleges and universities. In addition, this study further investigated if gender, age, or experience play a role in effectiveness among the leaders of SDA institutions of higher education in North America as these variables have shown to play a role in leadership (Davis, 2011; Carter, 2012, Chin, 2013; Fadare, 2016; Martin 2015; Newton, 2016). This study attempted to fill the gap in research on leadership styles and effectiveness in SDA institutions of higher education.

### **Research Questions**

The study aimed to answer the following research questions:

1. Is there a significant statistical association between higher education leaders’ leadership styles (transformational, transactional, and passive avoidant) and their effectiveness as leaders as measured by the Multifactor Leadership Questionnaire (MLQ) self only form?
2. Does gender, age, or experience predict leadership effectiveness?

## **Research Design**

This study used a quantitative design. Quantitative research aims to create “relationships and explain causes of changes in measured outcome” (McMillan & Schumacher, 2010, p. 12). Furthermore, quantitative research designs focus on “objectivity in measuring and describing phenomena” (p. 21). As such, this research design “maximizes objectivity by using numbers, statistics, structure, and control” (p. 21). Additionally, quantitative designs are established in order that the “data have a fair opportunity to show hypothesized relationships between different variables” (p. 21). Questions and hypotheses are used in this study to evaluate the relationship between variables (Creswell, 2014, p. 8). Characteristics and attributes of individuals or organizations are expressed in these questions (p.111).

In this quantitative study, the researcher enter order to interpret results (Creswell, 2014, p.13).

This study used Structural Equation Modeling (SEM) and multiple regression using Statistical Package for Social Science (SPSS) Analysis of Moment Structures (Amos )27 and SPSS 25.0 software. Structural Equation Modeling “tests a theory by specifying a model that represents predictions of that theory among plausible constructs measured with appropriate observed variables” (Hayduk, Cummings, Boadu, Pazerka-Robinson, & Boulianne, 2007, as cited in Kline, 2016, p. 10). On the other hand, “multiple regression is used to predict the score of the dependent variable from scores on several independent variables” (Tabachnick & Fidell, 2013, p.18).

## Summary of Findings

I will discuss my findings, highlighting first my respondents, then general responses to the survey and finally my inferential statistical findings.

Of the 408 participants recruited for the study, there were 168 respondents from 12 of 13 North American Division Adventist higher education institutions. The participants were presidents, provosts, executive vice presidents, vice presidents, assistant vice president, associate vice presidents, executive directors, deans, assistant deans, associate deans, directors, and department chairperson. The central findings of this study in connection with literature and practices as they relate to the research questions are reviewed in this section.

### Question 1

For research question 1 the EFA analysis leads to the following result. The loadings are displayed in decreasing order for each factor. A loading greater than 0.6 contributes significantly into describing a factor. Factor 1 loaded with IS (0.632), IM (0.624), IC (0.620), IIB (0.616), CR3 (0.614), and IIA (0.611). It is a combination of transformational leadership and contingent reward (“I make clear what one can expect to receive when performance goals are achieved”), a subset of transactional leadership. It describes intellectual stimulation, inspirational motivation, individualized consideration, idealized influence (behavior), idealized influence (attributed), mixed with expecting reward upon achieved performance goals. This leadership style combination, I call transact-formational leadership style. Factor 2 is loaded with MBEP2 (0.735), MBEP4 (0.649) and MBEP1(0.605). It is a subset of passive management-by-exception related to management. It describes passive management-by-exception leadership, a characteristic of passive avoidant leadership style. Factor 3 is loaded with MBEA2 (0.779), MBEA4 (0.733), MBEA1 (0.710), and MBEA3 (0.646). It

describes active management-by exception. Lastly, factor 4 is loaded with efOR (0.733), and, efHA (0.671). It describes organizational and higher authority effectiveness.

Note that together, all four factors explain 0.479 or 47.9% of the variation in the data, which does not follow the general rule of at least 50%. Based on the KMO statistic of 0.776, the sample size is adequate. A minimum acceptable score for this test is 0.5 (Kaiser, 1974). Overall, the data displays more variability that could not be explained by the four factors. The extracted factors loadings were slightly different from the classical theoretical leadership. Contingent Reward items load on transformational leadership while only MBEA items describe transactional leadership.

The CFA analysis showed that the factor structure suggested from EFA was confirmed. The standardized regression weights showed a strong or moderate correlation between the latent variables and their corresponding items. Passive Avoidant leadership is expressed moderately with management-by-exception passive (I wait for things to go wrong before taking action) and weakly with management-by-exception passive ("I show that I am a firm believer in "If it ain't broke, don't fix it.").

The SEM analysis results confirmed the direction of the relationship for the the population under study. The analysis indicates that the three aspects of leadership had an impact on effectiveness. Transformational leadership plus contingent reward, were predictive of greater effectiveness. Although weak and not statistically significant, passive management-by-exception, a subset of transactional leadership, has a direct effect on leadership effectiveness. Passive avoidant was related negatively to leadership effectiveness.

## Question 2

Research Question 2 results showed that age is positively correlated with effectiveness ( $r = 0.180$ ,  $p < .05$ ), indicating that older leaders tend to have higher



effectiveness. Both my correlational and multiple regression analysis found no significant relationship between gender with leadership effectiveness nor years of experience with leadership effectiveness. Although not statistically significant, being a leader with longer years decreased effectiveness.

## **Discussion**

This section discusses my findings on SDA college and university leadership style and effectiveness and connects them to the broader literature on leadership. I have organized this discussion around my two research questions.

### **Question 1**

Question 1 sought to determine if there was a significant statistical association between higher education leaders' leadership styles (transformational, transactional, and passive avoidant) and their effectiveness as leaders as measured by the MLQ self only form.

### **Transformational Leadership Styles and Effectiveness**

In my study, transformational leadership was a predictor of greater effectiveness (standardized coefficient =.652). Leaders who displayed more transformational leadership also displayed more transactional leadership. My research differs from other findings which show a clear distinction among the transformational, transactional, and passive avoidant leadership (Bernnerson, 2021; Garcia, 2021, Golding's 2014, Perez 2021). Unlike the traditional way of differentiating among these four, my study suggests a potential combination between transformational and transactional leadership styles.

I found leaders displayed transformational leadership while displaying components of transactional leadership. This combination of transformational and

transactional leadership was positively correlated with effectiveness. Bass reasoned “transactional leadership is an essential prerequisite to effective leadership, and that leaders need to display both transformational and transactional behaviors to certain degrees” (Avolio and Yammarino, 2013, p. 9). However, I found no studies that supported leaders displaying both transformational and transactional behaviors simultaneously. Rather, my literature review showed that transformational leadership alone and transactional leadership alone positively correlate with effectiveness. For example, Garcia found with project teams, transformational leadership was a predictor to leadership effectiveness (2021, p. ii). Walters’s (2018) study of the relationship between athletic training program directors’ self-reported leadership styles (transformational, transactional, and passive avoidant) and their program’s success revealed that most athletic training program directors have the desirable characteristics of transformational leadership as promoted by Bass and Avolio, (2004). Additionally, Gore’s (2017) study revealed transformational leadership style was positively related to perceived leader effectiveness.

Although, I failed to find studies which showed an overlap of transactional and transformational leadership, my findings resonate with my own experience that good leaders will cast a vision and create transformational like behavior but then breakdown the path to attainment with more transactional behaviors. This is evidenced when the principal of a perceived low academic and fiscal performing school where I served as a teacher, transformed the school to a perceived high academic and fiscal performing school. Although monetarily compensated for his accomplishments (transactional leadership style), he had a vision for the school. Often, he was seen in the building at four

in the morning reflecting on ways to improve the physical, academic, and social dimensions of the institution (transformational leadership style).

This transformation-transactional leadership combination displayed by higher education leaders of the NAD of SDA, not only makes sense, but suggests that teams of leaders can exhibit this overlap of transformation and transactional leadership combination. The colleges and universities of the NAD can thus be strengthened with the collaborative vision of leaders addressing several aspects of the organization to foster its growth due to their areas of specialty as well as their being motivated to do so based on compensated by the organization.

### **Transactional Leadership Styles and Effectiveness**

My study described transactional leadership as active management-by exception. Transactional leadership consists of contingent reward and active management-by-exception. Hence, active management-by-exception is one subset of transactional leadership. This aspect of transactional leadership “implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur” (Bass and Avolio, 2004, p. 105). In this study, findings showed that this aspect of transactional leadership, although weak, has a direct effect on effectiveness (standardized coefficient = .032). However, it was not statistically significant ( $p > .05$ ).

Many studies show the two aspects of transactional leadership (contingent reward and active management-by-exception) effective (Bennerson, 2021, Garcia, 2021, Mangente, 2020). For instance, a study in a Japanese information technology firm found that “transactional leadership were correlated to leadership effectiveness” (Ogihara, 2014,

p. 81). Also, in Gore's (2017) study, transactional leadership positively related to employee's perceived effectiveness of the leader, although the correlation was weak.

Gaglias's (2018) study compared to my study in which transactional leadership comprise of one of the two subsets of transactional leadership. My study utilized management-by-exception active to measure transactional leadership while Galias's study utilized contingent reward to measure transactional leadership. His study found leaders who self-reported their dominant characteristic as contingent reward, a transactional factor, had effective outcomes. My findings are consistent with the literature.

My findings also resonate with my experiences in educational leadership settings. I noticed that many leaders provide incentives to their subordinates as a means of accomplishing desired work. This is often an effective method of leadership.

### **Passive Avoidant Styles and Effectiveness**

My study described passive avoidant leadership as passive management-by-exception, which is a subset of passive avoidant leadership. This subset of transactional leadership "is more passive and "reactive": it does not respond to situations and problems systematically" (Bass and Avolio, 2004, p. 105). These leaders "avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers. This style has a negative effect on desired outcomes" (Bass and Avolio, 2004, p. 105).

The results revealed that passive avoidant leadership was related negatively to effectiveness (standardized coefficient =  $-.207$ ). It consisted of the factors MBEP2 (I wait for things to go wrong before taking action), MBEP4 (I demonstrate that problems must

become chronic before I take action). and MBEP1(I fail to interfere until problems become serious).

Many studies support the findings that passive avoidant leadership style is ineffective (Garcia, 2021; Gore, 2019; Mangente, 2020). For example, Gore's (2017) study found that passive avoidant leadership style was negatively related to employees' perceived leader effectiveness. This stance is also articulated in a study about a Japanese information technology firm which found that "laissez-faire leadership was negatively correlated to perceived leadership effectiveness" (Ogihara, 2014, p. 85). Unlike other studies cited above that look at singled out, separate analysis, the strength of this study is its ability to determine simultaneously the effect of three types of leadership styles on leadership effectiveness.

I see several reasons that passive avoidant leaders are ineffective. Often passive avoidant leaders fail to provide guidance and support, and in most cases, they did not accomplish many of their goals. Similar to my finding from the literature, I have experienced that discipline and academic performance of students was at an all-time low under the leadership of a principal who exhibited this leadership style, by failing to address school related problems right away. It appears that organizations or departments led by passive avoidant leaders may report more ineffective leadership.

## Question 2

Question 2 sought to determine if gender, age, or experience predict leadership effectiveness.

## **Gender of Leaders and Leadership Effectiveness**

Despite the increase of females in higher education leadership, the results of this study reveal there was no significant association between gender and leadership effectiveness within colleges and universities in the NAD of SDA. Consistent with this study is Garcia's (2021) study where the demographic variables gender (male and female) did not predict leadership effectiveness. Also, Alhourani's (2013) study centered on leadership effectiveness of university deans in Lebanon and Egypt, it showed no significant relationship with gender. Similarly, Paustian- Underdahl, Walker and Woehr's (2014) study found no significant impact in perceived leadership effectiveness between female and male leaders. Most researchers seem to find no significant impact in the perception of leadership effectiveness in females and males.

By contrast, in Levandowski's (2020) quantitative study, "An Investigation of Women's Leadership Styles in Higher Education" females, the study's only participants, registered transformational leadership style as the most self-reported leadership style in this study, within the occupational therapy department academic fieldwork coordinators (AFWC) (p. 63). Also, Tran's (2015) empirical study within a multicultural organization in the United States showed "female leaders exhibited more transformational leadership styles and adopted transactional leadership contingent rewards behavior including active management-by-exception, more than male leaders in the diverse organizational setting" (2015, p. v). Furthermore, Ryder's (2016) study of Illinois public school administrators revealed that females exhibited more transformational leadership style than their male colleagues. However, there was no statistically significant findings in the results of leadership effectiveness between females and their male counterparts.

My own experience mirrors findings from this study that found no significant relationship between gender and leadership effectiveness. I have had both male and female leaders serving equally effectively while I was a student, during my professional career, and in other aspects of my life. As a student, I had a female principal who started a K-12 Seventh-day school. This institution became prominent in the community due to its high moral and academic standards as well as its well-kept buildings and environment. I also had a male principal who improved the physical, academic, social, and spiritual dimensions of the school for us, students. He added to physical activities by providing games such as lawn tennis, badminton, volleyball, and table tennis that student could participate in. He added cookery, sewing, accounting, typewriting, and stenography classes to the curriculum. Educational trips became an integral part of learning and social development. Our spiritual development was strengthened with programs such as the biannual Week of Prayer, the Pathfinder Club, and daily worship.

Also, as a professional, I experienced equally effective male and female leaders. One such male principal motivated both students and staff to perform at their best. He helped the homeless and low performing students through various city and private programs intended for that purpose. He supported us, his staff, in discipline measures meted out to the students. Additionally, we were encouraged to do our very best and he frequently rewarded us for a job well done by giving us certificates, letters, and notes of gratitude. I also had female principals that led in a similar way.

I had nearly a similar number of women and men in this study, women (n=76) and males (n=92). In fact, I have observed that in higher education, there are a significant number of women in leadership. The outcome of this study indicates that there is no

significant relationship between gender and leadership effectiveness. I have worked with both male and female leaders and found them equally effective or equally ineffective. Hence, recruiters need not consider gender as a hiring factor. My study gives credence to this since there was no significant association between gender and leadership effectiveness found.

### **Age of Leaders and Leadership Effectiveness**

In this study, after controlling for the other variables in the model, age was positively correlated with effectiveness. Older leaders reported having higher effectiveness. However, this was different from what Garcia's (2021) study found where age failed to predict leadership effectiveness. Similar to Garcia's study, Boerrigter's (2015) study of 32 leaders working in a Dutch public sector organization found that there was no relationship between age and leadership effectiveness. From my anecdotal experience, I have had many more older leaders than younger leaders. In a conversation with a friend of mine who was in his thirties, he complained about not having more leaders in their thirties and forties in our school system. Thus, there may be limited opportunities for leaders in their thirties and forties within our school system, and this impacts our bias concerning our understanding of young leaders. However, I experienced having a college president in his thirties who served for one year. He was considered ineffectiveness for he often failed to address matters of importance and frequently waited until a problem escalated before he tried to fix it. For example, students were often not held accountable to pay their tuition in a timely manner. This negatively impacted the financial operation of the institution.



These aforementioned studies were not consistent with my study. This could stem from a correlation with age and experience, where unlike younger leaders, older leaders have dealt with a variety of leadership related issues, thus equipping them to deal with a variety of issues.

### **Experience of Leaders and Leadership Effectiveness**

In my study, reported experience (years leaders worked at their higher education institution) had a negative non-significant correlation with leadership effectiveness. Leaders with longer years of experience were perceived to have lower effectiveness. Although this relationship was not statistically significant, as the years of experience at their institution increased, their reported effectiveness decreased.

By contrast, Newton's (2016) correlational study showed that law enforcement leaders' years of experience were significantly correlated with transformational and transactional leadership styles. Similarly, it found that law enforcement leaders with less experience were more likely to exhibit both transformational and transactional leadership styles. These styles are associated with leadership effective (Bass & Avolio, 1994). However, Martin's (2015) exploratory study revealed that leaders with the more years of experience often experienced transactional leadership. Similarly, Echevarria (2015) predictive correlational study indicated that years of experience was not a predictor of transformational leadership style.

Contrary to my finding, I have observed that higher education leaders with more experience are more effective. In fact, one of the most effective principals, while serving for approximately 35 years in the high school system, saw his school ranked within the top ten institutions of the approximately 441 high schools. I believe this is the case because leaders with this much experience have more wisdom of complex issues to draw from. However, at

times more experienced leaders get more relaxed and this leads to less effectiveness. For example, one of the presidents of a university I attended who served for over ten years, became less effective as his years of service increased.

However, I believe that my study, which reported experience (years leaders worked at their higher education institution) having a negative non-significant correlation with leadership effectiveness is logical. Often, we find more experienced leaders over confident and thus at time fail to address issues appropriately.

### **Limitations**

Limitations are restrictions the researcher is unable to control in the study (Rudestam & Newton, 2014). Amidst the findings of this study, there were several limitations.

These limitations are based on the use of a self-reported survey. This most likely raised the following limitations:

1. Self-reporting could be skewed negatively or positively. Survey research limits the researcher's ability to determine the accuracy of responses.
2. Followers were NOT asked to report on these leadership styles or effectiveness. This limits the potential accuracy of self-report.
3. I did not do any direct observations.
4. Because of the nature of survey research, I was not able to determine how respondents understood the variables and their relationships in this study.

## Conclusion

The key findings related to research questions are the following.

1. My data suggest transformational and transactional leadership style may overlap to influence effectiveness. I envisioned a style that fuses these overlaps. As leaders display more transformational leadership and follow up with transactional leadership, there may be more leadership effectiveness.
2. All factor loadings were statistically significant. There was a significant correlation between 5 items of Transformational leadership (TFL) and 4 items of leadership effectiveness. The structure was confirmed by the data. Thus, the analysis was successful.
3. Transactional leadership and Passive Avoidant Leadership were negatively and weakly correlated. This makes sense given that transactional leadership is active. It constructs transactions where expectations are clarified. It supports in exchange of required efforts. It recognizes when goals are attained. This agency of leadership seems to obviously be more effective than passive leadership that is reactive, fails to get involved and procrastinates in response to urgent requests.
4. Transformational leadership and Passive Avoidant Leadership were negatively and weakly correlated. This indicates that the effect is not high, in other words their disposition is at opposite ends. This becomes clear for these reasons. Transformational leaders inspire followers to perform to their full potential over time by their commitment to them. They exhibit stick-to-it-ive-ness to their mission. These leaders are prepared to take risk and are eagerness to achieve.

When transformational leaders inspire others to do their best, leaders with passive avoidant leadership style show indifference.

5. Gender did not significantly relate to perceived leadership effectiveness. Male and female might be equally effective leaders.
6. Self-reported experience did not relate to perceived leadership effectiveness and had a negative non-significant correlation with perceived leadership effectiveness. Leaders with longer years of experience at their higher educational institution tended to have lower effectiveness. As years of leadership increased effectiveness decreased. The belief that serving longer in a leadership position makes you an effective leader might not be true.
7. Age positively related to self-reported leadership effectiveness. Older leaders tend to report higher effectiveness.

### **Recommendations**

Several recommendations can be made from this study to academic leaders, and researchers.

#### **Recommendations for Practice**

The ensuing recommendations for practice by academic leaders have been derived from the study.

1. Recruit and develop leaders into Adventist higher education who exhibit transactional leadership characteristics. This is a blend of transformational and transactional characteristics. (See summary of findings for more details on this leadership style). This can be done by helping leaders through professional

development training that may include shadowing effective leaders to be transact-formational.

2. Utilize these characteristics in the annual review process. Reward systems could also be put into place for leaders who have met the required standard based on transact-formational characteristics. Acknowledge and reward both manifestations of transformational and transactional leadership. Even though transformational had a more significant influence on effectiveness, I recommend both get showcased in reward systems as transactional leadership had a positive impact on leadership effectiveness.
3. Don't assume that leaders that are in a position are still effective after a long period of service. This study found that leaders with longer years of experience are less effective.
4. Recruiters should encourage older leaders to apply for college leadership positions.
5. Male and female leaders should be recruited equally. This study found no gender differences in leadership effectiveness.

### **Recommendation for Future Research**

Because leadership is a situational dynamic social process, more research on the relationship between style and effectiveness is needed. I recommend researchers to:

1. Develop an instrument that examines transact-formational leadership, an overlapping leadership style of transformational and transactional leadership.

2. Conduct a more in-depth qualitative research of NAD SDA institutions, either individually or in groups, to nuance better the local dynamics of leadership styles and effectiveness as it relates to leader and follower characteristics.
3. Investigate if leadership styles can be manifested in different proportionality over the life of a leader.
4. Study these leadership styles and leadership effectiveness within a group and not solely as an individual quality. My hunch is that leadership styles and effectiveness may be more evident when both are seen as distributed across a group rather than only carried by an individual. Measure leadership as a group phenomenon rather than an individual expression may show different configurations to leadership effectiveness.
5. Replicate this study:
  - a. using a larger sample.
    - b. utilizing more than just the self-report aspects of the instrument by gathering responses from more cross-sections of each campus.
    - c. utilizing leaders from other higher education institutions and comparing the results with this current study.
    - d. Studying other Christian denomination higher educational facilities.
6. Given spirituality in leadership has been shown to improve effectiveness, future studies of leadership styles in higher education, especially faith-based colleges, should focus also on the influence of leader spirituality on their effectiveness. SDA institutions have strong cultures of faith, spiritual beliefs, and behaviors. It is

likely that the spirituality of leaders may have played into their perceived effectiveness.

APPENDICES

APPENDIX A

TABLE OF DESCRIPTIVE STATISTICS FOR INDEPENDENT AND DEPENDENT VARIABLES

*Descriptive Statistics for Independent and Dependent Variables*

Column 1	N	Range	Min	Max	Mean	Std Deviation	Variance
IIA	168	2.7	1.3	4	3.027	.5272	.2779
IIB	168	2	2	4	3.265	.5188	0.2692
IM	168	2	2	4	3.249	.5264	0.2771
IS	168	2.2	1.8	4	3.167	.5324	0.2845
IC	168	2	2	4	3.389	.4711	0.2219
efN	168	3	1	4	3.15	.625	0.3906
efHA	168	4	0	4	3.35	.658	0.4330
efOR	168	2	2	4	3.49	.558	0.3114
efLG	168	2	2	4	3.55	.510	0.2601
CR1	168	4	0	4	2.37	1.325	1.7556
CR2	168	4	0	4	3.02	.785	0.6162
CR3	168	4	0	4	2.66	.934	0.8724
CR4	168	3	1	4	3.52	.579	0.3352
MBEA1	168	4	0	4	1.75	1.076	1.1578



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MBEA2	168	4	0	4	1.34	1.152	1.3271
MBEA3	168	4	0	4	.92	.973	.94679
MBEA4	168	4	0	4	1.12	1.054	1.1109
MBEP1	168	4	0	4	.95	.947	0.8968
MBEP2	168	3	0	3	.46	.656	0.4303
MBEP3	168	4	0	4	1.00	.941	0.8855
MBEP4	168	2	0	2	.36	.633	0.4007
LF1	168	4	0	4	.32	.650	0.4225
LF2	168	4	0	4	.43	.778	0.6053
LF3	168	3	0	3	.42	.624	0.3894
LF4	168	4	0	4	.59	.799	0.6384

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## APPENDIX B

### LETTERS

March 21, 2019

Dear Dr. Bietz,

I am requesting your permission and support in order that the leaders (presidents, executive vice presidents, vice presidents, executive directors, deans, assistant deans, and directors) from your higher education institution, participate in a study about the effect of leadership styles on effectiveness. This study will fulfill the dissertation requirement for the Doctor of Philosophy (Ph.D.) degree in Leadership which I am pursuing at Andrews University. My selection of Seventh-day Adventist colleges and universities, in this study that I am conducting, is rooted in my profound interest in the wellbeing of Seventh-day Adventist institutions.

The participation, in this quantitative study, of leaders will provide answers for the following quantitative questions.

- Is there a significant statistical association between higher education leaders' leadership styles (transformational, transactional, and passive avoidant) and their effectiveness as leaders as measured by the Multifactor Leadership Questionnaire (MLQ) self-only form?
- Does gender, age, or experience predict effectiveness?

This study's data and findings will be reported in the aggregate. Pseudonyms for confidentiality will be assigned as the leader's name, institution, and other institutional information as well as other identifying factors for confidentiality. This study consists of the MLQ online questionnaire which addresses leadership styles and leadership effectiveness. This survey will take approximately 15 minutes to complete.

I believe that the results of this study will add to the body of literature that supports the success of leaders and other higher education administrators and leaders in general in their roles in Seventh-day Adventist institutions as well as in other institutions. In so doing, this research will contribute to meeting the goals of Seventh-day Adventist institutions.

I am reaching out to you for your support in helping me to obtain a positive response from the leaders of colleges and universities in the North American Division, since the feasibility of this study is dependent on the data received from these leaders. I greatly need your assistance in this data collection phase of my dissertation journey. Your support is extremely crucial to the successful completion of this dissertation.

Should you have any further questions about this study or about participating, please feel free to contact me at [pdou9999@gmail.com](mailto:pdou9999@gmail.com). You may also contact my dissertation chair at Andrews University, Dr. Bordes Henry Saturne at xxxx who will provide information about me as well as this research.

Sincerely,

Patrice Wright

**From:** IRB

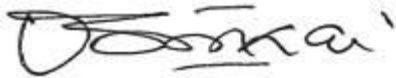
**Sent:** Thursday, April 23, 2020 11:24 AM

**Subject:** RE: IRB 20-034 Application Approval

Dear Patrice,

Congratulations! Your IRB application for approval of research involving human subjects entitled: *“Effectiveness of transformational, transactional and passive avoidant leadership styles, among higher education leaders in the North American Division of Seventh-day Adventists”* IRB protocol # 20-034 has been evaluated and determined Exempt from IRB review under regulation CFR 46.104 (2)(i): Research that only includes interactions involving survey procedures or interview procedures in which the information obtained is recorded by the researcher in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mordekai Ongo', with a stylized flourish at the end.

Mordekai Ongo, Ph.D.  
Research Integrity & Compliance Officer  
Andrews University  
Buller Hall 234  
8488 E. Campus Circle Dr  
Berrien Springs, MI 49104-0355  
Tel. Office: 269-471-6361

May 4, 2020

Cssn: Request for Institutional Consent for A Survey of Administrators  
From: Patrice Wright, doctoral student, Andrews University, Department of Leadership

Dear \_\_\_\_\_

I am requesting an institutional letter of consent (via email) for me to survey your leaders (presidents, executive vice presidents, vice presidents, executive directors, deans, assistant deans, and directors) on their leadership styles and effectiveness.

This study will fulfill the dissertation requirement for the PhD in Leadership at Andrews University. I have selected to study Seventh-day Adventist colleges and universities because of my profound interest in their wellbeing.

My research questions are:

- To what extent is there an association between higher education leaders' leadership styles (transformational, transactional, and passive avoidant) and their effectiveness as leaders as measured by the Multifactor Leadership Questionnaire (MLQ) self - only form?
- Are there any differences in leader effectiveness as a function of gender, age, or years of experience in the position?

This study's data and findings will be reported in the aggregate. No leader's names and no institutional names will be associated with the survey data. This study consists of an online survey which comprise of demographic questions and the MLQ questionnaire which addresses leadership styles and leadership effectiveness. This survey will take approximately 15-20 minutes to complete.

Your approval is greatly appreciated. Please return the attached consent letter with your institutional name and contacts on official letterhead to Patrice Wright at [pdou9999@gmail.com](mailto:pdou9999@gmail.com) . You may also contact my dissertation chair at Andrews University, Dr. Bordes Henry Saturne at xxxx who will provide information about me as well as this research.

Sincerely,

Patrice Wright  
[pdou9999@gmail.com](mailto:pdou9999@gmail.com)

June 19, 2020

Cssn: Request for \_\_\_\_\_ Leaders to agree to consent form and take survey  
From: Patrice Wright, doctoral student, Andrews University, Department of Leadership

Dear \_\_\_\_\_:

Please send the attached letter to all leaders (president, provost, executive vice presidents, vice presidents, assistant and associate vice presidents, executive directors, directors, deans, assistant and associate deans, and department chairs) in your institution asking that they participate in this study. This study is on the effectiveness of transformational, transactional, and passive avoidant leadership styles among higher education leaders in the North American Division of Seventh-day Adventists. Your institution's participation is extremely important as you will be contributing valuable information necessary for the changing higher education landscape. The participants' information will be kept confidential and the study will not identify specific leaders nor institutions. This is an online survey and the research protocol has been reviewed and approved by the Andrews University Institutional Review Board (IRB) under IRB # 20-034.

I am also seeking your participation in this study. Please click or copy this link xxxx into your browser address bar to access the web page. Then read the informed consent information, and complete the questionnaire.

I greatly need your assistance in this data collection phase of my dissertation journey. Your support is extremely crucial to the successful completion of this study.

Sincerely,

Patrice Wright  
pdou9999@gmail.com

June 23, 2020

Cssn: Request for Union College Leaders to take survey

From: Patrice Wright, doctoral student, Andrews University, Department of Leadership

Dear \_\_\_\_\_

As a leader at your institution, I would greatly appreciate if you fill out the online Multifactor Leadership Questionnaire. This survey is about the effectiveness of transformational, transactional, and passive avoidant leadership styles among higher education leaders in the North American Division of Seventh-day Adventists. Your participation is extremely important as you will be contributing valuable information necessary for the changing higher education landscape. Your information will be kept confidential and the study will not identify you in any form. This is an online survey and the research protocol has been reviewed and approved by the Andrews University Institutional Review Board (IRB) under IRB # 20-034.

Please click or copy this link xxxx into your browser address bar to access the web page. Then read the informed consent information, and complete the survey. I greatly need your assistance in this data collection phase of my dissertation journey. Your support is extremely crucial to the successful completion of this dissertation.

Sincerely,

Patrice Wright  
pdou9999@gmail.com

# Andrews University

School of Education  
Education Administration and Leadership Department

## **Informed Consent Form**

**Title:** Effectiveness of Transformational, Transactional and Passive Avoidant Leadership Styles Among Higher Education Leaders in the North American Division of Seventh-Day Adventists

**Principal Investigator:** Patrice Wright

**Advisor:** Dr. Bordes Henry- Saturne

**Statements about the Research:** This research study is part of my dissertation project in partial fulfillment for my PhD in Leadership program at Andrews University, Berrien Springs, Michigan. Your participation is be greatly appreciated.

**Purpose of Study:** I understand that the purpose of this study is to examine effectiveness of transformational, transactional, and passive avoidant leadership styles, among higher education leaders in the Adventist North American Division. Additionally, the effect of gender, age, and experience on effectiveness will be examined. This study seeks to understand characteristics and factors related to leadership effectiveness in SDA higher education.

**Procedures:** I understand that I will be asked to read and agree to an informed consent form as well as complete an online survey which include demographic questions and an MLQ questionnaire. Participation in this study will involve about 20 minutes of my time.

**Duration of Participation in Study:** I understand that it will take about 20 minutes for me to participate in this survey.

**Risks and Discomforts:** I have been informed that there are no known physical or emotional risks to my involvement in this study and that confidentiality will be preserved at all times. As participant, I will not be known to anyone at this university nor outside the university. Whatever I choose to do, relations with my university will not be affected. I should not anticipate any risks from participating in this research.

**Voluntary Participation:** I understand that my involvement in this survey is voluntary and that I may withdraw my participation at any time without any pressure, embarrassment, or negative impact to me. I also understand that participation is confidential and that neither the researcher nor any assistants will be able to identify my responses. By clicking on the website provided by Mind Garden and entering the site, I am consenting to participate in the study.

### **Privacy/Confidentiality/Data Security**

Mind Garden will suppress the names and email addresses of each leader to ensure confidentiality. All participants will be allocated a code. The output file will not have the names of the participants and will provide the number of respondents, their demographics, their scores for each leadership style, leadership style characteristics and their scores for effectiveness. By clicking on the yes button beside the statement" I have read and agreed with the Informed Consent Form" which is part of the online survey provided by Mind Garden, I am consenting to participate in the study. The researcher, Mind Garden, the methodologist,



and statistician will have access to the research data. We anticipate that your participation in this survey presents no greater risk than the everyday use of the Internet.

**Confidentiality:** Your identity if any, will be kept confidential to the extent of the law. There will be nothing linking you to the study. None of your identifiers if any, will be used in any report or publication.

**Benefits/Results:** I accept that I will receive no remuneration for my participation, but that by participating, I will help the researcher arrive at an understanding of the effectiveness of transformational, transactional, and passive avoidant leadership styles, among higher education leaders in the Adventist North American Division leadership.

**Contact Information:** If I have any questions about my rights as a participant in this research, I understand that I may either contact the researcher, Patrice Wright at [pdou9999@gmail.com](mailto:pdou9999@gmail.com), or her advisor at xxxx. You can also contact the IRB Office at [irb@andrews.edu](mailto:irb@andrews.edu) or at (269) 471-6361.

**Statement of Consent:** I will be asked to click on the “yes” box to indicate my approval for this online response experiment.

## APPENDIX C

### Customized MLQ Questionnaire

This survey should take approximately 15-20 minutes to complete. Thank you for your corporation in contributing to this project.

I have read and agreed with the informed Consent Form found in section 3 of this form.  
\_\_\_\_ Yes (If not please read it now)

#### Section 1 Demographic Survey Questions

The following are questions to gather demographic information about you.

1. What is your gender?  
Male  
Female
2. In what age category do you fall?  
30 or younger  
31-40  
41-50  
51-60  
61-70  
70 or older
3. How many years have you been working at this institution?  
0-4  
5-9  
10-14  
15-19  
20 and above
4. How long have you been working in your current position as a leader?  
0-4  
5-9  
10-14  
15-19  
20 and above

I am unable to share section two of the MLQ because it is copyrighted.



# CERTIFICATE

## OF COMPLETION

PHRP Online Training, LLC certifies that

**Patrice Wright**

---

has successfully completed the web-based course  
"Protecting Human Research Participants Online Training"  
and is awarded 3 **AMA PRA Category 1 Credits™**.

Date Completed: **02/27/2019**  
Certification Number: **2816103**



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