The Relationship Between Transformational Leadership Style and Employees'

Perception of Leadership Success in Higher Education

by

Tatrabian D. Jackson

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

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Abstract

The problem addressed examined whether two merged academic institutions was successful in implementing a transformational leadership style within the united organization. Successful leadership cannot be limited to the perception of only the leader, but must include the perceptions of the follower as well. The focus of this study was to investigate the relationship between transformational leadership style and the employee's perception of leadership success. This research study provides the opportunity to advance the fields of organizational change, management, and academics by examining the success of transformational leadership through the perception of the employees in higher education as it related to the outcomes of leadership. Reviewing and analyzing the degree to which employees' respond to transformational leadership within the literature of other business, industry, and organizations provided the arena to acknowledge the gap in knowledge. All four components of the transformational leadership style: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, that a transformational leader possesses and implements effect the expected outcomes of the follower. Transformational leadership style is essential to transforming lives and organizations. Christians and businesspersons alike must understand the principle "as iron sharpens iron." Proverbs (27:17) states that Christians are to build each other up and bring out the best in one another. The findings highlight the potential benefits of the use of transformational leadership as an advancement of humankind and business and industry profits.

Keywords: transformational, employee perception, satisfaction, extra effort, effectiveness

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Dedication

I dedicate this doctoral study to the loving memory of my son, Stacey M. Lewis, Jr. You were my number one cheerleader and always encouraged me with your favorite slogan: Go Big or Go Home! I wish you were here.

To my daughter, Traniecia, you are absolutely your own individual and that will take you far. Stay focused as you pursue your educational endeavors. You have a bright future ahead of you and remember to keep God first.

Moreover, to my awesome and amazing, best friend and husband Dr. Craig B Jackson. You encouraged me to get my Master's by driving me to Wesleyan College and escorting me into orientation as if it was the first day of class and it was! You truly believe in me in all aspects of our lives. I was truly honored to have you as my EMBA commencement speaker. You rock! And, by far "You are the MAN!" In addition, yes I do remember who delivered the commencement address. After 18 months in the EMBA program, you joined me, 6 months later, on this doctoral journey. Moreover, I must say what a journey it has been….this season was ordained for you and me to travel together. You never wavered from motivating and encouraging me as I finessed through graduate school these past five years. Dr. Jackson you not only saw fit to nurture, entertain, and provide for me (while completing your doctoral with me) you built for me "Jacksonville." Who could ask for anything more? You are simply amazing! Dr. Jackson you are definitely what God has ordained for me. I pray that I delivered the same love and support that you extended to me. You epitomize the love that Jesus has for me and everything God promised me. I wish nothing but blessings and favor for your life.

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First, I thank God for the opportunity and the abilities that He bestowed upon me to complete this dissertation in lieu of many life challenges and hindrances. God also ordained me with a loving and encouraging team that I must use this forum to thank and acknowledge.

My sincerest appreciation to my father and mother, Mr. Robert L Walker and Mrs. Mary Walker Anderson, who both instilled in me to be my best. You both thought that I could accomplish anything. To my loving daughter Nieci, you are one of the reasons this journey was inevitable and your existence provided the strength and determination to complete this terminal degree. You are truly a blessing and I will forever love you. My mother in law Jurrie, you are one spirited woman that I strive to have the foresight that you do concerning life and love.

Dr. Bruce Foster you called me Dr. Jackson while I was in my EMBA program. You appeared to be my biggest cheerleader; you had others claiming me to be a doctor well before the dissertation. Thanks, my friend for your time and efforts to guide me through this dissertation I am forever grateful.

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Section 1: FOUNDATION OF THE STUDY

Leadership has gained worldwide attention from researchers to include scholarly studies of different theoretical approaches that explain a plethora of concepts and approaches (Northouse, 2016). Leadership theory has provided a firm foundation based upon the leader's perspective and success in organizational settings. Recently, research findings reported in leadership literature has indicated that successful leadership cannot be limited to the perception of only the leader, but must include the perceptions of the follower as well (Bacha & Walker, 2013; Fernandez, 2008; Owusu-Bempah, 2014). Transformational leadership style has been highly regarded as one of the most successful of leadership styles to transcend organizations and individuals (Northouse, 2016). This research study examined for a relationship between transformational leadership and employee's perception of leadership success.

Background of the Problem

The intricate relationships amongst leaders and followers can be perplexing, mainly if followers' interests are harmonious with their leader's personal and practiced philosophies (Hargis, Watt, & Piotrowski, 2011). Leadership theory has provided a firm foundation based upon the leader's perspective and success in organizational settings. Recently, literature has argued that successful leadership cannot be limited to the perception of only the leader, but must include the perceptions of the follower as well (Bacha & Walker, 2013; Fernandez, 2008; Owusu-Bempah, 2014).

In conjunction with the recent ethical disintegrations in organizational leadership and leadership obstacles, (e.g., Enron, Hurricane Katrina, the Financial Meltdown, Wall Street Bailout, Wounded Warrior Project) inquiries have been elevated concerning the relevance of past leadership theories in clarifying effective leadership (Owusu-Bempah, 2014). Owusu-Bempah

(2014) posited because of such disintegrations that different researchers and practicing leaders switched their attention to follower-centered approaches to explaining leadership effectiveness. Furthermore, the comprehension and interpretation particular to effectiveness by followers is fundamentally subjective (Owusu-Bempah, 2014).

Problem Statement

The problem addressed examined whether two merged academic institutions was successful in implementing a transformational leadership style within the united organization. The focus of this study was to investigate the relationship between transformational leadership style and the employee's perception of leadership success. Transformational leadership theory conventions have suggested that personality, attributes, and behaviors of leaders in the organizations, have developed as germane in the overall performance of an organization (Bass, 2003). A few authors have noted that transformational leadership theory originates from the perception of those that follow leaders (Bacha & Walker, 2013; Fernandez, 2008; Schilling, 2007).

There are significant knowledge disconnects as to which transformational leadership qualities and behaviors transcended as leader assets, in relationship to employees' perception of leadership success (Caillier, 2014). Often remarked as sophisticated achievers, transformational leaders efficiently implement strategic plans in most organizational situations (Caillier, 2014; Northouse, 2016). Bacha & Walker (2013) posited that the capacity of the leader to construct meaningful relationships with organizational followers reflect an essential attribute of the transformational leadership style. Transformational leadership shares instances of being viewed as a process and yet more often as a relationship (Malik, Aziz, & Hassan, 2014). Some academicians perceive transformational leadership as the culmination of specific traits and or

attributes, yet others notate transformational leadership as social practice that derives from associations among the group (Malik et al., 2014). Variation in perception results in irregularity of appraisal of the transformational leadership model (Malik et al., 2014).

Purpose Statement

The purpose of this non-experimental quantitative research study was to examine the relationship between transformational leadership style and employee's perception of leadership success in higher education. Avolio and Bass (1995) redefined transformational leadership style by way of attributes and behaviors that included idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration, exhibited in the Multifactor Leadership Questionnaire (MLQ) (Avolio & Bass, 1995, 1999). The MLQ's Outcomes of Leadership reveals the employees' perception of leadership success (Avolio & Bass, 1995, 1999). A recent quantitative research study explored the relationship of moderating and mediating variables between transformational leadership and related outcomes in social sectors in India (Jyoti & Bhau, 2016). In this study, the author recommended future research to examine the specific social sector of higher education. Providing insight and perception to the specific social sector of higher education closes the knowledge gap of employee perception of leadership success within higher education setting.

Nature of the Study

This study utilized a quantitative non-experimental research method to provide an in-depth study of employees' perception of transformational leadership success in the higher education arena. The quantitative research method measured the relationship of independent variables to dependent variables (Polit, Beck, & Stannard, 2012). Essentially, this study was designed to examine the relevance of the employees' perception of transformational leadership

success in terms of leadership outcomes of effectiveness, extra effort and satisfaction by using a survey instrument to present findings statistically.

The quantitative research method is a process for testing unprejudiced theories by examining the relationship among variables (Creswell, 2014). Predetermined instruments measure the variables sequentially, so that numbered data can be analyzed using statistical techniques. Quantitative researchers have conventions about analyzing theories deductively, constructing in fortifications against bias, monitoring for unconventional explanations, and capacity to generalize and replicate the findings (Creswell, 2014). Linear attributes, measurements, and statistical analysis comprehensively governed quantitative research studies (Stake, 2010). Quantitative research methods comprise of collecting, analyzing, interpreting, and describing the results of the study (Creswell, 2014). The objective of quantitative research method is to cultivate and utilize mathematical models, theories and hypotheses pertaining to natural phenomena (Creswell, 2014). In order to effectively investigate and determine the relationship between an independent variable and a dependent variable or variables necessitated the use of quantitative research method. Additionally, the quantitative research design was employed based upon the nature of the research question, the nature of the hypotheses and results of the study were presented in a statistical format.

Quantitative and qualitative approaches denote two distinctive perspectives that represent two distinct worldviews in the analysis of nature and the relation of actualities that occur in nature (Slevitch, 2011). Stake (2010) posited qualitative research relies heavily on human perception and comprehension. Furthermore, qualitative research is an in-depth exploration of phenomena that exist in the framework of factual realm by using explanatory procedures to comprehend, decipher, and deliver important clarification of the occurrences (Cooper &

Schindler, 2013; Yin, 2013). This research study examined the participants through the lens of a predetermined survey instrument, utilized close-ended questions, and presented the results numerically. Additionally, (Creswell, 2014) posited to test effectively the relationship among variables the use of a survey is appropriate when relying on numbered data to measure opinions, behaviors, and attitudes. Therefore, qualitative research method was an inappropriate research method for this research study.

Mixed methods approach is the process of utilizing both qualitative methods and quantitative methods (Creswell, 2003). Although less well known than qualitative and quantitative in the field of research mixed method involves collecting and analyzing both forms of data in a single research study (Creswell, 2003). For example, mix methods represent combined methods associated with observations and interviews (Stake, 2010) with quantitative methods such as surveys (Creswell, 2014). Understanding that all methods have limitations, prejudices that are intrinsic in any specific method may perhaps nullify or annul the prejudices of other methods (Creswell, 2003). Creswell (2003) posited nesting occur when results of one method is found to exist within the other method. The mix method approach requires a vast skill set to perform two separate research methods into one research study (Creswell, 2003). Mixed method is an inappropriate research method, for the current research study, as data collection process does not involve examining lived experiences, asking open-ended questions, collecting performance data over time, or collecting data by observing research participants (Stake, 2010). Furthermore, utilization of a predetermined survey instrument to gather data, retrieve statistical results, and provide statistical interpretation found within the participants' responses proved most advantageous.

Quantitative research method contains four distinct research designs descriptive, correlation, quasi-experimental, and experimental. Researchers commonly employ descriptive research design when specific phenomena have little recognition (Sousa, Driessnack, & Mendes, 2007). Descriptive design describes the reality of what researchers have purposed, determines the regularity with which it occurs, and catalogues the findings. Sousa et al., (2007) posited correlational research design engages the systematic examination of the character of associations, among variables, rather than absolute cause-effect relationships. Quantitative correlation research design examines direction, degree, magnitude, and strength of the associations. Quasi-experimental design investigates cause and effect relationships between and among independent and dependent variables (Sousa et al., 2007). Frequent exposure to a greater number of threats of internal and external validity causes quasi-experimental research designs to decrease generalization of the research study findings and outcomes. Additionally, Creswell (2014) remarked that experimental research seeks to dispel how a certain treatment influences an outcome. Furthermore, utilizing an experimental research design manipulates independent variables, treatment of inclusion to one group while withholding treatment from another group. A researcher then assesses how the groups scored on a particular outcome. True experiments use randomized assignments of subjects whereas quasi experiments use nonrandomized assignments (Creswell, 2014).

The appropriate quantitative research design used within this research study was correlational design. There was no experimenting quasi or true on any of the participants. Participants of this quantitative research study were not part of control groups and treatment inflicted or withheld. However, the significance was on the described variables and relationships that naturally occur between and among the transformational leaders and perceptions of the

employees of leadership success. To render findings a survey technique proved most advantageous for data collection, statistical analysis, and data techniques. Hence, the delivery of the findings in detail while reveling any correlation of variables found. Therefore, the chosen research design, correlational, provided the appropriate medium to reveal the degree to which transformational leadership correlates to employees' perception of leadership success in a traditional higher educational setting. The quantitative research method proved to be very valuable when investigating the relationship that is relatively rare of employees' perception of leadership success (Creswell, 2014).

Research Question

In quantitative research study, researchers state a research question and hypotheses to illustrate specific objectives of the research, to form and intentionally focus the purpose of the study (Creswell, 2014). Furthermore, researchers inquire about relationships that involve variables, predictions and statistical tests (Creswell, 2014). For this qualitative research study, development of the sole research question was deliberate in order to examine the phenomena under study and address the specific knowledge gap of employee perception of leadership success within higher education. Additionally, intention to examine a multifaceted set of factors surrounding the central phenomenon and present the perspectives of the participants existed. Guidance of this research study by the author stemmed from the following research question.

Is there a relationship between transformational leadership style (independent variables idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation and individualized consideration) and employees' perception of leadership success (Outcomes of Leadership dependent variables, effectiveness, extra effort, and satisfaction)?

Hypotheses

Ho1. There is no statistically significant relationship between individualized influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration in the transformational leadership style and employees' perception of leadership success (Outcomes of Leadership dependent variable Effectiveness).

Ha1. There is a statistically significant relationship between individualized influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration in the transformational leadership style and employees' perception of leadership success (Outcomes of Leadership dependent variable Effectiveness).

Ho2. There is no statistically significant relationship between influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration in the transformational leadership style and employees' perception of leadership success (Outcomes of Leadership dependent variable Extra Effort).

Ha2. There is a statistically significant relationship between individualized influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration in the transformational leadership style and employees' perception of leadership success (Outcomes of Leadership dependent variable Extra Effort).

Ho3. There is no statistically significant relationship between individualized influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration in the transformational leadership style and employees' perception of leadership success (Outcomes of Leadership dependent variable Satisfaction).

Ha3. There is a statistically significant relationship between individualized influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation,

and individualized consideration in the transformational leadership style and employees' perception of leadership success (Outcomes of Leadership dependent variable Satisfaction).

Theoretical Framework

Figure 1 below, illustrates graphically that transformational leadership style has four components that remain constant and they are: indealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Antonakis, 2012). All four components that a transformational leader possesses and implements effect the expected outcomes of the follower (Bass & Avolio, 1990). Those affects correlate to the employees' perception which is revealed in the employees' outomes in performance; extra effort, effectiveness, and satisfaction with the transformational leader (Caillier, 2014).

Theoretical frameworks are analytically significant to quantitative works and research studies (Lederman & Lederman, 2015). Bryman (2012) stated that theoretical frameworks propose the perspective for conducting research and provides the avenue to interpret outcomes. Furthermore, a detailed and valid theoretical framework should be included to justify the importance and significance of the research work (Lederman & Lederman, 2015). Researchers have shown that transformational leadership style concerns itself with the responsibility of improving the performance of the followers while developing the same follower to the highest quality potential (Avolio & Bass, 1999, 1995; Hargis et al., 2011; Northouse, 2016).

Bass' (2003) theory of transformational leadership guided this research study as Bass has provided much literature confirming that transformational leadership is most effective over other leadership styles. Hemsworth, Mutera, and Baregheh (2013) posited Bass (1985) defined a transformational leader as a person who posses characteristics which motivate employees to move beyond their self-interest and commit themselves to their employer's goals and objectives.

While engaging in such a commitment to the organization the employee will perfom beyond expectations.
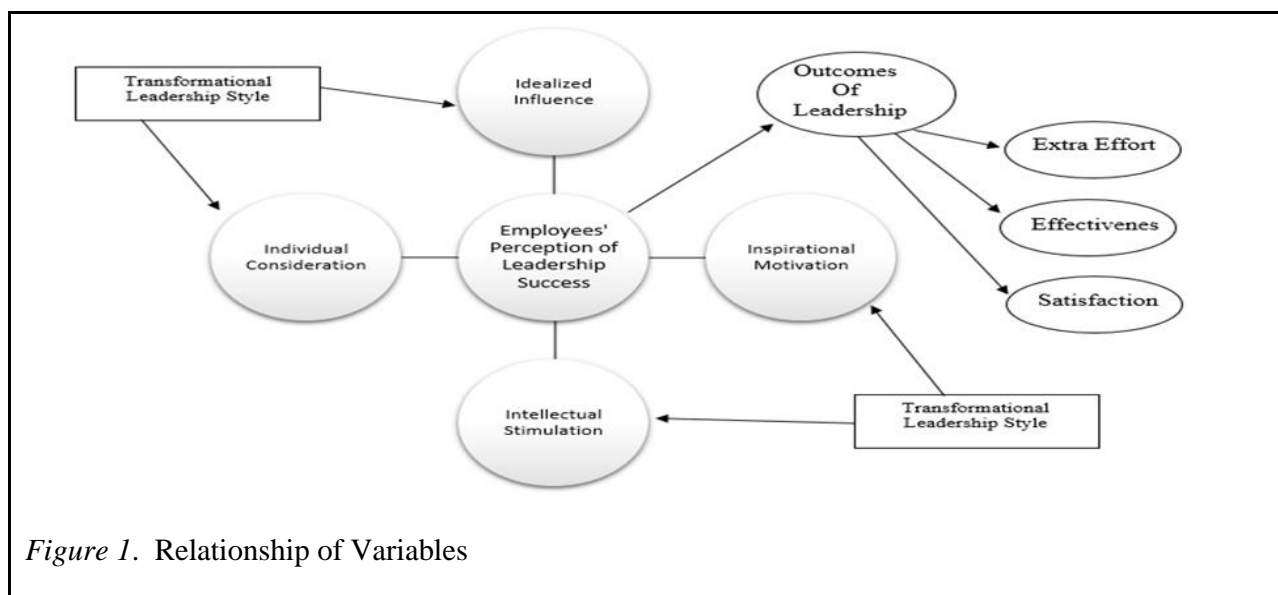
Figure 1. Relationship of Variables

Bass (1990) operationalized transformational leadership to include the characteristics of individualized influence (charisma), intellectual stimulation, inspirational motivation, and individualized consideration. With the foundation laid Bass then developed the MLQ which measures the constructs of transformational leadership and other domains of leadership theory to include transactional leadership, (passive, active, and contingent reward), and laissez faire leadership (Bass & Avolio, 1995).

Individualized influence is the ability of a leader to make the follower sense trust, display veneration, devotion, and respect toward the leader (Bass, 1985). Transformational leaders that possess a high level of individualized influence are endowed by their followers and the followers essentially want to emulate the admired leader (Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2014). Ibrahim et al., (2014) and Hemsworth et al. (2013) remarked that there are two aspects of individualized influence: the leaders' behaviors denoted as individualized behaviors and the elements that are attributed to the leader by the followers, termed individualized attributes.

Idealized influence attributes encompass transformational leaders demonstrating confidence and impart sentiments (such as dignity, integrity, and honor), an impression of self-sacrifice, and admiration in followers (Ibrahim et al., 2014; Hemsworth et al., 2013; Loon, Lim, Le, & Tam 2012). Idealized influence behavior entails transformational leaders set goals and objectives and they nurture the accomplishment of work constructed on a cooperative sagacity of beliefs, values, purpose, and mission (Ibrahim et al., 2014; Loon et al., 2012). Individualized influence behaviors refer to the follower's perception of the leader's obvious behaviors and the leader is - observed to have high moral and ethical standards (Hemsworth et al., 2013; Loon et al., 2012).

Loon et al. (2012) posited transformational leaders possessing the ability to promote and encourage creativity and innovation frequently inspire followers to think outside of the norm and produce effectively when it entails problem solving and decision-making strategies. The followers' commitment to the leader and actions of ingenuity often revealed creativity and innovation and advanced thinking abilities. In essence, the leader promotes intellectual stimulation in the follower, which in turn inspires the follower to question conventional ways of thinking and performing daily tasks and responsibilities (Hemsworth et al., 2013; Loon et al., 2012).

Inspirational motivation is the capacity of a transformational leader to incorporate vision and mission into the team, organization, or individual (Loon et al., 2012). Therefore, followers can recognize the shared vision and express the same vision to others. Furthermore, the well-articulated and appealing vision considers all individual and collective processes and all capabilities of those involved. In essence, the transformational leader has used various methods and approaches to inspire and motivate the followers that are relevant to the individual; methods

such as emotions, logic, and career ambitions (Loon et al., 2012; Hemsworth et al., 2013; Ibrahim et al., 2014).

Individualized consideration promotes transformational leaders who acknowledge and embrace the followers' needs and provides the opportunity for personal guidance and the resources for personal enlargement of the follower (Loon et al., 2012; Hemsworth et al., 2013; Ibrahim et al., 2014). The transformational leader is caring, nurturing, and supportive of the individual. Additionally, transformational leaders are concerned with the followers' personal growth and development (Avolio & Bass, 1995; Zacher, Pearce, Rooney, & Mckenna, 2014). Zacher et al. (2014) asserted a transformational leader's personal wisdom of a follower's needs, desires, and overall growth positively correlates to integrating effective individual consideration.

Quintana, Park, and Cabrera (2015) provided detailed perspective on employees' perceprtion of leadership success when influenced by the four aformentioned components of transformational leadership. The four components, individualized influence, inspirational motivation, intellectual stimulation, and individualized consideration are reflected in the employees' outcomes of the leader's perceived effectiveness, the employee's extra effort, and employee satisfaction (Caillier, 2014; Green, 2014). The perception of leadership effectiveness, employee extra effort, and employee satisfaction are all dependent variables to the four components of transformational leadership theory (Antonakis, 2012; Bass, 1985; Green, 2014; Quintana et al., 2015).

Effectiveness describes the employees' perception of the efficiency of the leader to obtain organizational objectives, the followers' employment needs, lead groups effectivley, and communicate well to authorities on behalf of the employees (Yahaya & Ebrahim, 2016). The follower perceives that the leader is highly influential and positively contributes to the success of

the organization (Yahaya & Ebrahim, 2016). The literature revealed that more foci has been

placed upon the employees' perspective of effectiveness and less on evaluating the leader

through self assessments and their own percpetion of effective leadership (Green, 2014; Keung

& Rockinson-Szapkiw, 2013; Quintana et al., 2015). Extra effort surfaces when the leader

inspires the follower to perform beyond his or her own expectations; the follower or employee

will exert extra energies to contribute to the leader and organizational successess. In a recent

study of nursing, Alloubani, Abselhafiz, Abughalyun, Edris, and Almukhtar (2015) found there

to be a direct and positive correlation between transformational leadership style and the nursing

professionals contributing extra effort in the workplace. Satisfaction is the third outcome of

leadership success that was reviewed in this quantitative research study. Satisfaction is equated

to the affects and feelings that an employee has with the leader as it relates to his or her job

(Johnson, 2014; Varol & Varol, 2012). A recent study in a German hospital suggested that

transformational leadership style is directly and positively correlated to leader satisfaction

(Rothfelder, Ottenbacher, & Harrington, 2012).

<div align="center">**Definition of Terms**</div>

Charisma--- A special characteristic some leaders possess that enables the leader to do

extraordinary things (Northouse, 2016). This causes the leader to treat the individual as a

leader. Additionally, charisma is reserved for a few and is of a divine origin (Northouse,

2016).

Idealized Influence---A leader who acts as a strong role model with high moral and ethical

standards while making the follower desire to embrace and fulfill the leader's vision

(Northouse, 2016).

Individualized Consideration--- Leaders who possess this skill acts as a coach to assist followers

in transforming to a fully actualized individual by strategically listening to the concerns

and needs (Northouse, 2016). Followers will develop through challenges when

interacting with a leader that utilizes idealized consideration skills (Northouse, 2016).

Intellectual Stimulation--- A leader motivates followers to be creative and innovative (DuBrin,

2016). He or she is supportive of the follower when allowing them to attempt new

processes, develop innovative ways when dealing with organizational issues (Northouse,

2016)

Inspirational Motivation---A leader who exemplifies and communicates high expectations and

encourages followers to commit to and engage in a well-defined shared vision

(Northouse, 2016).

Leadership--Influencing a group or individuals to achieve a common goal (DuBrin, 2016)

Transformational Leadership—A leader who brings about positive change in individuals

while utilizing charismatic qualities and behaviors (DuBrin, 2016; Northouse, 2016).

Leaders who exhibit transformational leadership traits have a strong set of internal values

and ideas and are successful in motivating others to support the greater good over self-

interest (Northouse, 2016).

<center>**Assumptions, Limitations, Delimitations**</center>

Assumptions

In this research study, the assumption exits that the public email database of the college

under study was current and included the population under study. The risk to obtaining an

outdated database may provide a skewed number for the sample population. An outdated

database would allow for ineligible participants, email addresses of former employees, and

eligible participants whose email address was unlisted. The requisition of the latest database update and the date of the next expected database update ensured the most appropriate time to administer the research study. This procedure ensured the most accurate and updated database was utilized. The assumption that all participants of the research study understood and answered all questions as presented in the survey instrument as designed existed. The risk to participants not fully understanding and answering all questions provide for unreliable data. The mitigating procedure to deter such is to allow a small percentage for unusable surveys and only utilize accurately completed survey to render accurate results.

Additionally, the assumption that all participants answered all survey questions accurately and truthfully remained. The risk of inaccurate and untruthful answers devalues the research findings. Providing the participants with every opportunity to answer honestly, confidentially, anonymously, and with his or her own convenience to promote accurate and truthful answers eliminated risk. Another closely related assumption was that the participants' response accurately reflects and represents their actual perception of leadership. Here again the risk would be damaged and unreliable information that produced unreliable outcomes and findings. The formulated research study and survey instrument provided for anonymity and confidentiality, which would allow for participants to contribute openly and honestly and without recourse. Another assumption was that the community college under study in the southeastern region of the United States was representative of the broader set of community college institutions. The risk of inaccurately identifying the proper sample population would rule the results of this research study to be void of generalization. The findings would contribute to the specific college but not the entire population. The selected population and sample population

reflects a general leadership body of employees that are representative of the full-time faculty and administrative staff within traditional higher education institutions.

Limitations

Although this research study is specific to the perceptions of employees within social sectors in higher education, it is not without limitations. This study only focused on a particular group within social sectors, which was higher education. This research study was limited to non-profit higher education institutions. Furthermore, there was emphasis on a two-year community college within the southeastern region in the United States. Thus, this study did not include for profit institutions within the higher education arena.

Delimitations

The research topic of leadership is far too multifaceted, innumerable, and complex to address in one research study. Therefore, the scope of this quantitative research study is limited to transformational leadership theory. Specifically, the scope of this study is limited to the examination of the employees' perception of transformational leadership success in higher education. This quantitative research study demarcated the focus to the perception of a certain set of employees within a community college environment. This narrowed scope of this research study was attainable and fits within the transformational leadership literature and the leadership.

<div align="center">

Significance of the Study

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Reduction of Gaps

This research study advances the fields of organizational change, management, and academics by exploring the success of transformational leadership through the perception of the employees in higher education as it relates to the outcomes of leadership. Reviewing and analyzing the degree to which employees' respond to transformational leadership within the

literature of other business, industry, and organizations provided the arena to acknowledge the gap in knowledge. This study reduces the gap of knowledge that pertained to the success of transformational leadership style from the leader perspective and provides significant information on transformational leadership style success from the employee perspective, which exposed the employees' outcomes to the transformational leadership style.

Previous research evaluated employees' perception of leadership success in social sectors, but was not specific to demographics of the organization in terms of the number of employees within the social sectors or financial budgets. Jyoti and Bhau (2016) posited a need to research and study employees' perception of leadership in specific social sectors such as higher education. Uninterrupted relationships amongst leaders and employees empower employees to spend extensive moments collaborating with their leaders (Brunelle, 2013). Hence, employees' valuations of their leaders' behaviors founded on the distinctive leader-employee relationship afford another facet, separate from practical skills and successes, to assess transformational leadership success among higher education employees (van Vugt & Ronay, 2013). Analyzing the leader's behaviors and the follower's perception of the same behaviors was the primary purpose to deliver information to close the knowledge gap on employees' perception of leadership success in higher education.

Administrators, senior executives, and board of directors, will find this information significant in strategic planning and decision making, in social sectors to include higher education. Understanding the employee perception of leadership success will provide the administrators, senior executives, and board of directors with pertinent information when hiring of a new leader as well as understanding when there is a need to adjust leadership when in crisis (DuBrin, 2016). The decision making body within the organization will understand the

employees' perception and can make adjustments within leadership when the need arises (DuBrin, 2016). This research study benefits other social sectors as well via ease of replication and advancing general leadership theory. Specific transformational leadership academia, researchers, and analysts will utilize the information in this research study to investigate employees' perception of leadership success as it pertains to transformational leadership styles in other leadership theory and concepts.

Implications for Biblical Integration

When fully understanding the perception and perspective an employee has concerning leadership success, particularly transformational leadership style, business and organizations will understand a basic principle that God expressed in the Bible of how Christians are to treat each other, particularly subordinates. The scriptures reveal that God wishes for Christians to treat the least person well as that is how the same Christians will treat Him. The book of Matthew best emphasizes the scripture and expounds on the principle as "Verily I say unto you, Inasmuch as ye have done *it* unto one of the least of these my brethren, ye have done *it* unto me" (Matthew 25:40, KJV). This is a basic precept of the gospel of God and whereas Jesus has connected Christian destiny to how we treat "the least of these" to include business. Treating all employees well, and as Jesus would, will contribute to organizations and businesses thriving. It is cyclical and draws man closer to God especially since separation from God with the Fall of Man (van Dierendonck, 2011).

Additionally, transformational leadership style is essential to transforming lives and organizations (Antonakis, 2012; Northouse, 2016). Christians and businesspersons alike must understand the principle "as iron sharpens iron." Proverbs (27:17) states that Christians are to build each other up and bring out the best in one another. This proverb concerns the influence

that people have upon one another as we all coexist and work together. This study coincides with the principle of iron sharpening iron as transformational leaders transform the live of followers; the leaders will fully understand their success and can perfect the relationship in order to transform lives and organizations continually while glorifying God. God's desire is to denote one person is the same nature as the other and identifies the leader as the iron to make the relationship mutual and advantageous. God created humankind to fellowship (Matthew 18:19-20) and be in relationship, Gen (2:18, ESV) states, Then the Lord God said, "It is not good that the man should be alone; I will make him a helper fit for him."

The Bible illustrates Abraham as a transformational leader. Abraham was basic clan chief who believed in God. Abraham planted the beginning of transformation that contributed to annihilating paganism, three major religions, and permanently altered the world with philosophies of monotheism, justice, and compassion (Friedman, 2000). Abraham possessed the traits inherent to a transformational leader; he spread and communicated the vision he had which was to found a new nation (Gen 11:30-32).

Abraham's transformational leadership behaviors included charisma (Gen 12:3; Gen 21:22-33), Abraham attracted 318 people to join him in battle against four kings this displays his individualized influence. Abraham being the great transformational leader he was, consistently shared his vision as he cared for the needs of others (individualized consideration), on one hot day in this parable, Abraham saw three strangers walking by his tent, and he invited them in and kneeled to them to wash their feet (Gen 18: 1-10). Abraham's vision included the founding of a new nation in which he called "The Promised Land" (Gen 17: 1-8). The Promised Land, was one where his lineages would dwell as a united people believing in monotheism, interest for the destitute, and justice for all (Friedman, 2000). Moreover, Abraham shared this vision

successfully (intellectual motivation) and was dubbed the Father of a Multitude of nations (Genesis 17:4-5). Abraham had great humility, he never considered himself over anyone else, in Genesis (18:27 NIV) he refers to himself as dust, he stated, "Now that I have been so bold as to speak to the Lord, though I am nothing but dust and ashes." Additionally, he mentioned to the Hittites "I am a sojourner and foreigner among you; give me property among you for a burying place, that I may bury my dead out of my sight" (Gen 23-4, ESV), but the Hittites knew exactly who Abraham was and referred to him as a Prince of God (Friedman, 2000). In addition, Abraham had great confidence in the Lord, he was motivated to spread the Word, and made great sacrifices for his beliefs. In doing so, he was able to influence his followers to believe and follow his goals and objectives while performing responsibilities in new and innovative ways (intellectual stimulation). For example, in the past, the followers would tend to treat strangers immorally, but after personally aligning thoughts with Abraham, they really believed it was a good situation and act (Friedman, 2000).

Abraham was one of a few transformational leaders God shared with his people. He also provided biblical principles as to how Christians should lead and follow. It is through the followers' passion to undertake the vision of the leaders that has brought nations to understand the love of Christ and to believe in God. Understanding these Kingdom principles of God prescribed by God and delivered by transformational leaders, will allow for the people of God to contribute in business, personal lives and in corporate ministry to glorify Him and advance the Kingdom of God.

Relationship to Field of Study

Dansereau, Seitz, Chiu, Shaughnessy, and Yammarino (2013) posited that many academicians, scholars, and theorists have presented many definitions of leadership. Leadership,

succinctly defined as an interpersonal process translates as leaders influence followers to embrace a certain objective (Dansereau et al., 2013) Effective leadership entails leading through core values, which are essential for success. The examination of a commonly communicated theme among traditional methods of leadership has the prospective to make a significant contribution to the study of leadership (Dansereau et al., 2013).

Transformational leadership expounds on such notion by way of placing emphasis on the individual follower. Understanding both the leader and follower perspectives of leadership success provides for better leadership and management. Furthermore, understanding the followers' perspective of leadership success will contribute to the leaders' true understanding of leadership success.

The degree to which transformational leadership predicts employees' perception of leadership success will improve both the leaders and the followers collectively and individually. Leader-follower relationships improve in both the business and organizational environment and provides for better practices and processes. Closing the knowledge gap of employees' perspective of transformational leadership success will improve as transformational leadership theory is further studied. Additionally, closing the knowledge gap as it refers to transformational leadership will improve the overall understanding of leadership subject and theory, which for this research study is the cognate field of study.

A Review of the Professional and Academic Literature

Within this researcher study, presentation of the literature review consists of four main areas: a) transformational leadership, b) traditional leadership theories, c) employee perception of leadership success, and d) variables of the study. In the area devoted to transformational leadership theory, the reader finds a comprehensive review of transformational leadership theory

to include a review of past studies and current studies. The reader finds a comprehensive review of the professional and academic literature pertained to Great Man, Bass, and transformational leadership theory to include individualized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Within the traditional leadership theory area, the pertinent information from the literature on leadership theory and the distinction of three traditional leadership theories: transactional, leader-member exchange, and laissez faire leadership appear. Additionally, a review of employees' perception of leadership success to encompass background, appropriate leadership and analysis, effective communication, compensation, and leadership outcomes appear within this study. Lastly, a discussion of the variables of the quantitative study to include effectiveness, extra effort, and satisfaction ends the literature review section.

Transformational Leadership Style

A pioneer leader in leadership studies, James McGregor Burns, introduced the term, transformational leadership, in 1978 (Bass, 2003). Burns (1978) pioneered his theory on leadership, particularly transformational leadership theory, on historical research studies of American presidents and of trailblazing events and ideologies of the 20th century. Burns (1978) has suggested that leaders may perhaps elect to perform either transformational or transactional leadership. Burns (1978) originally theorized both transformational and transactional leadership, but distinguished between these leadership theories by the degree of motivation imparted in the follower and the temperament of the interaction between the two.

Focusing on transformational leadership, Burns (1978) remarked that transformational leaders are truly receptive to the needs and wants of followers. Additionally, he stated that transformational leaders inherently want to elevate the followers, which provides them with the

opportunity to advance and become great leaders that display the ways of their anterior mentors (Burns, 1978). Burns (1978) contended that leaders respond to followers' wants and needs and this reaction causes an interdependent relationship to occur. Moreover, within this relationship both the leader and the follower undergo a transformation that benefits each individual as well as the environment (Burns, 1978). The changes revealed within each party may range from small modification in attitudes and behaviors to deep-seated changes (Burns, 1978; Khanin, 2007).

There is a correlation to the parable of the Good Samaritan and Burns (1978) revelation of the interdependent relationship. The parable, expressed in detail, in Luke (10:25-37) explained how a man traveling from Jerusalem to Jericho was attached by thieves. These thieves stripped him and beat him; leaving him in the streets for dead. A priest and a Levite passed the man by and rendered no assistance. However, a Samaritan approached and rendered assistance and even transported the man to an inn and paid for his care (Levine, 2012). The Samaritan responded positively to the needs of the injured man. Although Samaritans were outcasts and truly despised enemies of the Jews, this Samaritan forged a relationship with the injured man that transformed both of their lives (Biblical Archeology Society Staff, 2014). The Good Samaritan parable has been denoted as a powerful parable that illustrates that compassion has no limits, enemies can be neighbors and transformation transcends all (Biblical Archeology Society Staff, 2014).

Transformational leadership theory encompasses the effective behaviors and attitudes of leaders and the effects of such attitudes and behaviors on the followers' overall performance (Bass & Avolio, 2004a). In the past decades, there has been a tremendous body of research and publications on transformational leadership theory (Stinglhamber et al., 2015). There is much literature on transformational leadership behaviors, traits, and characteristics, to include literature

on the effects transformational leadership has on followers (Northouse, 2016). Avolio et al.
(2009) posited that recently there has been a substantial progress in understanding how or when
transformational leadership behaviors are most effective when influencing the follower's
behaviors and attitudes. Transformational leaders influence their followers by employing
exemplary, but often envied behaviors, which are motivation, inspiration, and altruistic attitudes
(Aggarwal & Krishnan, 2013). These behaviors are definitive of transformational leadership
theory (Bass, 1985; Stinglhamber et al., 2015; Yammarino, 1993) and confirm the reports that
transformational leaders are most positively effective when influencing organizations,
environments, and individuals (Bacha & Walker, 2013; Bass, 1985; Ogunsakin, 2015).

Transformational leadership style is coextensive with motivation, innovation,
effectiveness and efficiency, and the capacity to adapt and manage with increasing change
(Antonakis, 2012). With rapid growth in organizational and business change, effective
leadership in coping with change is ever important. Bass (2003) has linked transformational
leadership to many organizational outcomes. Bass (2003) further stipulates that transformational
leaders motivate their followers to accomplish much more than they initially envisioned or
anticipated. Transformational leaders also persuade their followers to move beyond their own
egocentricities for the advancement of the team, and transform their followers into leaders.
Transformational leaders accomplish such transformation through behaviors and actions that
inspire their followers to associate with and imitate them. Additionally, transformational leaders
accomplish to deliver significance and empathy for their followers through challenge and
persuasion; that mentally motivate their followers and enlarge the followers 'use of their own
capabilities', and that supply their followers with support, counseling, and instruction (Bass,
2003). Mahdinezhad et al. (2013) stated that with the high competition amongst higher learning

institutions it is imperative that leaders embrace transformational leadership style as it encompasses not only the performance level of the organization but also focuses on transforming individuals, which positively grows an institution of higher learning. In essence, with the myriad focus on transformational leadership amongst scholastic researchers and writers from around the world, this calls for the promotion of leaders with transformative visions, to provide the type of leadership necessary in higher and distance education today (Power, 2013). Next, the author of this research study will provide results of past and current studies of transformational leadership in diverse organizations and environments.

Past Studies

There are several past studies, in the academic literature, that reveal the influence of transformational leadership on individuals, the leader, the followers, and the organizational performance to include organizational transitions and employee performance from the perspective of the follower. Tucker (1990) purposed to assess transformational leadership, transactional leadership, and laissez-faire leadership theory for the adaptability in understanding higher education outcomes of employee satisfaction, effectiveness, and extra effort. Tucker's (1990) research study primarily focused on the perceived leadership profile of a southern urban university using the MLQ. Within this research study, Tucker (1990) utilized the MLQ to determine the survey instrument's ability to predict employee perceived satisfaction of the leaders' leadership style and the leader's effectiveness. Additionally, Tucker (1990) purposed to reveal the employees' perceived extra effort employees feel when eager to expend for their leaders. As well as evaluating the employee perception of the leader and his or her leadership style, Tucker (1990) purposed to determine that the emergent leadership style discovered within her research study permeated the administration level as well as the division and college levels.

The examination of leadership theory utilized within government and business was pertinent in this research study by Tucker (1990) to determine if the leadership theory was germane to higher education.

The participants in Tucker (1990) quantitative research study included the chancellor, administration, deans, department chairs, and selected faculty (Tucker, 1990). Tucker (1990) grouped the responses of the individual participants into college, division, and university level profiles. Additionally, the study integrated purposeful sampling of the participants because the objective was to expose the individual leadership style for each division (Tucker, 1990). The results showed that the MLQ derived a profile that suggested that transformational leadership style was the emergent style appropriate for the university (Tucker, 1990). Emergence that transformational leadership style was the dominant leadership style also brought about the revelation that transformational leadership indicated organizational satisfaction, effectiveness, and extra effort in the southern urban university higher education environment (Tucker, 1990).

Tucker (1990) purposed to research organizational satisfaction, effectiveness, and extra effort of a southern urban university utilizing a quantitative research method. This current quantitative research study purposed to evaluate the organizational satisfaction, effectiveness, and extra effort within a merged community college environment. The significance is the difference of the institution's student population and the students' educational expectation. Yet the importance of the outcomes of both studies reveals information relevant to advancing both types of higher education institutions.

Irlbeck (2001) researched and studied distance education, now commonly called "online education" and the characteristics of transformational leadership in public four-year colleges and universities. In her research study, Irlbeck (2001) found that transformational leadership was

necessary to set precedent as a visionary and culture-changing leadership theory. Irlbeck (2001) administered one survey, which was comprised of segments of two previously circulated surveys. One survey was the Distance Education in Higher Education: Statistical Analysis Report from The National Center for Education Statistics (NCES) and the other was the MLQ Short Form Self-Report Version. This survey was mailed to 145 public colleges and universities and Irlbeck (2001) reported more than half (52%) responded, denoting each state and the District of Columbia.

The study revealed that a revolution is happening in public colleges and universities as the traditional lecture hall approach to teaching and learning experiences transformation (Irlbeck, 2001). The results of this quantitative research survey revealed that transformational leaders are in positions in online education programs, but that there are no truly distinguishing transformational leadership characteristics of the online education leaders in viable and nonviable programs.

Kim (1997) examined whether the portfolio of transformational leadership attributes established in the United States framework can be pragmatic to the Korean framework. Kim (1997) utilized the Leadership Attributes Inventory to evaluate and liken the perceived presidential leadership attributes by faculty participants and by the presidents themselves. Kim (1997) researched to identify personal and institutional characteristics that might affect both the attributes and effectiveness of the leadership. The assessment of the current leadership performance was significant in the research study, and thus he evaluated the leadership effectiveness in junior college presidents by surveying the faculty employees and evaluating their responses to the president, and explored the relationship between the leadership attributes and leaders' effectiveness.

Kim's (1997) research study employed the survey method to investigate the perceptions of both the presidents on themselves and the perception the faculty employees had of the president. The two population samples included all of the presidents of the junior colleges in Korea, as well as all of the full time faculty employees at the same junior colleges (Kim, 1997). At that time, there were 152 junior colleges, which comprised of 9,004 full time faculty employees representing his population sample. Because of the low ratio to the number of faculty employees Kim (1997) purposefully selected all presidents. Kim (1997) used stratified and cluster random sampling methods to enhance the representative characteristics of the colleges in terms of total schools in Korea, therefore Kim (1997) provided a sample of 1,092 faculty employees from 33 colleges. Of the 1244 questionnaires distributes to the 152 presidents and 1092 faculty member Kim (1997) received 740 responses representing 59.5% response rate. Of the nearly 740 respondents, 659 were faculty and 81 were presidents. The response rate of faculty employees was 60.3% and college presidents were 53.3%.

The results of this research study (Kim, 1997) revealed the average scores on the presidential respondents were higher than the faculty employees, and that Korean faculty perceived the leadership attributes of their presidents similarly as Americans perceive their presidents in higher education, specifically vocational institutions (Kim, 1997). Furthermore, the perception those presidents had of themselves differed greatly from the perception that the faculty members exhibited in the responses (Kim, 1997).

Current Studies

Several recent studies in the literature address the importance of transformational leadership characteristics within higher education. Basham (2012) studied and researched the traits and characteristics of presidents of institutions of higher learning. In his research study,

Basham (2012) utilized a Delphi study to acquire consensus and to conclude if transformational leadership employed has actually been effective or can be effective. He began his Delphi study by sampling 300 university presidents from both private and public higher education accredited institutions within the United States from the 25th anniversary Higher Education Directory® (Basham, 2012). Basham (2012) made the 300 selections by applying a random numbering selection criterion from the Random Number Generator in Excel™ software. Additionally, Basham (2012) purposefully excluded from his selection of presidents those presidents that represented higher education institutions deemed as technical colleges. Technical colleges focus on supplying students with a general education that coincides with the acquisition of practical skills, attitudes, comprehension and knowledge that relates to occupations within diverse divisions of economic and social life (Ogundu, Orji, & Val-Ossai, 2015). Essentially, technical colleges, often referred to as vocational colleges, provide individuals with the skills and hands-on-training needed to qualify specific occupations (Ogundu et al., 2015).

Of the 300 selected president participants, 52 university presidents positively responded which yielded a representative 17 % acceptance. This 17% representation of university presidents became the research studies expert panel for the initiation round one of the Delphi study. This expert panel provided input to 41 diverse indicators that composed of concerns, issues, leadership practices, leadership concepts, and effective leadership qualities. Based on his finding, Basham (2012) concluded that university presidents diagnosed the acute need for dedicating time in delivering to all employees and stakeholders a vision and purpose, and with values that result in clear direction. Furthermore, university institutions of higher education become successful when the president has the individual excellence of commitment, established with passion, intensity, and persistence, which will furnish the energy and momentum, to

motivate and stimulate the employees and stakeholders to strive toward a superfluous group effort (Basham, 2012). The research study also revealed that university presidents identify that establishing an atmosphere of superiority in the performance of their higher education institution motivates, stimulates, and inspires trust in their leadership team as well as galvanizes the entire institution to include faculty, staff, and students (Basham, 2012). Basham (2012) also proved that transformational leadership practices and concepts in university educational institutions are significant when applied to the ever-changing learning environment and the diversity of employees.

Technical education develops both the mental and the physical qualities of individuals, which advances their abilities, capabilities, capacities, and aptitude required for employing the natural resources needed for economic development (Vereba, 2014). This distinction is significant between Kim's (1997) study centered on universities and Basham's (2012) research study that focused on technical colleges. The outcome of both studies Kim (1997) and Basham (2012) reveal the significance that transformational leadership plays in the advancement of universities and of technical colleges; for those individuals receiving a general education as well as those receiving general education coupled with specific practical skills.

Abouelenein (2012) researched and studied the correlation between the employee's perceptions of transformational leadership style of the Chief Information Officer (CIO) at two-year community colleges in Kansas and measures of job satisfaction amongst the information technology employees at those same two-year community colleges. Additionally, within this quantitative, descriptive research study the primary goal was to reduce the gap in the body of comprehension as it pertained to the increasing number of information technology employees in higher education. Moreover, to provide the two-year community college CIOs with the

information necessary to better provide for, better serve staff, and more optimistically affect employee experiences and perspective, steering toward enhanced college outcomes.

Abouelenein (2012) utilized research questions within his quantitative study, which included but were not limited to, to what degree are Kansas-based community college CIOs perceived as transformational leaders, whether information technology employees of Kansas-based community colleges articulate job satisfaction, and the degree to which employees' job satisfaction connects with perceptions of the CIOs' transformational leadership behaviors. The results of this research suggested that CIOs were perceived to display transformational leadership behavior similar to national norms; workers expressed overall job satisfaction, but were not satisfied with opportunities for promotion, and were ambivalent about pay; and a positive relationship between transformational leadership behavior and workers' job satisfaction was identified (Abouelenein, 2012).

The population sample included 167 information technology employees in 19 public Kansas-based community college institutions of higher education and 45% of the sample population returned responses (Abouelenein, 2012). The diversity of the information technology participants' background and work setting solidified a most appropriate cross-sectional population sample to study and research (Abouelenein, 2012). The MLQ was employed to acquire the information technology employees' perceptions of their CIO's transformational leadership behavior, and a job description survey and general job scale was utilized to capture data associated with the information technology employees' job satisfaction (Abouelenein, 2012). Furthermore, with the relationships of the information technology employees' job satisfaction and the transformational leadership behaviors of CIOs as perceived by the

informational technology employees, a correlation between these two variables transformational leadership behavior and job satisfaction was identified (Abouelenein, 2012).

Abouelenein's (2012) research study revealed that the employees perceived CIOs in Kansas-based community colleges to exhibit transformational leadership behaviors (Abouelenein, 2012). The information technology employees articulated overall job satisfaction, but also expressed they were not satisfied with the opportunities for promotion, and were very ambivalent about the pay structure (Abouelenein, 2012). Finally, the results revealed a strong correlation to the employees' perception of the CIOs transformational leadership behavior and employees' job satisfaction (Abouelenein, 2012).

In 2013, Othman, Mohammed, and D'Silva researched and analyzed 151 of 181 respondents in efforts to determine the relationship between leadership styles and organizational commitment among Nigerian public university lecturers. The MLQ instrument was used to determine whether the perceived dominant leadership style was transformational or transactional (Othman et al., 2013). Additionally, Othman et al. (2013) used an organizational commitment survey instrument to determine the public university lecturers' commitment to the university. The findings of this quantitative research study indicated that transformational leadership is positively related to public university lectures' commitment to the institution in Nigeria. Therefore, based on Othman et al. (2013), leadership behavior that involves engendering enthusiasm and motivation, acknowledging achievements, providing guidance, and promoting creativity explained the perception lecturers have in desiring continuous employment in Nigerian public universities.

Brusca (2013) researched the perceived gap with transformational leadership behaviors between nurses and nurse managers. In this quantitative research study, the focus was to

evaluate how nurse managers perceive their leadership behaviors, do nurses perceptions differ

from the nurse manager's perspective of leadership behaviors, and what perceptional

modifications would occur after integrating leadership development programs (Brusca, 2013).

This study comprised of quantitative data collection using the online reproduction of the MLQ

(Brusca, 2013). The sample population consisted of 13 nurse managers considered the leaders,

and 180 clinical coordinators and charge nurses, all within a not-for-profit health care system in

Oregon (Brusca, 2013).

The findings resulted in identifying the perception gap in two of the transformational

leadership behaviors, which are idealized behaviors and intellectual stimulations (Brusca, 2013).

Moreover, the results revealed there to be a strong positive correlation between the nurse

managers' perception of their transformational leadership behaviors and the job satisfaction

associated with their leadership (Brusca, 2013). In reference to the clinical coordinators and

charge nurses, individual consideration was the sole transformational leadership behavior that

had a strong positive correlation with job satisfaction with transformational leadership (Brusca,

2013). Conversely, idealized attributes, inspirational motivation, intellectual stimulation, and

contingent-rewards had a weak positive correlation with job satisfaction. Furthermore, there was

a strong positive correlation between the transformational leadership behaviors and the nurse

managers' perception of extra effort (Brusca, 2013). In reference to the clinical coordinators and

charge nurses, there was a strong positive correlation between idealized influence, inspirational

motivation, individual consideration, contingent-rewards, and extra effort (Brusca, 2013).

The past and current studies detailed within this literature review provided pertinent

information that exposed the influence of transformational leadership on individuals, the leader,

the followers, and the organizational performance to include organizational transitions and

employee performance from the perspective of the follower. More importantly, the studies addressed the significance of transformational leadership characteristics in advancing colleges and universities. The authors of each study implemented quantitative research methods to investigate the perception of transformational leadership within higher education institutions. The quantitative research studies, mentioned above, reveal a propensity that transformational leadership style positively influences employee perception of the transformational leaders by way of effectiveness of the leader, satisfaction of the follower and the extra effort delivered by the follower. This current quantitative research study investigated whether the merged college successfully implemented transformational leadership within while using the MLQ to revel leadership outcomes of satisfaction, effectiveness, and extra effort.

 Great Man Theory

A thorough examination of the leadership literature reveals a turning point when Burns (1978) explored what made transformational leaders different from "Great Man" leaders. The Great Man theory posited that leaders were instinctive and only men with great intelligence, persuasive supremacies, and ardent decision-making aptitude could lead the multitudes (Burns, 1978). Burns (1978) determined that proper transformation could only transpire when there was a relationship between the leader and followers. An operative leader did not maintain all of the power and authority, but reasonably generated an atmosphere that transported leaders and followers all together to resolve problems, construct new methods of performing, and administering change together (Burns, 1978).

Bass transcended Burn's original theory to include diverse elements beyond the transformational and transactional concepts that Burns defined (Bass & Avolio, 2004b). According to Bass (1985), transformational leadership embodies a leader that influences a

follower to surpass self-interest for the overall betterment of the group or organization in order to contribute to the accomplishment of an increased level of performance. Bass (1985) redefined transformational leadership theory as a leader who possesses a specified set of traits and characteristics. The transformational leader utilizes those specific traits and characteristics to encourage and motivate others to surpass their self-interest. Furthermore, followers commit themselves to the goals and objectives of the leader and/or the organization, and inadvertently outperform past capabilities and expectations.

When Bass (1985) initially expanded the transformational leadership theory, he constructed it to comprise the attributes of charisma, intellectual stimulation, and individualized consideration. Bass believed that the focus on the leader-follower relationship should be on the follower (Northouse, 2016). Yammarino (1993) posited that Bass also established that transformational leadership could relate to all situations positive or negative and transformational leadership and transactional leadership deserve description as one single gamut. Based on the aforementioned concepts Bass established the MLQ, which measured these three areas of transformational leadership: charisma, intellectual stimulation, and individualized consideration (Bass, 1985). It is here that the author will briefly review the four areas now constructing Bass' theory of transformational leadership, which are individualized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration.

Individualized Influence

Authors and scholars often refer to individualized influence as charisma when studied as it relates to leadership. Three distinct characteristics or phases a leader endures differentiate him or her as a charismatic or non-charismatic leader (Conger & Kanungo, 1998). A charismatic leader has a greater sense to fulfill the needs of the follower, has the uncanny ability to articulate

a shared vision, as well as provide innovative methods to attain shared vision. Many scholars agree and argue that essentially a transformational leader is successful when he or she attains charisma from the perspective of the follower (Antonakis, 2012; Northouse, 2016; Waldman, Bass, & Yammarino, 1990; Yammarino, 1993). A transformational leader displays charisma or individualized influence when he or she acknowledges the follower's needs for achievement and growth through mentoring and coaching (Bass & Avolio, 2004b). Individualized influence also describes transformational leaders as those who act as strong role models for the followers and the followers identify with the transformational leader and desire to emulate the transformational leader (Northouse, 2016).

Inspirational Motivation

Inspiration motivation evolves from the transformational leader's charisma through which the leader is a model and communicates the vision while using symbols to focus the efforts of the follower (Seaver, 2010). Leaders communicate high expectations to the followers while inspiring the followers to become committed to the original goals and objectives shared as a part of the organizational culture and vision (Northouse, 2016). Northouse (2016) posited that teamwork flourishes with this type of transformational leadership in most organizations. The transformational leader will shun the quid pro quo method to leadership and work to enhance, broaden and elevate the interests and desires of the followers which inspires then to look beyond their self-interests and latch on to the interests that benefit the group as a whole (Bass & Steidlmeier, 1999). The inspirational motivation calls to the genuine transformational leader who tends to focus on the finest in people of which is harmony, charity, and good works (Bass & Steidlmeier, 1999).

Intellectual Stimulation

Intellectual stimulation is representative of transformational leaders who cultivate capable followers, stimulate creative rational to engender innovative concepts, and demonstrate the capacity to think about a multiplicity of matters with a new alternative (Utami, 2013). Transformational leaders constantly inspire internal learning environment through the establishment of essential requirements (Utami, 2013). Intellectual stimulation compels followers to discover new and innovative methods and ways in performing tasks and responsibilities. Hence, the only concern followers have is to ensure personal alignment with the goals and objectives of the organization and the transformational leader (Nielson & Daniels, 2012). Additionally, intellectual stimulation will augment the capability of followers to comprehend and resolve the challenges, thought provoking and ingenious exercise, including modifications in values and beliefs (Utami, 2013).

Individualized Consideration

Transformational leadership progressed with a prominence on the leader- follower relationship, the essential of vision, and the attainment of higher results. Bass (1985) proposed that unilaterally transformational leadership designates the finest on employee empowerment by accentuating the significance of individualized consideration for followers, as well as affording intellectual stimulation. A transformational leader is successful when he or she identifies the needs of the follower and provides the appropriate resources to ensure the follower has the capability to address those needs accordingly (Seaver, 2010). Zacher, Pearce, Rooney, & McKenna (2014) found that individualized consideration positively relates to the leader's personal wisdom. Furthermore, Zacher et al. (2014) revealed that individualized consideration mediates the relationships between the leader and his or her personal wisdom as it relates to the

interaction with the follower. Essentially the transformational leader integrating individualized consideration as well as personal wisdom when relating to the follower generally will encounter positive experiences (Zacher et al., 2014).

Problems Identified with Transformational Leadership

There are a few argued problems associated with transformational leadership that necessitate addressing. The first problem is the implication that transformational leadership and transactional leadership are somehow augmented (Bass & Riggio, 2006). Bass & Riggio (2006) vehemently argued that researchers often discuss but test little the proposition of the augmentation of transformational leadership and transactional leadership. The augmentation effect essentially infers that transformational leadership adds to the effect of transactional leadership by way of contributing supplemental effort and performance of the employees (Bass & Riggio, 2006). Great leaders are both transformational and transactional leaders who complement transactional leadership style with transformational leadership (Howell & Avolio, 1993; Bass, 1989). The implication with this problem is that transformational leadership built on the basics of transactional leadership is necessary. Bass & Riggio (2006) contends that transformational does not substitute for transactional leadership. Transactional leadership ends with the employee meeting specified expectations, to move the employee beyond those programmed expectations require transformational leadership (Bass, 1998; 1985). The ultimate issue at hand is the contention of validity of transactional leadership is due to the augmentation of transformational leadership. Evidence revealed that transformational leadership emerged to exhibit resilient relationships with criteria that signify follower motivation and satisfaction rather than relationships with criteria that signify performance (Judge & Piccolo, 2004).

A second highly criticized aspect of transformational leadership is the theory lacks conceptual clarity (Northouse, 2016). Transformational leadership parameters overlap with similar conceptualized leadership theories and clearly demarcated dimensions of transformational leadership do not exist. Additionally, Northouse (2016) remarked that transformational leadership is "elitist" and "antidemocratic" while treating transformational leadership as a personality trait and not a behavior that can be taught to other leaders. Grounded predominantly on qualitative data there are common missuses of transformational leadership style (Northouse, 2016).

Traditional Leadership Style Theories

Traditional leadership style, universally accepted, both in theory and in practice as one of the most critical resources in business and organizations (Thomas, 2015). Academic research on traditional leadership theory has frequently pursued to comprehend and appreciate leadership by categorizing it, connecting it to successful results, or attempting to ascertain the fundamental elements behind accomplished leaders (Thomas, 2015). This section of the literature review comprises of a comprehensive review of transactional leadership theory, leader-member exchange leadership theory, and laissez faire leadership theory.

Transactional Leadership Theory

Transactional leadership's foundation concerns itself with the exchanges between the participants in which the focal point is the leader-follower relationship (DuBrin, 2016; Northouse, 2016). Transactional leadership theory primarily emphasizes the task-related interchange of actions and rewards between the leader and the follower. Distinguishing between leadership and management is paramount in understanding the distinction between transactional leadership theory and transformational leadership theory.

Drucker (1952) was the first to draw the line between leadership and management, which provided a foundation for Bass (1985) to reveal distinctions between transactional leadership and transformational leadership. Transactional leadership mimics managing in that both transactional leadership and managing rely on formal structures, rational processes and procedures, passive and reactive approaches to events, avoidance of confrontations, and the usual formal and very impersonal stance when dealing with followers (Zaleznik, 1989). Not all managers exercise leadership, not all leaders manage, and leadership is implemented by those that are not in management roles (Lunenburg, 2011). Transactional leadership theory relies upon formal structures of control to influence the followers as do managers rely upon material rewards and shun emotional transactions with the followers.

There are two significant types of transactional leadership behaviors. They are contingent-reward and management by exception (Bass, 1985). Contingent-rewards behavior results in positive feedback from the leader to the follower and contingent punishment involves diverse types of negative feedback from the leader to the follower. Contingent-rewards behavior is the bargaining progression between the leader and the follower to reach a consented upon recompense (Northouse, 2016). The contingent-reward relationship forms a mere employment contract between the leader and the follower whereby the follower returns only minimal efforts and performance (Waldman et al., 1990). Northouse (2016) emphasized that transactional leaders use the contingent-rewards system such as bonuses, employment appreciation, and the merit system to remunerate followers. Furthermore, the follower receives punishment for not meeting goals, tasks, or responsibilities; the leader remediates, threatens, or disciplines the follower for failing to meet an explicit standard of accomplishment defined by the leader (Avolio & Bass, 1995). The follower's regard of the estimated effect; its extent, timing, and equality; the

effort spent, and in due course, the necessities of the follower, which are not directly deliberated by transactional leaders governs the amount of impact the contingent-rewards or punishment has on the follower (Avolio & Bass, 1995). The length of the impression will also hinge on its full or partial recurrence over time. Any terminal modifications in followers' behavior will be incremental and especially associated to the performance compensated (Avolio & Bass, 1995).

Management by exception (active and passive) is the gradation to which the leader integrates remedial and curative action on the foundation of outcomes of leader–follower relations (Judge & Piccolo, 2004). Howell & Avolio (1993) distinguished between the two exceptions of active and passive. Management by exception–active is the process by which the leader actively monitors the follower's behaviors, anticipates any challenges and objections, and immediately provides direction and guidance before the problems become significant (Howell & Avolio, 1993). Management by exception–passive is the leader is not monitoring the actions and behaviors of the follower (Howell & Avolio, 1993). Hence, the leader waits until the behaviors cause severe problems before any action taking action (Judge & Piccolo, 2004).

Transactional leaders consume themselves with maintaining a high level of stability within the organization. Additionally, with the high maintenance of stability, the transactional leader desires little competition within the environment. Furthermore, the transactional leader stabilizes the atmosphere of the organization by managing the subordinates with goals, allocating tasks, rewarding performers and punishing non-performers (Zaleznik, 1989). Essentially, with transactional leadership, there is no other depth to the relationship other than the transactions instructed and managed by the leader (Burns, 1978).

Transactional leadership identifies specific expectancies of the leader and proposes recompenses in exchange for performance of the follower in higher education (Mahdinezhad et

al., 2013). Moreover, Mahdinezhad et al. (2013) found a direct correlation to the outcomes of a transactional leader and the performance of the leader, the achieved goals, and objectives of the organization, and the compatibility of the followers' relational behaviors associated with the organizations culture in higher education. In 2007, Mink studied tenured and non-tenured professors from four comprehensive community colleges in the Philadelphia metropolitan area. Mink (2007) used the MLQ instrument along with statistical analysis to determine that there was no real difference between the professors, tenured and non-tenured, with the acceptance rate of transactional leadership in community colleges.

Research showed that transactional leadership style had a negative correlation with perceptions of role conflicts within the organization (Parry & Proctor-Thomson, 2001). Furthermore, Parry & Proctor-Thomson (2001) found that transactional leadership style also had a negative correlation with organizational effectiveness. Many leaders of organizations continuously implement transactional leadership style even though researchers have disparaged the restrictions and functions of transactional leadership. More organizations appear to be embracing transactional leadership to proliferate the performance and productivity of its employees and inevitably the organizational performance (Varol & Varol, 2012). Transactional leadership is integral in institutions with union representation (Mink, 2007). By designation, a union contract delineates the transactions that occur between leadership and employees (Mink, 2007). Mink (2007) remarked that higher education reveals a commonly found designation of contractual work.

Leader-Member Exchange Theory

Unlike transactional leadership theory, leader-member exchange theory takes a different approach to intellectualizing leadership and that is to focus on the process of exchange between

the leader and the follower (Northouse, 2016). Furthermore, relationships influenced by respective characteristics, between leaders and followers is the focal point of leader-member theory. Researchers commonly refer to the interaction between the leader and follower as a *dyadic relationship* (Mauro, 2007; Northouse, 2016; Power, 2013; Sheer, 2015).

Dansereau, Graen, and Haga, (1975), Graen and Cashman, (1975), and Graen, (1976), initially developed the leader-member exchange theory. Northouse (2016) posited the leader-member exchange theory has undergone several revisions and yet is still of great interest to researchers and academicians. The assumption within the leader-member exchange theory is that the leader treats the follower in a cooperative way, such as a member of a group (Mauro, 2007; Northouse, 2016; Power, 2013). The leader targets his or her attention to the dissimilarities that may exist between the leader and each follower within the group (Northouse, 2016; Power, 2013).

The leader-member exchange theory often receives recognition as the vertical dyad linkage theory (Northouse, 2016). The initial examination into leader-member exchange issues started out investigating the work on socialization (Graen, Orris, & Johnson, 1973; Johnson & Graen, 1973) and the vertical dyad linkage (Dansereau, et al., 1975; Graen & Cashman, 1975; Graen, 1976). These early studies, Graen (1976) and Graen and Wakabayashi (1994) of leader-member exchange revealed that contrary to predominant conventions of the Ohio State University (1945) and the University Michigan (1950) studies, of effective administration, many supervisory practices in institutions revealed that with supervisors cultivating distinguished relationships with professional direct reports would occur on a dyadic basis. Graen and Wakabayashi (1994) remarked that documentation of the distinguished relationships in the vertical dyad linkage research revealed procurement in longitudinal studies of supervisory units

by requesting supervisors and their direct reports to illustrate their work and working relationship in terms of inputs, process, and outcomes. Examinations shadowed the development of leader-member relationships over a distinct period, and investigations took place in many diverse field settings. These early studies of Graen (1976), Graen et al. (1973), Graen and Schiemann (1978), Graen, Liden, and Hoel (1982), Graen, Novak, and Sommerkamp (1982) did not find support for the average leadership style postulated from the Ohio State University (1945) and the University of Michigan (1950) studies of first-level management. However, results indicated that when interviewed, different employees provided different illustrations of the same leader (Graen & Uhl-Bien, 1995). Based on the implications of this stage of research on leader-member exchange, there were separate groups of which one group was the in-group and the other was the out-group (Graen & Uhl-Bien, 1995).

Northouse (2016) and Power (2013) concur with the previous research linkages based upon in-groups and out-groups and stated that researchers focused on the nature of the *vertical linkages* leaders constructed with the employees. Researchers also focused on the nature of the differences of the in-groups and the out groups (Graen & Uhl-Bien, 1995; Northouse, 2016). The leader's association viewed the employees of the work group as a series of vertical dyads (Northouse, 2016). Those followers associated with the in-group participated in a relationship with the leader marked with reciprocal trust, respect, liking, and communal influence. The out-group participates in a relationship that maintains formal communication based upon the job description (Northouse, 2016; Power, 2013). The in-group participants receive more roles, responsibilities, and resources whereas the out-group participants maintain a distant relationship with the leader and receive more formal job duties and tasks (Northouse, 2016; Sheer, 2015).

The leader-member exchange process occurs in three phases that start very soon after the employee enters the group (Changing Works, 2016). The first stage is role taking which is when the employee joins the work group and the leader then evaluates his or her capabilities, talents, and skill sets. The leader then forms an opinion, and the leader may then allow opportunities for the employee to display talents and abilities (Changing Works, 2016). The second phase is the role making phase, and it is when the leader and the employee takes part in an informal negotiation of the employee's role that is usually connected to a promise of benefit for the employee in return for dedication and loyalty (Changing Works, 2016). The last phase is routinization and in this phase, there is an established pattern of social exchange between the leader and the employee (Changing Works, 2016).

Development of leader-member exchange theory focused on the quality of leader-member exchanges that resulted in positive outcomes for the leader, follower, groups, and organizational performance (Graen & Uhl-Bien, 1995; Northouse, 2016). The way the leader treats and relates to the separate groups is quite different and yet affects performance outcomes negatively or positively depending on the treatment of the leader. High quality leader-member exchange and interaction with the in-group yields better performance outcomes and conversely the out-group participants display lower performance outcomes while receiving low quality leader-member interaction (Northouse, 2016; Sheer, 2015). There is a strong correlation between the leader-member exchange, role development, quality of the relationship, and performance outcomes (Sheer, 2015). To forecast copious organizational attitudes and behavior outcomes, leader-member exchange utilized operational sequences of processes (Gestner & Day, 1997; Ilies, Nahrgang, & Morgeson, 2007).

Evolution of Leader-Member Exchange Theory

Graen and Uhl-Bien (1995) presented the evolution of leader-member exchange occurred in four stages. The first stage was the discovery of the dyadic relationships. Stage two was the examination of characteristics of leader-member exchange relationships and the outcomes of leader-member exchange. Stage three is the description of the dyadic collaboration development and stage four is the collection of distinguished dyadic partnerships to group and network levels (Graen & Uhl-Bien, 1995). Graen and Uhl-Bien (1995) revealed that this progression incorporated an evolution in reasoning about what leader-member exchange has to contribute as a distinctive leadership model as well as modification in the level of analysis investigated. First, vertical dyad linkage research (Dansereau, et al., 1975) acknowledged that leaders do not use a traditional leadership style but rather foster distinguished relationships with their direct reports (i.e. dyads within teams). As soon as the relationship legitimacy was recognized, leader-member exchange research then investigated the nature of these distinguished relationships and their institutional associations (dyad-level effect). Next, the leadership making model (Graen & Uhl-Bien, 1991; Uhl-Bien & Graen, 1992, 1993) documented the effectiveness of growing amounts of first-rate relationships in organizations and defined a process for completing this through dyadic partnership building (dyad-level effect) (Graen & Uhl-Bien, 1995). Lastly, Graen and Uhl-Bien (1995) stated that there is a high concentration of distinguished dyads efficiently constructed into larger collections of aggregate of dyads. This explanation of the evolution of leader-member exchange characterizes a progression of learning from past research studies of early vertical dyad linkages (Graen & Uhl-Bien, 1995).

Unfortunately, the leader-member exchange theory indistinctly delineated in the initial studies, and the later fragmentary, supplementary definitions have triggered discrepancies and

postured difficulties for understanding the results garnered with leader-member exchange

methods of diverse conceptualizations (Sheer, 2015). Power (2013) and Sheer (2015) both state

the difficulty of appropriately assessing leadership success when based solely upon the

characterization of the leader. Additionally, Power (2013) suggested leadership assessed from all

levels include the follower when assessing leadership success in higher education (Power, 2013;

Sheer, 2015). Leader-member exchange has evolved from vertical dyad linkage to leadership

making and Graen and Uhl-Bien (1995) posited that there is much writing occurring at the dyad

level.

   Leader-member exchange transactional or transformational. The biggest problem

that has emerged from the ambiguity, controversy, and debates is the classification of leader-

member exchange as transactional leadership (Graen & Uhl-Bien, 1995). Some aspects of

leader-member exchange are transactional due to its position as an exchange-based method to

leadership theory. Graen and Uhl-Bien (1995) remarked that leader-member exchange

undoubtedly is not limited to transactional leadership style. Leader-member exchange is both

transactional and transformational in nature: leader-member exchange commences as

transactional social exchange and evolves into transformational social exchange (Graen & Uhl-

Bien, 1995; Matta, 2016). According to Bass (1990), transformational leadership refers

primarily to material exchanges, which is representative of the transactional contract such as

compensation. The social exchanges related to leader-member exchanges and represent

transformational leadership are those of trust, esteem, support, approval, and consideration.

When evaluating and considering both the material exchanges and the social exchanges one can

distinguish that leader-member exchange theory can be both transactional and transformational

in nature (Graen & Uhl-Bien, 1995). In the next section of this literature review, the author will provide an in-depth review of laissez-faire leadership theory.

Laissez-Faire Leadership Theory

Laissez-faire leadership theory is the least researched leadership style in literature today (Duarte, 2011; Hinkin & Schriesheim, 2008; Judge & Piccolo, 2004). Laissez-faire leadership theory, often called non-transactional, differs from transformational as it is on the other end of the leadership spectrum. Laissez-faire leadership theory is indolence of the leader's role when interacting with the follower (Bass, 1985). Bass (1985) posited a leader has integrated laissez-faire leadership when he is resistant to accept responsibility, provide guidance, ensure support, and constantly delivers negativity in association with productivity, satisfaction, and amalgamation.

Duarte (2011) surmised that laissez-faire leadership when implemented in some organizations informally encourages employee independence. The employee independence achieved through successful integration of laissez-faire leadership leaves employees alone to recognize, ascertain, and achieve the goals and objectives of the organization (Duarte, 2011). The problem noted with laissez-faire leadership is that such autonomy most leaders provide only to capable and competent employees, and there is a huge difference with allowing incompetent employees autonomy of tasks and responsibilities (Bass, 1985).

Laissez-faire leaders tend to be unorganized and inefficient, which causes employee frustration and aggression then resulting in poor work quality, less than desirable productivity, and the need for constant growth and restructure (Antonakis, 2001; Lewin, Lippitt, and White, 1939). Antonakis (2001) denoted that laissez-faire leadership is the least effective leadership styles in the literature and organizations. This inefficiency within laissez-faire leadership style

promotes job dissatisfaction within higher education (Johnson, 2014). Johnson (2014) evaluated the relationship between the employees' perception of leadership style and the employees' level of job satisfaction while working with either the support staff or faculty within one North Texas community college district.

The respondents of Johnson's (2014) research study completed three survey instruments: the MLQ, an approved satisfaction questionnaire, and a demographics questionnaire. The sample population included 292 employees within the seven local community colleges of the Dallas County Community College District. Seven thousand three hundred employees both represented the target population full time and part time from support staff and faculty departments all employed during the 2013-2014 academic year (Johnson, 2014).

This quantitative research study revealed that there is a negative correlation between laissez-faire leadership style and job satisfaction from both the staff support and faculty departments. Additionally, the findings had leadership implications for the colleges' administration, managers, supervisors, and other subordinate employees (Johnson, 2014). When the negative impact of the employees' unsavory perception of the leader goes unnoticed by the leaders of the higher education institution, the employees of both departments level of job satisfaction decreases. Furthermore, this has a negative impact on the primary stakeholder, the student, which is reflective in retention rates, enrollment, and graduation rates (Johnson, 2014).

As the prominent perspective has been insistently antagonistic, reflecting one-dimensional adverse value in its meaning, the research on laissez-faire leadership is relatively limited contrasted to the literature on other MLQ dimensions (Yang, 2015). Yang (2015) purposed to uncover the positive perception and outcomes of laissez-faire leadership, or non-involvement of a leader leadership. The focus of laissez-faire leadership is mostly on the aspects

of avoidant or zero leadership (Northouse, 2016; Yang, 2015). Yang (2015) stated in order to assess fully the positive outcomes of laissez-faire leadership the focus must shift to the behavior aspects of laissez-faire leadership. Even though most empirical findings of laissez-faire leadership propose its negative relationship with employees' attitudes and performance (Bass & Avolio, 1994; Judge & Piccolo, 2004), some pragmatic research proposes positive outcomes of laissez-faire leadership in employees' innovation predisposition as it may expedite an atmosphere where innovation can occur (Ryan & Tipu, 2013). Conceptually, Yang (2015), uncovered the concept that, laissez-faire leadership itself, is not negative, but its effects hinge on how the behaviors of laissez-faire leadership interact with the frameworks in which they take place. Yang (2015) in his research paper also highlighted the dynamic nature and flexibility of leadership styles, which necessitates an adaptation with time, as a leader's indistinguishable behavior, could not be all positive or negative across diverse circumstances. Laissez-faire leadership will be most efficient when implemented at later phase of interactions between a leader and employee at dyad and/or team level than in the early phase of interactions of a team (Yang, 2015).

Summary of Leadership Theory

The premise of transactional leadership theory is the contractual approach to the relationship between the leader and the employee. The leader and the employee interact by task-related interchange of actions and rewards. The focal point within transformational leadership theory is when the leader places focus upon the follower and his or her needs (DuBrin, 2016; Northouse, 2016). Transactional and transformational leaders are active participants in the leader-follower relationship; however, laissez-faire leaders provoke frustration, inefficiency, but also a negative employee perception of leadership success and effectiveness (DuBrin, 2016; Northouse, 2016; Yang, 2015). The converse is true of transformational leaders in that leaders

truly focus on the substance of the follower, create realities, cultivate, innovate, and transform organizations to include the individual follower (Zaleznik, 1989).

Leader-member exchange leadership exists when material exchange behaviors are the basis for the employment contract by both the leader and follower (Northouse, 2016). The contract between leader and follower that surfaced is representative of transactional leadership by testing different contingencies of behavior and mutual compensation (Northouse, 2016; DuBrin, 2016). The more complex dyads represent transformational leadership and are those in which leaders operate efficiently in terms of their official responsibilities. Leaders are most effective when using all the contingencies in the organization with employees, thereby generating a long-term commitment from employees to the organization (Graen & Uhl-Bien, 1995). Hence, leader-member exchange is both transactional and transformational (Graen & Uhl-Bien, 1995).

Employee Perception of Leadership

In this section of the literature review, the author will evaluate literature pertaining to the perception of the follower as it pertains to transformational leadership. The relationship between transformational leadership and employees' perception of leadership success in a merged college in higher education guided the determination of this quantitative research study. Discussion ensues and insight provided concerning the follower-centric perspective as it pertains to employee perception of leadership. Additionally, details concerning the pertinence of the employee's perception of certain aspects of work, to include appropriate leadership and analysis, communication, compensation, and leadership outcomes within the organization.

In times past, leader-centric interpretation overshadowed in transformational leadership studies (Uhl-Bien, Riggio, Lowe, & Carsten, 2014). However, conferring to follower-centric

perspective employees can be an auspicious base for the inexplicable divergence in comprehending both the leadership styles and the success of transformational leadership style (Chemers, 2000; Lord, Brown, & Freiberg, 1999). Examination of employee perception and behavior can elucidate anticipated outcomes of individual and organization performance (Uhl-Bien et al., 2014). The follower-centric perspective, noted by Bass (1999), stipulated that employees who perceive their leader as a transformational leader often deliver extra efforts within the work environment.

Bass (1999) stated follower-centric theory associates with the concept that the follower has expectations of the leader and when those expectations convene, the follower ascribes respect, trust, and authority allowing the follower to go beyond self-interest (Bass, 1985; Vondey, 2008). Bass (1985) posited intellectual stimulation increases the employees' awareness of problems and inspires the employee to view previous and accustomed issues with new perspective. Bass (1990) further stated transformational leadership guides employee perception of leadership when leaders enlarge and promote the interests of the employees.

The follower-centric theory encompasses the significances that as organizations move to become increasingly horizontal, less dependent on direct supervision, and become more dedicated on establishing empowered and self-managing individuals and teams, merely constructing a compelling vision may no longer be enough (Kohles, Bligh, & Carsten, 2012). More importantly, the effective communication of the vision to the employee, the comprehension of the vision by the employee, and integration of said vision by the employee is significant in the employees' perception of leadership success (Kohles et al., 2012). Hickman and Silva (1984) promote that transformational leaders must render the vision into 'a reason for being' for the employee by persistently connecting the vision to the employees' individual interests, concerns,

and job duties. The employee ultimately determines whether the vision is accepted or virtually ignored (Hickman & Silva, 1984). Employees provide their perception of leadership success through the employees' work behaviors and significantly predict commitment, satisfaction, and leader rating of performance and effectiveness (Kohles et al., 2012). Examination of individual and social dynamics such as appropriate leadership and analysis, effective communication, compensation, and leadership outcomes within the organization that influence the employees' perception is most appropriate (Stelmokiene & Endriulaitiene, 2015).

Appropriate Leadership and Analysis

Companies and organizations alike measure the leader's success by profitability, productivity, revenues and expenses, and profits- and-loss (Mello, 2015). Some reports reflect on the past performance of the organization which is reflective of the leader as well as other reports provide a forward looking perspective which is also representative of the leader and the direction of the company (Braksick, 2007). However, according to Braksick (2007) the biggest obstacles of an organization have less to do about the business operations but more about providing the appropriate leadership efficiently and effectively. Some institutions and organizations only use the financial instruments to effectively evaluate a leader's success as well as the organization's success which this process only confirms past performance and rarely provides the significant information needed for leaders to render adequate future decision-making (Braksick, 2007). However, many leaders of organizations measure financial gains via balance sheets and income statements; those reports do not predict what influenced the financial gain or lost particularly in aspects of the leaders' leadership and behavior (Collins & Porras, 2002).

Profitability now linked back to employee satisfaction and customer satisfaction, (Mello, 2015) is a key to measuring organizational success. Evidence shows that employee satisfaction significantly relates to customer satisfaction and organizational profitability (Yee, Yeung, & Cheng, 2008). Research has shown that subjecting customers to cheerful and satisfied employees results in customers undertaking a positive attitudinal favoritism towards the product or service (Howard & Gengler, 2001). Additionally, research has publicized that hostile employees exhibiting hostility to the customers has a direct influence on the hostile temperament of customers (Doucet, 2004). Subsequently such hostile employees lead to customer displeasure irrespective of the performance of the organization in servicing the needs of the customer (Yee et al., 2008).

Of these three elements, utilized to measure leadership and organizational success, employee satisfaction, customer satisfaction and profitability, employee satisfaction, is by far the most significant (Jackson, Hitt, & DeNisi, 2003). With business and industry changing and going global, it is imperative that the leaders of all organizations realize what influence employees. Additionally, leaders must understand the significant effects that employee satisfaction has on profitability. Specifically, employee satisfaction can significantly increase profit or reduce it merely by an employee's interface with the customer (Gustafsson & Johnson, 2009). The leaders of organizations that recognize this connection between employee satisfaction, customer satisfaction, and profitability understand their employees' actions as a decisive component of evolving customer satisfaction (Mello, 2015; Duarte, 2011).

Effective Communication

After testing 399 respondents, aged 25 to 50, of various organizations, Mujkic, Sehic, Rahimic, and Jusic (2014) confirmed that transformational leadership, more than any other

contemporary leadership style, contributes greater levels of employee satisfaction. Ramos'
(2014) data revealed that transformational leadership style of bank leaders significantly affects
the employee's satisfaction in terms of their communication with the employees. The research
study included 33 respondents all of who were full–time regular employees and all 100% of the
employees completed the questionnaire (Ramos, 2014). Ramos (2014) confirmed that the
employees presented a high level of employee satisfaction and job satisfaction when
communication was positive and frequent when managed by a transformational leader. The
recommendation is that the organization implement an enhancement plan of transformational
leadership style and continuously evaluate thereafter to increase employee and job satisfaction
among employees (Ramos, 2014).

Compensation

Duarte (2011) remarked that many businesses and organizations attempt to motivate and
satiate followers with financial rewards and incentives. Most leaders of organizations and the
organizational cultures reveal that most leaders are presumptive that employees and followers are
always financially motivated (Duarte, 2011; Mello, 2015). The missing element here is that
when leaders believe that employees are only financially motivated it reduces them to being
dispensable. Mello (2015) presented this disposition as referring to employees as human capital.
It is not improper to accept employees as human capital, but attractiveness to money quickly
dissipates (Mello, 2015), encouraging the leaders to resort to increased financial incentives,
which is a short-term solution for a problem that requires a long-term process and commitment
(Duarte, 2011; Mello, 2015). To prevent issues and occurrences of dysfunction, it is encouraged
for institutions to incorporate transformational leadership style into daily organizational behavior

and culture to foster creativity, growth and development, and employee satisfaction (Argyris 1957; Schoeff 2006).

Outcomes of Leadership

Leadership success presents a leadership style that is highly influential with the employees and positively contributes to successful organizational outcomes (Caillier, 2014; Peachy & Burton, 2011). Research results have shown that there is a positive correlation between the transformational leadership style and behaviors with the organizational outcomes (Alloubani, Abselhafiz, Abughalyun, Edris, & Almukhtar, 2015; Peachy & Burton, 2011). Researchers measure successful leadership outcomes through rating a leader using the MLQ survey instrument (Avolio & Bass, 1995). The MLQ survey instrument allows for a self-rater and a respondent rating system to acquire perspective on the perceived leader behaviors of extra effort, effectiveness, and satisfaction (Avolio & Bass, 2004).

Results, based on the MLQ survey instrument, predicated leadership success is on the appraisal levels respondents placed on specific attributes and behaviors, as perceived or faced with organizational leaders (Alloubani et al., 2015; Jyoti & Bhau, 2016; Peachy & Burton, 2011). Leader behaviors include extra effort, which often characterizes a leader's capacity to encourage employees by enhancing their skills, surpassing expectations at work, and to produce meticulously at expected responsibilities (Yahaya & Ebrahim, 2016; Avolio & Bass, 1995). In addition, effectiveness described the leader's ability to operate well with groups of employees, accurately exemplified employees to higher authorities, and necessitated all job-related essentials (Yahaya & Ebrahim, 2016; Avolio & Bass, 1995). Satisfaction describes a number of aspects associated to the leader's overall relationship with employees, includes leader interactions, and

the leader's methodology when administering and leading employees (Yahaya & Ebrahim, 2016; Avolio & Bass, 1995).

Literature revealed a myriad of research studies that focused on employee's perception of leadership success in diverse dimensions. For example, in 2008, Weismann conducted research to examine the leadership characteristics of respiratory care program directors and to determine the relationship between leadership style, effectiveness, extra effort, and program outcomes. Weissman (2008) assessed the director's leadership outcome by using the MLQ. The results presented a significant relationship between faculty satisfaction, extra effort, and director's effectiveness (Weissman, 2008).

 Alloubani et al. (2015) examined the impact of leadership styles and behaviors on employees' perception of the head nurse managers' effectiveness, extra effort, and satisfaction. the results of 24 respondents returned that transformational leadership style was the most frequently employed leadership style as well as there was a positive correlation for leader effectiveness, satisfaction, and extra effort. The quality of nursing services significantly increased when transformational leadership development is employed which subsequently nurses satisfaction and other additional efforts (Alloubani et al. 2015).

According to Peachy and Burton (2011) who investigated male and female athletic directors within Division I and II of the intercollegiate athletic directors in the United States, stated transformational leadership is the most frequently utilized leadership style. Furthermore, the athletic directors are more successful when utilizing transformational leadership and there is a positive correlation with organizational outcomes, which include extra effort, satisfaction, and effectiveness (Peachy & Burton, 2011). Additionally, when organizations employ transformational leadership style there is no difference in male and female athletic directors on

achieving positive outcomes (Peachy & Burton, 2011). The above-mentioned research studies are examples of research that intended to investigate pertinent transformational leadership concerns though the employees' perception. These research studies are only a few that represent a recognition, from the academic population.

Transformational Leadership Style Variables

This quantitative non-experimental research study examined the relationship between transformational leadership style and employee's perception of leadership success in higher education. The MLQ survey instrument, used within this quantitative research study and developed by Avolio & Bass (1995), evaluates transformational leadership style attributes and behaviors (Avolio & Bass, 2004). The idealized attributes, idealized behaviors, intellectual stimulation, inspirational motivation, individualized influence, and individualized consideration are all independent variables. The MLQ also measures the employees' perception of leadership success represented by the Outcomes of Leadership section, which are effectiveness, extra effort, and satisfaction, which are all dependent variables (Avolio & Bass, 2004). This study investigated the relationship between the independent variables of transformational leadership to the dependent variables of employees' perception of leadership success.

Independent Variables

Idealized influence is the high level of charisma a leader possesses. The capacity to inspire a follower to believe and trust, show admiration and extend loyalty and respect to the leader (Bass, 1985). Idealized influences encompass two sectors, idealized attributes, and idealized behaviors. Idealized attributes, according to Bass (1985) refer to the follower's perception of the leadership characteristics the he or she accredited to the leader. Bass & Avolio (1995) described idealized attributes as a leader with admirable attributes, highly respected, lead

with confidence, and is a consummate role model. Idealized behaviors are reflective of the leader's observable actions, deeds, and conduct perceived by the follower (Bass & Avolio, 2004a). Idealized behaviors reference a leader who is highly trusted, has high moral and ethical principles, as well as exemplifies a strong sense of purpose (Avolio & Bass, 1995; 2004b).

Individualized consideration refers to leaders who contribute to the follower's professional development and advancement through personally mentoring, coaching, and advising individually and collectively (Avolio & Bass, 1995; 2004a; Duarte, 2011). The leader provides the follower with the necessary resources to grow and develop. The leader is supportive of the follower while providing personal attention and continuous feedback on a one to one basis (Hemsworth et al., 2013).

Inspirational motivation occurs when the leader exhibits a sense of purpose and mission. The leader shares the specific values and beliefs with the followers through effective communication of expectations, symbols, gestures, images, and appeals (Bass & Avolio, 2004a). Furthermore, inspirational motivation is the leader's ability to inspire, encourage, and energize a follower to be motivated enough to embrace the leader's mission and vision (Avolio & Bass, 2004; Duarte, 2011).

Intellectual stimulation refers to the leader's ability to challenge, motivate, and encourage a follower collaboratively. This includes instances of problem solving, teamwork, strategic planning, and decision-making. Intellectual stimulation allows the follower to find and recognize his or her own values and beliefs (Bass, 1985). According to Bass (1985) leaders who promote intellectual stimulation, do not criticize those that contradict their ideas yet focus on arousing followers to become innovative and creative.

The independent variables of idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, individualized consideration are characteristics and traits credited to the leader from the follower's perceptive. This is pertinent information with respect to the follower that is relative when understanding the follower's perspective of leadership success. Basham (2012) stipulated the need for transformational leadership characteristics today within the higher education community in order to adapt, and meet the continuously changing economic and academic environment. Investigating the independent variables of the chosen participants within this quantitative research study, provide firm foundation in understanding how the employees of a merged institution within higher education perceive of their leader.

Dependent Variables

Chan and Chan (2005) conceived that transformational leadership advances the aspiration of followers and raises their performance and effectiveness in the work environment through the various interactions of transformational leadership independent variables. Bass (1985) presented three factors to measure the employee outcome of transformational leadership, as extra effort, effectiveness, and satisfaction. Throughout literature these three dependent variables have been termed outcomes of leadership (Bass, 1985), employee outcomes, and work outcomes (Chan & Chan, 2005) all with the need to understand that leadership factors that influence employee output and perception.

Extra effort refers to the additional exertion an employee is willing to provide beyond previous expectations (Chan & Chan, 2005). Employees demonstrating extra effort work harder, smarter and have an increased desire to be effective, successful, and accomplished (Caillier, 2014). Leaders that motivate followers that produce extra effort find that the employees have high affective commitment to the leader and the organization (Yahaya & Ebrahim, 2016).

Effectiveness is the perception the follower has of the leader. The leader demonstrates meeting organizational goals and objectives, and meets the employee's individual work related needs (Avolio & Bass, 1999; Bass & Avolio, 2004a). Additionally, an employee may perceive the leader to be effective when the leader successfully communicates and advocates well on the behalf of the employees to other authorities and is overall very successful at leading the group and organization as a whole (Avolio & Bass 1995, 1999; Yahaya & Ebrahim, 2016). The employee will devote a rating to the leader as a medium, mentally or physically, to express the perception of valued effectiveness of the leader (Bass, 1985; Avolio & Bass, 2004; Yahaya & Ebrahim, 2016).

Satisfaction refers to the level of approval the employee has associated with the leader (Basham, 2012; Bass, 1985). The employees perceive the leader to be warm, open, honest and authentic (Avolio & Bass, 2004). The leader has the capacity to generate feeling of satisfaction with the employees and colleagues (Avolio & Bass, 2004). Satisfaction from the employee's perspective can transcend further to encouraging satisfaction with the productivity and job satisfaction, and those interpersonal (Avolio & Bass, 2004; Bass, 1985).

The purpose of this non-experimental quantitative research study was to examine the relationship between transformational leadership style and employees' perception of leadership success in higher education. It is paramount to understand the employees' perspective of leadership within this research study. Bass (1985) provided a firm foundation to study such phenomenon and other researchers have studied similar phenomenon in other organizational areas (Avolio & Bass 2004a, 2015; John-Phillip, 2013; Stelmokiene & Endriulaitiene, 2015). This quantitative research study will help to advance the understanding of the relationship between the employees' perception of leadership and transformational leadership style to include

attributes and behaviors. Investigating and comprehending the relationship of the variables closes the knowledge gap of employee perception of leadership success. Moreover, the knowledge of the effects and outcomes of transformational leadership within a merged college institution renders characteristics that garner individual and organizational success.

Transition and Summary

Within this section, presentation of information pertained to a comprehensive review of transformational leadership, traditional leadership theories, employee perception of leadership success, and variables within the study in various but similar organizational environments. The research revealed transformational leadership style encompasses the effective behaviors and attitudes that leaders need to effectively influence the overall performance of employees. The literature also revealed transformational leadership is synonymous with motivation, innovation, effectiveness, and change. Additionally, the literature revealed the significance of comprehending the employees' perception of leadership success in higher education and this research study closed the knowledge gap regarding such factor.

The inclusion of the employees' perception of the leader's attitudes and behaviors provided an entirety of the situation and environment to render accurate assessment of transformational leadership success. The literature revealed that the inclusion and analysis of employees' perspective clarifies contextual perspectives and solidifies leadership studies regarding managerial leadership behaviors on employees. The literature provided this researcher the opportunity to investigate transformational leadership within a merged college institution as perceived by the employees.

Section two provided a comprehensive review of the methodology for this research study. Section two also begins with a restatement of the purpose for this research study, the role of the

researcher, and details of the participants. Included within section two is detailed information on the population sampling, data collection, data analysis techniques, and reliability and validity.

Section Two: THE PROJECT

The research study purposed to examine the relationship between transformational leadership style and employees' perception of leadership success in traditional higher education. Section two of this research study explained the research method and design utilized for this research project. Included in section two is a synopsis of the purpose of this research study, the role of the researcher, and an overview of the participants included in the selection process. Furthermore, a presentation of the rationale for using the quantitative research method and correlation design to address the specific research question, data collection, analysis, and reliability and validity of the methodology chosen.

Purpose Statement

The purpose of this non-experimental quantitative research study was to examine the relationship between transformational leadership style and the employees' perception of leadership success in higher education. Avolio and Bass (1995) redefined transformational leadership style by way of attributes and behaviors that included idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration, exhibited in the Multifactor Leadership Questionnaire (MLQ) (Avolio & Bass, 1995, 1999). The MLQ's Outcomes of Leadership reveals the employees' perception of leadership success (Avolio & Bass, 1995, 1999). A recent quantitative research study explored the degree to which transformational leadership predicted employees' perception of leadership success in social sectors (Piller, 2015). In this study, the author recommended future research to examine the specific social sector of higher education.

Role of the Researcher

The general role of the researcher in this quantitative non-experimental research study was to mediate the data collection process. The specific role of the researcher was to communicate thoroughly the purpose and context of the research study to each participant chosen in the research study. The researcher acquired all potential participants public email addresses from the college's published email directory. Through the public email address, the researcher provided each potential participant with a consent form to confirm participation within this research study.

Additionally, the researcher provided a hyperlink, via email, to the selected participants, provided instruction for completing the MLQ as well as the amount of time the participant would devote to its completion. Mind Garden, Inc. hosted the MLQ and subsequently the researcher received an aggregated report with scored data that included all participants' responses. In totality, the data collection process consisted of recruitment email communication between the researcher and all participants to acquire informed consent for participation within the research study. Then once the potential respondent voluntarily consented to participate, he or she anonymously completed the survey and returned it to Mind Garden, Inc. for tabulation and reporting.

Participants

First came approval to conduct the research study from the institution's Institutional Review Board (IRB) department, headed by the vice president for institutional effectiveness. Approval from the IRB of Liberty University, the degree granting institution, came second. Once Liberty University granted approval, an accurate and updated email address database of all potential participants through the college's public college faculty and staff web directory became

obtainable. Appendix A contains a copy of the invitation letter emailed to each potential participant. Appendix B includes the accompanying consent form made available through a hyperlink via email.

The researcher currently has a career within higher education and within the similar region as the potential participants of this quantitative research study. Therefore, a working relationship exists with the participants chosen for this quantitative research study. The approval letter received from the IRB of the college under study contained the comment that the results of this quantitative research study could inform the college's operational effectiveness agenda.

This quantitative research study followed and maintained all of the ethical guidelines as published within the Belmont Report (1979), which refers to all research studies that pertain to human participants. The use of web enhanced survey, consent form, and invitation letter contributed to maintaining confidentiality, privacy, and anonymity. In order to provide each participant with adequate ethical protection implementation and utilization of a no login link for each participant to complete the online survey prevailed. Mind Garden, Inc. hosts the survey and all responses of the participants were receipt of Mind Garden, Inc. Mind Garden, Inc. returned a report, which contained aggregate data of all participants' responses. Once the participants completed the informed consent letter and agreed to all research study guidelines, the survey participants completed the survey anonymously. The participants completed the survey via a no login link supplied within the consent form.

<div align="center">**Research Method and Design**</div>

A researcher chooses from three distinct research methods to classify research study utilizing certain approaches and techniques: quantitative, qualitative, and mixed methods (Bryman, 2012). The obvious reasons for choosing quantitative research method for this

research study became evident. To facilitate accurate understanding of the research topic a correlational research design and analysis approach proved significant to the study. This research study examined the relationship between transformational leadership style and the employees' perception of leadership success in higher education.

Research Method

The quantitative research method is valuable when the researcher's objective is to investigate and provide an in-depth study through the collection of closed-ended questions, surveys, and data often obtained through the collection of statistical and numerical data (Bryman, 2012; Creswell, 2014). The outcomes and conclusions from quantitative analyses are applicable toward leadership theory development when demonstrating an assessment of the relationship between theory and research as deductive and a tendency for a natural science approach (Bryman, 2012). This research study integrated the quantitative method to examine the relationship between the independent variables of transformational leadership to the dependent variables of outcomes of leadership. This quantitative research method focused on the practicality of how to obtain the desired knowledge and outcomes of the research topic. Creswell (2014) posited that quantitative research consists of a predetermined approach, instrument (survey or questionnaire) based data collection. Additionally, quantitative research method integrates performance data, attitude data, observational data, and census data (Creswell, 2014). Lastly, quantitative research method considers statistical analysis when reviewing the data collected as well as statistical interpretation and presentation of the findings and outcomes (Bryman, 2012; Creswell, 2014; Field, 2013; Turner et al., 2013).

Qualitative research, as reminded by Stake (2010) is the collection of human perception and understanding. Creswell (2014) equates qualitative research to that of emerging methods,

utilizing open-ended questions to gain perspective. The approach to acquiring perception from

human participants is by interviews, observation data, document data, notes, journals, and

audiovisual data (Creswell, 2014). Researchers implementing a qualitative research method

within their study often use text, image analysis of the data, and rely on emerging themes,

patterns, and interpretation when presenting the findings (Creswell, 2014; Stake, 2010).

Researchers utilizing qualitative research method customarily generate a research theory or allow

them to emerge during the study (Creswell, 2014; Stake, 2010). Qualitative researchers

triangulate their evidence to acquire accuracy in meaning and to gain confidence that the

evidence and finding are good (Stake, 2010). Qualitative research method is inappropriate for

this research study as the research question within this study purposed to investigate the

relationship between independent and dependent variables. The use of quantitative method

provided for the revelation of the relationship between leadership attributes and behaviors and

the employees' perception of such leadership through outcomes of leadership such as extra

effort, effectiveness, and satisfaction.

Mixed methods research approach involves using both the qualitative research method

along with the quantitative research method in various configurations (Borrego, Douglas, &

Amelink, 2009; Bryman, 2012; Lopez- Fernandez & Molina-Azorin, 2011; Stake, 2010). The

primary purpose of a researcher to integrate both methods into one study is to acquire

advancement of the study. A mixed methods technique is appropriate when the research study

objective includes attending to different types of research questions within one study, reinforcing

a study by justifying the intrinsic flaws of single-method studies, or triangulating dissimilar

approaches to data analysis within a single study (Bryman, 2012). However, Creswell (2014)

and Stake (2010) revealed that many researchers include both quantitative and qualitative within

the study but fail to use both methods interactively throughout the study. Mixed methods is inappropriate for this research study as the purpose is to examine the relationship between independent and dependent variables to answer the research question to include testing hypotheses, and presenting the findings and outcomes numerically (Creswell, 2014).

Creswell (2014) presented that researchers utilizing quantitative research method test for objective theories by investigating and analyzing the relationship among both independent variables and dependent variables. Survey instruments evaluate the variables found within the research study to deliver numbered data easily analyzed by employing statistical procedures (Creswell, 2014). Additionally, Creswell, (2014) posited quantitative research involves assumptions about testing theories deductively, constructing safeguards against bias, controls for alternative explanations and the ability to generalize and duplicate outcomes. Therefore, essentially, deeming quantitative designed research most appropriate for testing theories deductively while examining relationships amongst variables, analyzed the data statistically and delivered the finding numerically.

Research Design

An objective of quantitative research method is to utilize mathematical and statistical models, theories, hypotheses pertaining to the research topic. Proper measuring is the foci of quantitative research as it displays the relationships between data and observation (Creswell, 2014). There are four distinct designs within the quantitative research method, correlational, descriptive, experimental, and quasi-experimental. The objective of correlational research design is to demonstrate the relationship, direction and strength of linear relationships between independent variables and dependent variables (Ando & Tsay, 2011; Creswell, 2014). Within correlational research design, relationships between and among a number of actualities are

pursued and deduced (Ando & Tsay, 2011). Correlational research design distinguishes

tendencies and patterns in data, but it does not prove causes for the detected patterns within the

analysis (Creswell, 2003, 2014). This quantitative research study displayed the correlation

between leadership attributes and behaviors to those of employee outcomes of leadership. More

specifically provided linear relationships between the idealized attributes and behaviors

(independent variables) to those outcomes of leadership of extra effort, effectiveness, and

satisfaction (dependent variables). This study delivered the distinguished natural tendencies,

patterns, and occurrences of the relationship between leaders and the employees' perception but

did not prove cause and effect.

Descriptive design used within a quantitative research study strives to explain the present

status of a specific variable (Creswell, 2003). Researchers and authors provide methodical and

organized information about the research topic and customarily develop hypotheses after data

collection. With descriptive design, researchers analyze and amalgamate the data in order to test

the hypothesis (Creswell, 2003). Methodical and organized gathering of data involves

meticulous selection of the participants under study and prudent measurement of each studied

variable (Creswell, 2003). In this instance, descriptive research design is inappropriate for this

research study wherein this study integrated predetermined hypotheses and theory to test and

used systematic sampling to recruit participants to generalize to a certain population.

Additionally, this research study engaged in systematic investigation of the atmosphere of

relationship among variables, rather than cause and effects relationships. This study also

included surveying directions, degree, magnitude, and strength of the relationships between both

independent and dependent variables.

Experimental research design focuses on the ability of researchers to control the independent variables within the study (Creswell, 2014). The researcher controls and manipulates the independent variable to observe the effects of change on the dependent variable (Creswell, 2014). In some instances of a true experiment, the researcher can control all but one of the variables within the study (Creswell, 2003, 2014). Researchers implement experimental research design within a research study when seeking to establish cause and effect amongst variables. Additionally, participants within the experimental research study indiscriminately receive allocated treatments rather than reorganized and situated within inherently occurring groups (Creswell, 2014). This research study did not provide nor withhold treatments to any participants. An experimental design approach was inappropriate for this research study, as this study is looking for a relationship between independent and dependent variables. The focus is examining the relationship between leadership attributes and behaviors and that of outcomes of leadership.

Quasi-experimental strives to recognize and present cause and effect relationships among variables. Quasi-experimental research design correlates mostly with true experiments. In quasi- experimental research design, the independent variable is not controlled nor manipulated within the study (Creswell, 2003). Additionally, the effects of the independent variable on the dependent variable are succinctly measured. Selection of groups or individual participants includes purpose and inherently researchers must use groups that are naturally formed or pre-existing. When implemented, the quasi-experimental design, researchers study, observe, and compare the control group, treatment provided, to the group that was withheld treatment. Quasi-experimental research design is inappropriate for this research study, as this research study does not conduct an experiment nor examines to discover cause and effect between variables. Instead,

correlational research design provided the means to examine the relationship between transformational leadership attributes and behaviors of the leader to the perceived leader effectiveness, leader satisfaction and employee extra effort.

Variables

The problem addressed examined whether two merged academic institutions was successful in implementing a transformational leadership style within the united organization. This research study employed a statistic to examine the relationship between independent variables of idealized attributes and idealized behaviors, intellectual stimulation, inspirational motivation, individualized consideration to determine the acceptance of transformational leadership within the merged college under study. Examining the employees' perception of leadership success through outcomes of leadership to include effectiveness, extra effort, and satisfaction, provided answers to the success of the transformational leader (Avolio & Bass 1999; Bass & Avolio, 2004b; Northouse, 2016).

This research question posed investigated whether the independent variables of transformational leadership, through the lens of a leader's idealized attributes and behaviors, which consist of inspirational motivation, intellectual stimulation, and individualized consideration, predict the employees' perception of leadership success. The outcomes of leadership represent leadership success by the dependent variables of efficiency of the leader, extra effort exerted by the employee, and satisfaction with the leadership, all of which the MLQ represents (Avolio & Bass, 1995, 1999). Examining the independent variables and dependent variables relationship answered the research question by one set of variables to another returned a correlational value. Understanding the relationship of independent variables to dependent variables will address the six hypotheses designed for this research study. The six hypotheses

were chosen to gain perspective on each individual outcome of leadership extra effort, effectiveness, and satisfaction in relationship to the group of transformational leadership independent variables. The revelation found from testing the hypotheses provided employee perception of leadership success but also revealed any direct correlation between the predictive values and variables. All relationships of independent and dependent variables, testing of hypotheses and leadership success will be measured through the MLQ, which encompasses 45 items associated with specific leadership practices rated on a 5 point Likert Scale.

The moderator variables of age, position, and gender will provide distinction in the correlation of perception of leadership styles on outcomes of leadership in relation to effectiveness, extra effort, and satisfaction. The demographic question responses revealed the problem of the merged college acceptance of transformational leadership. The moderator variables and the answers found within the research study determine to what magnitude any group is more or less accepting than any other group. Additionally, the information and data found within the MLQ revealed the relationship between transformational leadership and its success within the merged college based on employee perceptions of leadership success.

Population and Sampling

This quantitative correlational research study is an examination into the relationship between transformational leadership and the employees' perception of leadership success in a community college in the southwestern region of the United States. The total population of this research study included all employees of all the 23 community colleges within that statewide system. At the time of this research study, the total population equaled 15,396 employees. The focus narrowed down and pertained to the full-time faculty and staff of the selected college under study. The two-year community college employed 1,056 full time and part time

professionals. Of those 1,056 employees, 514 represent the full time employees. The faculty and non-administrative staff employees consists of 385 representing faculty, staff, information technology, campus life, student administrative services and library services employees.

The sampling of research participants in quantitative research is very important and described as generally probability or non-probability (Creswell, 2014). Probability sampling ensures that all participants of a population have an equal opportunity to of selection. Probability sampling includes random, stratified, systematic, cluster, and multi-stage random (Creswell, 2014). In this quantitative correlational research study, systematic sampling proved to best fit. Systematic sampling allowed for precision when assessing the 385 potential participants (Creswell, 2014). The process entailed alphabetizing all potential participants email addresses, choosing the top starting point with the list of participant email addresses, and selecting every third person as the initial measure to select the sample frame (Creswell, 2014). With a sample population of 385 potential participants, the opportunity existed to obtain precision and accuracy by utilizing the systematic sampling approach by extracting a fraction of the total participants on the list to define a sample frame for this research study. The potential sample size of this researcher study equated to 182 respondents. The minimum sample size of participants needed is 182 from an established population of approximately 385 full time faculty and non-management administrative staff. Calculation of the sample size consisted of a 5% margin of error and 95% confidence level with an estimated response rate of 30%. This sample size was similar to other studies that examined employee perception of leadership success in various settings as well as transformational leadership behaviors in organizations (Alsayed, Motaghi, & Osman, 2012; John-Phillip, 2013; Menon, 2014)

In this research study, foci remained to examine the faculty and non-management staff of the organization. Focusing on this sample population will provide for widest range of participants that are in direct contact with the student population (Breen, Holm, & Karlson, 2014; Creswell, 2014). This group performed duties of data processing, information technology, student administrative services, campus life, institutional effectiveness, and academic curriculum; focusing on this group provided for the medium to generalize these findings to the entire population. When determining employee perception of the merged college leadership this sample size from the existing population is quite appropriate (Caillier, 2014; Hemsworth et al.; 2013; Margir et al.; 2014; Menon, 2014; Jyoti & Bhau, 2016).

The criteria for selecting the participants of the population sample are specific and very appropriate for this correlational research study. The selection process included sampling approximately 46% of the full time employees that represent the college's full time faculty and full-time non-managerial staff (Creswell, 2014). In an effort to obtain 95% confidence level with a .05 error rate the sampling frame minimum was 182 participants (Creswell, 2014). The selection process necessitated assessing the eligible sample population via the public email database published by the college. Additionally, the eligible sample population of the faculty and staff included male and female all between the ages of 18-65 years of age and full time employment of the two-year community college. All potential participants must be of sound mind and good health. This quantitative research study's exclusion criterion for this sample population was all management leaders, maintenance, custodial, food service and security personnel. The relevance of this eligible population included all the faculty and non-management staff that represents the majority of the faculty and staff and removed those that would result in being outside of the eligibility requirements.

Data Collection

Instrument

This quantitative correlational research study utilized the survey approach to contribute to closing the knowledge gap of the relationship between transformational leadership and employees' perception of leadership success of individual, group, social, and organizational phenomena within a merged college in southeastern United States. The MLQ was the sole survey instrument administered in this quantitative correlational study in order to determine the relationship between transformational leadership within the full-time faculty and non-management staff of the southeastern community college within the United States. The MLQ is a data collection instrument that measures the concepts of the full-range of leadership theory, which consists of transformational leadership, transactional leadership, and laissez-faire leadership (passive/avoidant leadership) (Geter, 2010; Taylor et al., 2015). The designers of the MLQ instituted a model for leadership outcomes, which many utilize to examine successful transformational leadership (Avolio & Bass, 1995). The outcomes of leadership include extra effort, effectiveness, and satisfaction. The MLQ assessment tool evaluates the leader as well as the leader self-rates him or herself. The MLQ evaluates leadership efficiency based on perceptions of employees, who perceive their leader as an effective motivator, as having efficient interaction skills with different hierarchical levels and as engendering satisfaction with work systems (Bass & Avolio, 2004; Janhunen, 2012; Northouse, 2016).

Leading researchers and academicians assess transformational leadership through the medium of the MLQ, which evaluates the leader's behavior in several areas: idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration. The rater also provides personal insight and perception of the leader's leadership

style through statements referencing effectiveness, extra effort, and leader satisfaction within the MLQ. Respondents completed the assessment questionnaire of managerial leadership behaviors and answered 45 scale items within the MLQ. The response ranges of answers include "not at all" valued at zero to "frequently, if not always" valued at four. The MLQ measures a leader's behaviors and attitudes on a five point Likert scale and the scores computed by the mean for each scale and subscale respectively (Bass & Avolio, 2004; Taylor et al., 2015; Northouse, 2016). The scores will reveal the employees' perception of the leader's dominant leadership style either transformational, transactional, or laissez-faire. High scores in the areas of individualized consideration and inspirational motivation indicate that a leader possesses high levels of transformational leadership skills (Northouse, 2016). The scoring of the respondents' answers will also reveal the employees' perception of leadership success in relation to one of the leadership styles in terms of leader effectiveness, employee extra effort, and leadership satisfaction (Alloubani et al., 2015; Alsayed et al., 2012; Avolio & Bass, 1995, 1999; Bass & Avolio, 2004b).

Implementing a systematic sampling selection process of the potential participants ensured contributions to the limiting of threats to reliability and validity. Alphabetizing the potential participants and systematically selecting potential participants eliminated any undue influence. Additionally, providing the administration and completion of the MLQ by the participants in an anonymous and confidential environment contributed to eliminating threats. Mind Garden, Inc. a third party hosted the administration of the MLQ survey. This afforded opportunity for minimal threats along with reviewing the past validity of scores from other researchers to eliminate threats to validity and reliability of the MLQ and of the research study.

The participants completed the MLQ via the Internet. All participants received a no login link to click on, participate, and complete the data collection questionnaire. Participation in the research study was anonymous and all data received kept anonymous by virtue of the collection process administered by Mind Garden, Inc. Additionally, Mind Garden, Inc. returned only aggregate data results and that data was expounded on in section three of this research study. Appendix E of this research study contains a sample of the raw data returned by Mind Garden, Inc.

The MLQ consists of 45 items that are specific to leadership and management practices. The participant rates these statements based upon a 5 point Likert-type scale. The transformational leadership model encompasses 20 items subcategorized into five subscales. Idealized influence represents leaders who are admired, and the followers view them as wielding much influence and power over them (Alsayed et al., 2012; Bass & Avolio, 2004). The followers want to identify with the leaders and the leader's mission and vision (Alsayed et al., 2012; Bass & Avolio, 2004; Northouse, 2016). Idealized influence has two subscales idealized attributes and idealized behaviors. Idealized attributes scale identifies a leader's ability to build trust and inspire pride in their follower's (Avolio & Bass, 1995, 1999; Bass & Avolio, 2004a). Idealized behaviors scales identify leaders who act with integrity, manifest positive and highly appraised behaviors, and present most important values and beliefs (Avolio & Bass, 1995; Bass & Avolio, 2004a). Inspirational motivation scale identifies leaders who inspire their followers. Inspirational leaders verbalize in basic formats shared goals and mutual comprehension of right and wrong (Alloubani et al., 2015; Bass & Avolio, 2004b). Intellectual stimulation scale identifies leaders who encourage followers' innovative thinking. The follower's values and ideas are important to the leader and the leader promotes problem solving and uncommon

decision-making. Individual consideration scale identifies a leader who has a heightened ability to coach and mentor his followers. The leader is understanding and cares for the followers concerns and individual development (Avolio & Bass, 1995; Bass & Avolio, 2004a; Evans, 2012).

Transactional leadership has two subscales contingent reward and management by exception. Contingent reward scale identifies leaders who habitually reward followers for achievements. Leaders demonstrating high levels of contingent reward traits set clear responsibilities of the followers to perform specific tasks and projects (Avolio & Bass, 1995; Bass & Avolio, 2004; Northouse, 2016). The second subscale found in the MLQ for transactional leadership is management by exception-active. This represents the leader that monitors the mistakes of the followers. Leaders scoring high in this category emphasize specific compliance, set standards, and vehemently describe inefficiencies in performance (Bass & Avolio, 2004). Passive/Avoidant leadership consists of two subscales that include management by exception-passive and laissez-faire. Management by exception-passive scales identifies a leader who has a high-level capability to fight fires within the team or organization. This leader systematically waits for problem to arise before acting. Laissez-faire leaders avoid involvement and as such oftentimes deemed to display "non-leadership" and are inefficient and exact opposite of transformational leadership (Alsayed et al., 2012; Avolio & Bass, 1995; Bass & Avolio, 2004a; Northouse, 2016).

The outcomes of leadership are the last variables located within the MLQ. These three dependent variables round out the MLQ. They are effectiveness, extra effort, and satisfaction. Effectiveness refers to a leader's ability to be efficient. Effective leaders efficiently represent the group as well as efficiently meet organizational objectives (Avolio & Bass, 1995; Bass &

Avolio, 2004b). Extra effort scales refer to a leader who has the capability to motivate followers to exert extra effort. Extra effort is a direct effect of effective and efficient leadership (Antonakis, 2012; Avolio & Bass, 1995; Bass & Avolio, 2004a; Northouse, 2016). Satisfaction scale identifies a leader who has the ability to generate satisfaction with the followers. The follower reveals a high level of interpersonal satisfaction. The leader displays warmth, honesty, nurturing atmosphere, and openness (Bass & Avolio, 2004a; Evans, 2012; John-Phillip, 2013). Figure 2 below provides the independent variables, dependent variables, the subscales, and the number of questions devoted to each category within the MLQ.

Figure 2. MLQ Variables
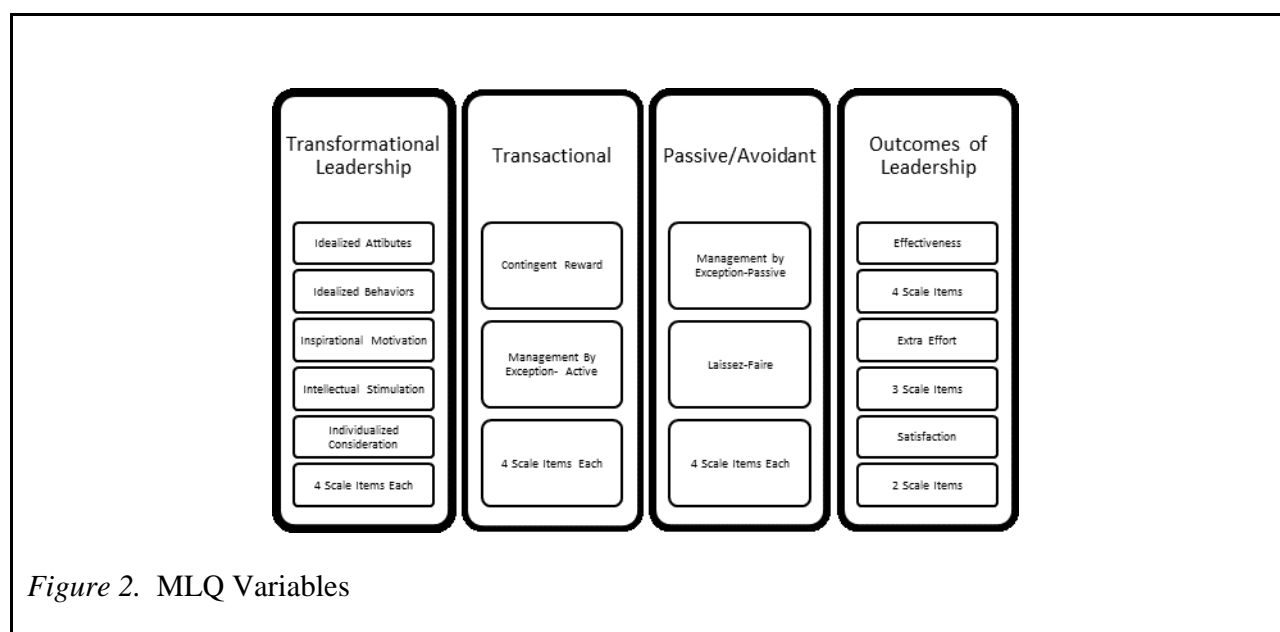
A Likert-type scale is a psychometric scale that is easy to create and dependably produces advanced estimates of reliability in mockups (Janhunen, 2012). Relative analysis of the psychometric properties of Likert scales has revealed reliability estimates in the higher order for the Likert scale. Muthen (1989) stipulates considerable work in this area of psychometrics however, comprehending prototypical heterogeneity and fashioning it is only gradually oozing through into applied psychology and leadership examination. The literature revealed that several

meta-analyses reinforced that the MLQ does have predictive or concurrent validity (DeGroot, Kiker, & Cross, 2001; Dumdum, Lowe, & Avolio, 2001; Gasper, 1992; Judge & Piccolo, 2004; Lowe, Kroeck, & Sivasubramaniam, 1996). Creswell (2003, 2014) suggested that one way to insure validity of a standardized survey instrument was to report efforts of other authors. Doing so would afford the avenue to establish and or draw meaningful and useful inferences from scores (Creswell 2003, 2014).

Additionally, conversation ensued with the third party host and distributor of the MLQ via email to determine that the MLQ possesses the ability to measure accurately the content of what it is intended to measure. Lastly, an assessment to determine if the results of this research study correlate with other research studies results provided significant reliability. Hence, reviewing the past use of the MLQ and scores of previous research studies to determine test and retest validity proved advantageous. Once reviewed significant correlation of other reports contained consistent responses across all constructs contributed to the MLQ reliability. There was a determination as to whether there was consistency in test administration and scoring (Creswell, 2014). Eliminating errors caused by carelessness in administration of the MLQ minimizes threats to validity and reliability (Creswell, 2014).

Utilizing the MLQ as designed by Avolio and Bass (1995) and implementing no other modifications, revisions, or adjustments to the MLQ predetermined questions added to the reliability and validity of the data collection instrument. To maintain confidentiality and anonymity the participants refrained from recording or providing the name of the leader rated as for this research study that information was irrelevant. The requested demographic information ensured participant eligibility. The three demographic questions added to the survey instrument

included gender, position (faculty or staff) and age. These questions would ensure the purest information returned from the respective population sample.

Data Collection Technique

The data collection technique for the research study employed the MLQ survey instrument to collect important data about the employees' perception of leadership success. Mind Garden, Inc., a third party, provided a no login link to which it became a part of the consent form. The participants accessed the survey via the no log in hyperlink via email and all personal information remained anonymous. Appendix C and D of this research study displays the permission to use the MLQ and a sample version of the MLQ respectively.

Data Organization Techniques

Mind Garden, Inc. hosted this administration and collection of survey data. Therefore, Mind Garden, Inc. returned a detailed report listing tallied scores and responses of the participants in a .CSV file. All anonymous raw data received from Mind Garden, Inc. remains maintained electronically on a secure server. Only the researcher has access to the research data.

Data Analysis Technique

The MLQ survey instrument designed by Avolio and Bass (1995) included its own scoring system within the survey instrument's manual. Mind Garden, Inc. hosted the survey implementation and returned all collected and scored data via a .CSV file. Mind Garden, Inc. eliminated any incomplete surveys prior to returning the file allowing for the review of concise and accurate data. The MLQ assigned specific questions and scores to the transformational leadership style, idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration, as are questions and scores assigned to outcomes of leadership, effectiveness, extra effort, and satisfaction. The report from Mind Garden, Inc.,

included scores for the transformational leadership style and leadership outcomes, based on participant responses, to identify overall indicators within the research data. The focus of this study entailed considering the variables through a linear amalgamation of select statements from the MLQ survey instrument. This linear amalgamation was determined through the Factor Analytic process.

In order to answer the research question, "Is there a statistically significant relationship between transformational leadership style and employees' perception of leader success in a traditional higher education setting?" the use of Pearson correlation coefficient and Spearman's *rho* correlation coefficient tests as they were the most appropriate statistical technique for this research study proved effective. The use of Pearson correlation coefficient and Spearman's *rho* correlation coefficient were appropriate in that the test provides accuracy when correlating two or more variables, when reporting correlational statistics between scores, and interpreting multiple variable analysis when describing outcomes (Creswell, 2015). Additionally, Othman et al. (2013) used Pearson correlation coefficient to calculate their findings that statistically described the outcome of transformational, transactional leadership style and organizational commitment among public university lectures in Nigeria. Ramos (2013) used a Pearson correlation coefficient to measure the relationship between styles of bank managers and employees' job satisfaction. Bodla and Nawaz (2010) used Pearson correlation coefficient to calculate research study findings to find the relationship between transformational leadership style and satisfaction of faculty members. This quantitative correlational research study's research question, hypotheses, and data analysis technique are parallel to the aforementioned research studies and revealed the relationship between transformational leadership style and employees' perception of leadership success in higher education.

The independent variable transformational leadership style (idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration) was the control variable in the correlational analysis and the dependent variable of the employee perception was represented by the outcomes of leadership (extra effort, effectiveness, and satisfaction). Creswell (2012) positively remarked the use of the Pearson correlation test to establish if there is a linear relationship between two variables; the same test exists within this study. There are three categories of relationship between variables positive, negative and no relationship. A positive relationship is when one variable increases and so does the other. A negative relationship occurs when one variable increases and the remaining variable decreases. When one variable increases and the other variable neither increases nor decreases the test result state to have no relationship between the variables (Creswell, 2012). The dependent variables of employees' perception of leadership success emerged from the MLQ survey's outcomes of leadership effectiveness, extra effort and satisfaction (Taylor et al., 2015). Each predictor of transformational leadership independent variables was loaded into the IBM SPSS Statistics for Windows software Version 24 program concurrently.

In order to test the hypotheses all dependent variables, effectiveness, extra effort, and satisfaction were loaded individually into the statistical model and analyzed with the transformational leadership dimensions revealed within the MLQ responses. *R* represented the relationship between the observed and the predicted values of dependent variables in relation to transformational leadership style (Patton, 2012). An outcome of *R*=1 constitutes a perfect relationship all results included the effectiveness, extra effort and satisfaction which would indicate a significant correlation or no correlation between transformational leadership. Salkind (2013) stipulated that an R^2 value represented the percentage of explained correlation within the

relationship. An R^2 falls between zero and one where R^2 is closer to zero indicates the relationship to be weak and closer to one indicated the relationship is strong and significant (Ruiz-Palomino, Saez-Martinez, & Martinez-Canas, 2013).

The data analysis techniques of Pearson correlation and Spearman's *rho* correlation for transformational leadership dimensions and outcomes of leadership are all consistent with obtaining answers and outcomes of research questions and hypotheses. The data analysis techniques chosen support the underlying theoretical framework and the findings of the research study.

<div align="center">

Reliability and Validity

</div>

Reliability

This quantitative correlational research study incorporated the predetermined survey instrument strategy to provide the information needed to understand the phenomena, to answer the one research question, and to test six hypotheses (Owusu-bempah, 2014). Quantitative research studies should exercise reliable and valid instruments and should yield reliable and valid results (Bernard, 2013; Bryman, 2012). Hence, when a data collection instrument or a data analysis technique engenders constant outcomes with each use significant reliability exudes (Bernard, 2013). Reliability is an indicator of stability and of replicability of the study and of any data collection instrument used (Merriam & Tisdell, 2015). Creswell (2014) posited that reliability of survey instrument considers consistency of participants' response across constructs. Additionally, with a survey instrument the test-retest correlations are stable over time when repeatedly administered displays reliability (Creswell, 2014).

In order to assess the perception of leadership behaviors in leaders at the community college in southeastern region of the United States utilization of the MLQ remained key. Abouelenein

(2012) stated that the MLQ has helped fulfill the needs of many researchers and organizations while maintaining its purposiveness, rigor, testability, replicability, precision and confidence, generalizability, objectivity, and prudence. Furthermore, it was utilized in real world investigates, predominantly those involving the relationship between leadership styles and other factors (Alsayed et al., 2012). Researchers, professionals, and scholars alike confirm the MLQ to be highly reliable even when translated to other languages (Antonakis, 2012; Dimitrov & Darova, 2016; Menon, 2014).

At this time, Avolio and Bass (1995, 1999) have tested and revised the MLQ numerous times since its inception. It has been tested and retested for reliability (Margir, Kamalepur, Sargolzaie, & Suriezhahie, 2014) and confirmed to provide accurate results when examining leadership indicators among the rated (Menon, 2014). A scale of zero to one measures reliability and Cronbach's alpha coefficient is the most common measure of internal consistency (Mekraz, 2011). Furthermore, researchers most commonly use the Cronbach's alpha coefficient with the Likert survey scales to determine if the scales of the MLQ are reliable and therefore assess how reliable the MLQ is when measuring the constructs of leadership (Mekraz, 2011). According to Avolio and Bass (2004b), the reliability indicator for the MLQ lies between .74 and .94, which Avolio and Bass (2004b) consider acceptable, excellent, and reliable coefficients. For this quantitative research study, the IBM SPSS Statistics for Windows software Version 24, widely known and incorporated to investigate the MLQ reliability analysis of survey scales.

The use of the predetermined non-modified MLQ alone contributed to maintaining reliability within the test-retest correlations. Woods (2014) posited the MLQ maintains reliability because it demonstrates accuracy when quantifying leadership traits. Furthermore, Avolio and Bass (1985, 2004a) constructed the MLQ with the absence of any systematic devices

to calculate leadership behaviors that could signify non-transactional, transactional, transformational aspects of leadership (Woods, 2014). The well-known and highly used MLQ survey instrument provides a quantitative approach to scientific analysis that investigates the theoretical suggestion of leadership (Woods, 2014). Engendering a qualitative method concentrates on conveying comprehensive interpretations that render a holistic understanding constructed from gathered data from participants through interviews directed by the researcher (Woods, 2014). As designed, the MLQ depends on challenging theoretical propositions utilizing a quantitative method compared to the scientific approach (Avolio & Bass, 2004a; Woods, 2014).

Validity

The validity of a survey instrument entails whether or not the survey instrument can draw meaningful and useful inferences from the scores revealed from the data (Creswell, 2014). The three areas assessed when examining the validity of the MLQ were content, predictive, and construct of the MLQ (Creswell, 2014). Avolio and Bass (2004a) designed the MLQ to measure a full range of leadership behavior to include transactional, transformational, and laissez-faire. In its present stage, the MLQ assesses nine leadership aspects, the first five are idealized influence attributes, idealized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration all examine transformational leadership. The next three aspects contingent rewards, management-by-exception active, and management-by-exception passive assess transactional leadership; the last aspect focused on laissez-faire leadership (Antonakis, 2012; Menon, 2014; Woods, 2014).

There is little debate on the predictive validity of the MLQ as supported by numerous meta-analyses (Antonakis, 2012; Judge & Piccolo, 2004; Woods, 2014). Predictive validity

refers to the correlation of results with the results of others (Creswell 2014, 2015). The MLQ, solely uutilized within this research study, is a trusted predetermined survey instrument, which research and literature confirmed reliability (Avolio & Bass, 1995).

Many research studies have utilized the MLQ as a survey data collection instrument (Avolio & Bass, 2004a). Within the United States over 7,000 subjects investigated to appraise the psychometric properties of the MLQ, significant validity of the MLQ surfaced, and the MLQ has been adapted in more than 22 countries in Europe, North America, Asia, and Oceania (Dimitrov & Darova, 2016). Furthermore, a collection of research studies of 14 samples with N = 3,786 measured the validity of the MLQ (Avolio & Bass, 2004b). The validity of the MLQ- was appraised by examining four indices, which discovered the index of goodness of fit score of .92, a modified goodness of fit score of .91, a qualified fit score of .91, and the approximation root mean squared error score of .05 (Avolio & Bass, 2004a).

Validity of a research study refers to the precision in which the research results accurately signify the data collected during the research study. Leung (2015) prescribed that research studies must consider whether the research question is effective for the desired conclusion, the selected methodology is suitable for answering the research question, the research design is effective for the methodology, the population sampling, and data analysis technique is fitting, and finally the results and conclusions are effective for the population sample and context. In this quantitative correlational research study, consideration of both internal and external validity of the research findings remained significant.

Internal validity is the concept of how well the research study is completed. Specifically, validity in quantitative research study is how trustworthy is the study and the research findings. The research questions presented are appropriate to solicit accurate data and evaluated to deliver

research findings. Creswell (2014) stated the research questions should serve to narrow the purpose and contain statistical language that fundamentally explained what the researcher considered. Additionally, Creswell (2014) suggested that an appropriate technique and method to deliver an accurate description of the phenomenon studied is via quantitative survey design. The methodology chosen by this researcher was a quantitative correlational methodology. The correlational design methodology is very appropriate as it enabled untainted detailed detection of the topic in this proper context (Leung, 2015). The quantitative correlational research methodology allows participants to reveal their unadulterated explanation of their perception of their leader (Creswell, 2014). Within the quantitative research method, population sampling is an important and deliberate selection of the most appropriate participants (Leung, 2015). Leung (2015) stated that population sampling must be purposeful and significant to the phenomenon being studied. In this research study, narrowing down the participants to a select population of full-time faculty and non-management staff would render explicit perception from a service to student-oriented level of the college. The population sampling was purposeful in that it purposes to aim at a certain perception of leadership success within leaders. The data collection, analysis, and techniques are crucial in contributing to the validity of a qualitative research study. This researcher utilized the MLQ, a sole data collection instrument, which is a predetermined data collection instrument that has been tested and confirmed to be reliable (Avolio & Bass, 1995). The analysis and evaluation of the data stemming from the MLQ embeds within the data collection instrument from Mind Garden, Inc. and provides for further processing and interpretation of the supplied data report. The process of maintaining participants' confidentiality, anonymity, and providing a well-documented audit trail contributes to the validity of this research study (Creswell, 2014; Leung, 2015; Yin, 2014).

External validity provides for researchers to consider the research study's potential for generalization. Purpose and intent to investigate a specific phenomenon of the employees' perception of leadership success within traditional higher education setting exuded within this quantitative correlational research project. The setting was isolated to the full-time employees of the selected college that represented both the faculty and non-management staff. Selecting a specific location of a community college in the southeastern United States to the extent to narrow the selection down to a specific community college remained constant (Leung, 2015). Although, specific in the setting and topic studied, this research study findings are indiscriminate to other situations and other populations. For example, Rowold (2005) reported the MLQ to be a universal instrument to determine leadership styles in different organizations within different countries. This research study possesses indiscriminate data to other higher education institutions to include private, public, colleges and universities. Additionally, other industries and organizations can examine various internal departments to determine the employees' perception of leadership success by virtue of the MLQ and correlational research.

Transition and Summary

The purpose of this non-experimental quantitative research study was to examine the relationship between transformational leadership style and employees' perception of leadership success in a traditional higher education setting. In this quantitative research study, the general role of the facilitator was to mediate the data collection and analysis processes. The specific role for this study was to communicate thoroughly the purpose and context of the research study to each participant chosen in the research study, facilitate the administration of the research instrument and to collect all data to prepare for interpretation. Once the college under study granted permission for the research study access to the college's public most accurate email

address system became available as well. Maintaining a working relationship with the college remains and therefore strict adherence to all ethical guidelines as set forth and published within the Belmont Report (1979) proved significant.

The quantitative research method chosen contributed to the statistical analysis when reviewing the data collected as well as statistical interpretation and presentation of the findings and outcomes (Bryman, 2012; Creswell, 2014; Field, 2013; Turner et al., 2013). This quantitative research study investigated the statistical significance of the relationship of transformational leadership and employees' perception of leadership success and therefore influencing the choice to conduct a correlational quantitative study. Within this quantitative correlational research study, this study utilized the MLQ, a predetermined leadership questionnaire, to retrieve data from participants that were 18-65 years of age, full time faculty, and non-management staff of the higher education institution. This research study examined the independent variables of idealized attributes, idealized behaviors, intellectual stimulation, inspirational motivation, and individualized consideration to determine the acceptance of transformational leadership within the merged college under study. Examining the employees' perception of leadership success through outcomes of leadership to include effectiveness, extra effort, and satisfaction, provided answers to the scope of success of the transformational leader (Bass & Avolio, 2004a; Caillier, 2014; Northouse, 2016).

The focus engendered within this study purposed to survey 182 of the 385 potential full-time employees within this southeastern community college in the United States. Mind Garden, Inc. administered the MLQ, a third party company and returned a .CSV file with tallied and organized data for interpretation. The data collection was completely anonymous and the survey administered online. Consideration of the participants' ethical protection, confidentiality, and

anonymity when facilitating the MLQ, via the Internet within the research study remained prominent. All data received was organized and processed via the IBM SPSS Statistics for Windows software Version 24 to provide results, interpret relationships, and test hypotheses. The use of the MLQ survey instrument within the research study, engendered reliability and validity and provided for the advancement of leadership literature. The Pearson correlation coefficient and Spearman's *rho* correlation coefficient analysis technique are appropriate statistical techniques to produce and reveal relationships of variables and therefore implemented within this research study (Creswell, 2015; Pandis, 2016; Patton, 2012;Salkind, 2013).

In section three, of this research project, included presenting a brief overview of the research study. Section three also includes presentation of the research findings and delivered applications to professional practice. Additionally, included in section three, recommendations for action and further study, reflections of research experiences, a summary, and conclusions found from the study.

Section 3: APPLICATION TO PROFESSIONAL PRACTICE AND IMPLICATIONS FOR CHANGE

This non-experimental quantitative research study examined the relationship between transformational leadership style and the employee's perception of leadership success in traditional higher education setting. In section three, of this research study, provided the presentation of the findings to include addressing the research questions and hypotheses. Additionally, provided are the application of the findings to professional practice of business and industry. Furthermore, included are recommendations for steps to useful action for those who the results of this study potentially affect and how the organization disseminates the extrapolated information to those individuals. Lastly, provided are recommendations for further research, reflection of experiences with the research study, and a comprehensive summary to close the knowledge gap.

Overview of Study

Leadership theory has provided a firm foundation based upon the leader's perspective and the leader's success in organizational settings. Recently, Bacha and Walker (2013), Fernandez (2008), and Owusu-Bempah (2014) posited research discoveries in leadership literature indicated that effective leadership must include the perceptions of the follower when in past literature reported perception limited to that of the leader. As mentioned earlier, in this study, with the recent and increased ethical disintegrations in organizational leadership it is imperative to review an understand leadership success from the employees' perspective (Bacha & Walker, 2013; Fernandez, 2008; Owusu-Bempah, 2014; Yeldell, 2012). Furthermore, Owusu-Bempah posited (2014) comprehension and interpretation of employees' perspective of leadership effectiveness is fundamentally subjective and most imperative to understanding what constitutes an effective and successful leader.

This research study incorporated a non-experimental quantitative research method to extrapolate information from the employees' perception of leadership success in higher education. Therefore, the sole use of the commercial survey instrument termed the MLQ remained to answer one research question: Is there a relationship between transformational leadership style (independent variables idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration) and employees' perception of leadership success (Outcomes of Leadership dependent variables, effectiveness, extra effort, and satisfaction)? Surveying employees of a community college in southeastern region of the United States produced findings that suggested there is a statistically significant correlation between transformational leadership and employee perception of leadership success.

Presentation of the Findings

All statistical tests and analyses within this quantitative research study involved the use of IBM SPSS Statistics for Windows software Version 24. Mind Garden, Inc. administered the MLQ and eliminated any incomplete survey responses. Data collection for this research study comprised of inviting 385 potential participants to complete the MLQ survey instrument via a no log in link. Administration of the survey took place from late October to mid November 2016. Of those 385 potential participants, 103 responded and 88 actually completed the survey, representing a 22.5% response rate. Of the 88 survey participants, 18 participants were male and 70 were female. The average age of each participant fell in the range of ages 46-55. Of the 88 survey participants, 56 were staff members and 32 were faculty members.

Before conducting the Person correlation (r) to investigate the relationship between the variables, necessity arose to perform tests of normality for the independent variable transformational leadership style and the dependent variables of Outcomes of Leadership extra

effort, effectiveness, and satisfaction utilizing the Kolmogorov-Smirnov (K-S) test. Table 1

below displays the result of the K-S test for transformational leadership, extra effort,

effectiveness, and satisfaction.

Table 1.

K-S Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TRANSFORM	.165	88	.000	.881	88	.000
DV- Extra Effort	.175	88	.000	.843	88	.000
DV-Effectiveness	.214	88	.000	.781	88	.000
DV-Satisfaction	.246	88	.000	.802	88	.000

a. Lilliefors Significance Correction

For transformational leadership the results indicated the data was significant at $D(88) =$

0.165, *p* <.000. For extra effort the results indicated the data was significant at $D(88) = .0175$, *p*

<.000. The results of the K-S test for effectiveness indicated that the data was significant at

$D(88) = 0.214$, p <. 000. The results of the K-S test for satisfaction indicated the data was

significant at $D(88) = 0.246$, p <.000. Hence, the distribution of the data met the assumption for

conducting the parametric test. Since the Kolmogorov-Smirnov test was significant ($p < .05$) for

transformational leadership, extra effort, effectiveness, and satisfaction, the distribution was

statistically significantly different from the normal distribution. Therefore, revealing the need to

employ both the parametric Pearson correlation coefficient *r* and the non-parametric Spearman

rho coefficient.

Provided the results of the test of assumptions of normality, generated visual Q-Q Plots,

listed below, to see whether the cumulative probability of the distribution, based upon the

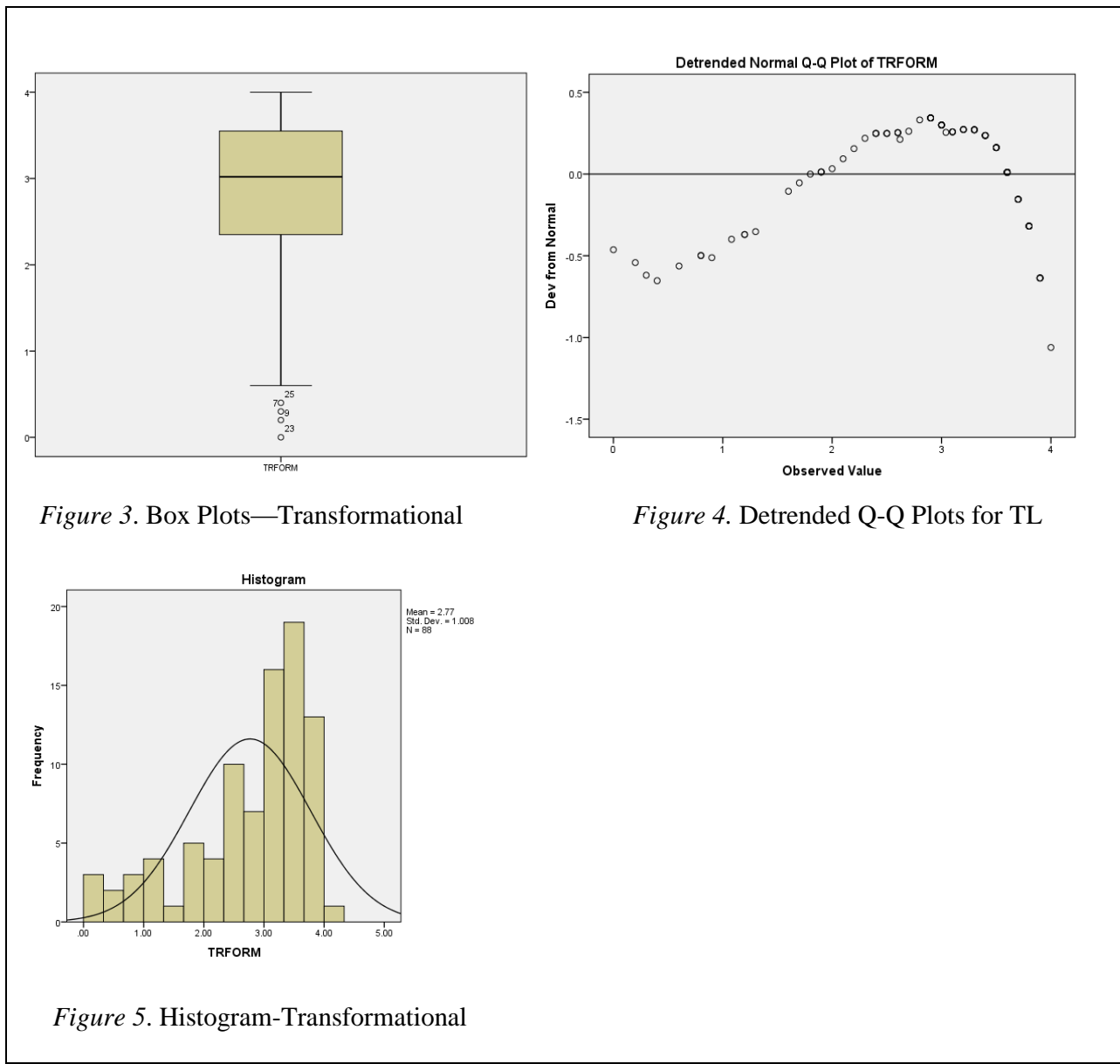quartiles of the data set instead of individual scores, was normal.

Figure 3. Box Plots—Transformational

Figure 4. Detrended Q-Q Plots for TL

Figure 5. Histogram-Transformational

Figure 3 graphically illustrates the box plots for transformational leadership style along with Figure 4 the corresponding detrended Q-Q plots indicating a few outliers. Figure 5 graphically displays the histogram for the independent variable transformational leadership style. Both charts, the detrended Q-Q plots for transformational leadership style and the histogram shows the data departure from normality.
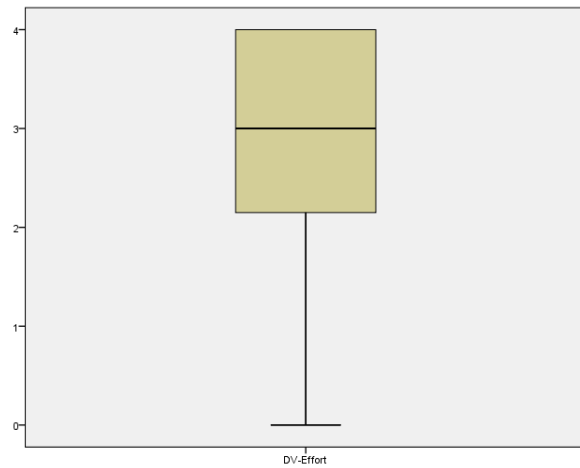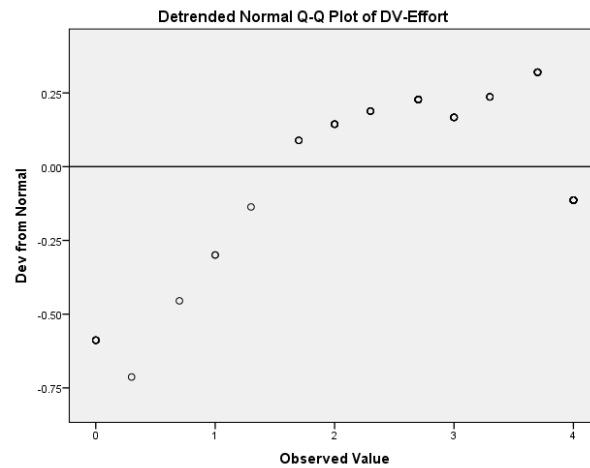
Figure 6. Box Plots—Extra Effort

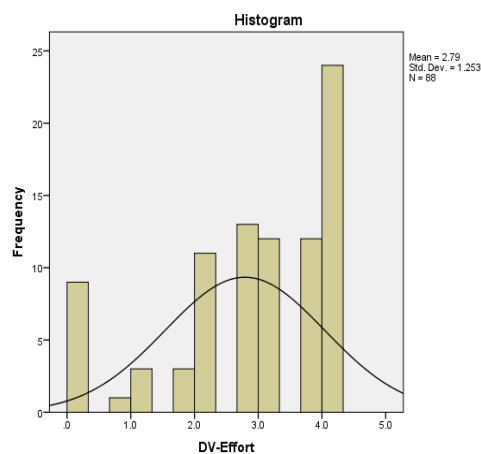*Figure 7*. Detrended Q-Q Plots- Effort

Figure 8. Histogram Extra Effort

Figure 6, above, exhibits the box plots for the dependent variable extra effort. Figure 7, graphically represents the detrended Q-Q plots displayed also indicating only a few outliers. Figure 8, graphically illustrates the histogram for the dependent variable extra effort. The charts, the detrended Q-Q plots for the dependent variable and the histogram for extra effort illustrated the kurtosis and skew, which suggest the variable extra effort returned non-normally distributed.
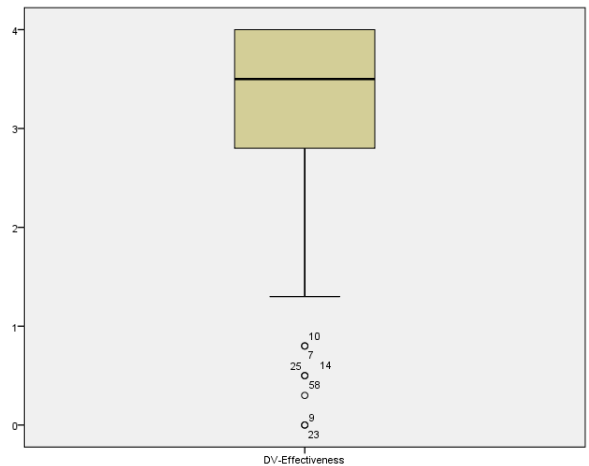
Figure 9. Box Plots--Effectiveness

Figure 10. Detrended Q-Q Plots-Effectiveness
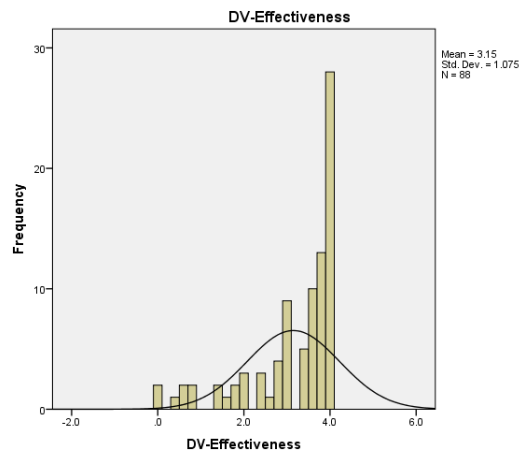
Figure 11. Histogram-Effectiveness

Figure 9, above, graphically illustrates the box plots for the dependent variable effectiveness. Figure 10, graphically represents the detrended Q-Q plots for the variable effectiveness also indicating only a few outliers. Figure 11, graphically illustrates the histogram for the dependent variable effectiveness. The graphic representation of both charts, the detrended Q-Q plots and the histogram for effectiveness illustrate the kurtosis and skew which suggest the variable effectiveness returned non-normally distributed.
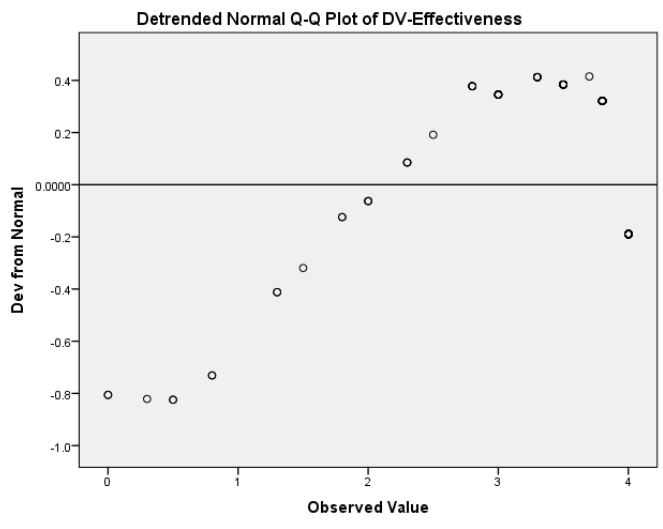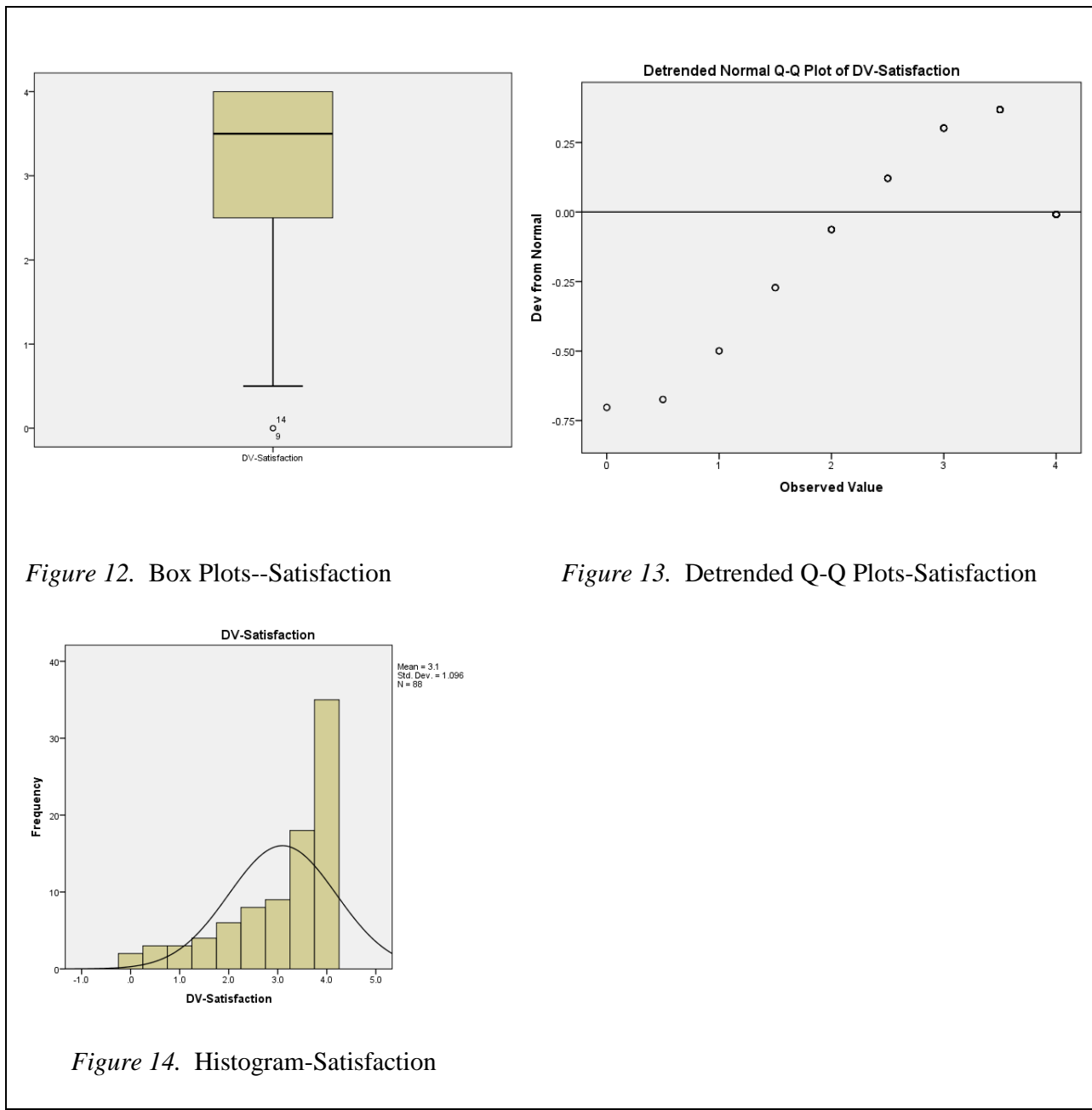
Figure 12. Box Plots--Satisfaction

Figure 13. Detrended Q-Q Plots-Satisfaction

Figure 14. Histogram-Satisfaction

Figure 12, above, exhibits the box plots for the dependent variable satisfaction. Figure 13, graphically represents the corresponding detrended Q-Q plots also indicating only a few outliers. Figure 14, graphically illustrates the histogram for the variable satisfaction. The graphic illustrations of kurtosis and skew suggest the dependent variable satisfaction returned non-normally distributed.

Pearson and Spearman's *Rho* Correlation Coefficients

Table 2.

Pearson Correlation of Variables (N=88)

		TRFORM	DV-Effort	DV-Effectiveness	DV-Satisfaction
TRFORM	Pearson Correlation	1	.711**	.895**	.865**
	Sig. (2-tailed)		.000	.000	.000
	Sum of Squares and Cross-products	88.472	78.195	84.410	83.147
	Covariance	1.017	.899	.970	.956
	N	88	88	88	88
DV-Effort	Pearson Correlation	.711**	1	.794**	.789**
	Sig. (2-tailed)	.000		.000	.000
	Sum of Squares and Cross-products	78.195	136.553	93.018	94.177
	Covariance	.899	1.570	1.069	1.082
	N	88	88	88	88
DV-Effectiveness	Pearson Correlation	.895**	.794**	1	.956**
	Sig. (2-tailed)	.000	.000		.000
	Sum of Squares and Cross-products	84.410	93.018	100.460	97.894
	Covariance	.970	1.069	1.155	1.125
	N	88	88	88	88
DV-Satisfaction	Pearson Correlation	.865**	.789**	.956**	1
	Sig. (2-tailed)	.000	.000	.000	
	Sum of Squares and Cross-products	83.147	94.177	97.894	104.429
	Covariance	.956	1.082	1.125	1.200
	N	88	88	88	88

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

Table 2 above exhibits the Pearson correlation coefficient *(r)* the transformational leadership style and the outcomes of leadership extra effort, effectiveness, and satisfaction. Since both the independent variable (transformational leadership style) and dependent variables (extra effort, effectiveness, and satisfaction) experienced transformation into interval levels of measurement by summing the means of the scores for each participant computation of Pearson's Correlation coefficient *r* proved relevant. There was a statistically significant positive relationship between transformational leadership style and extra effort $r=.711$, p (two-tailed) $<.05$, effectiveness $r=.985$, p (two-tailed) $<.05$, and satisfaction $r=.865$, p (two-tailed) $<.05$.

Table 3.

Spearman's *Rho* Correlation Coefficient

		TRANSFORM	DV-Effort	DV-Effectiveness	DV-Satisfaction
TRANSFORM	Correlation Coefficient	1.000	.713**	.789**	.738**
	Sig. (2-tailed)	.	.000	.000	.000
	N	88	88	88	.88
DV-Effort	Correlation Coefficient	.713**	1.000	.767**	.751**
	Sig. (2-tailed)	.000	.	.000	.000
	N	88	88	88	88
DV-Effectiveness	Correlation Coefficient	.789**	.767**	1.000	.926**
	Sig. (2-tailed)	.000	.000	.	.000
	N	88	88	88	88
DV-Satisfaction	Correlation Coefficient	.738**	.751**	.926**	1.00
	Sig. (2-tailed)	.000	.000	.000	.
	N	88	88	88	88

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

Table 3 above exhibits the Spearman's *rho* (r_s) non-parametric correlation coefficient calculation since the data for all variables violated the parametric assumption of normality. The Spearman r_s also generated a statistically significant result and there was a positive relationship between transformational leadership style (independent variables idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation and individualized consideration) and employees' perception of leadership success Outcomes of Leadership (dependent variables, effectiveness, extra effort, and satisfaction), $r_s = .713$, $r_s = .789$, and $r_s = .738$ respectively and *p* (two-tailed) < .05. The results indicate that the greater the level of perceived extra effort, effectiveness, and satisfaction the greater the perceived transformational leadership style. Hence, the data distribution, both the Pearson correlation coefficient and Spearman's *rho* correlation test were conducted to address the research question: Is there a relationship between transformational leadership style (independent variables idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation and individualized consideration) and employees' perception of leadership success Outcomes of Leadership (dependent variables, effectiveness, extra effort, and satisfaction)?

The data indicated there is a statistically significant relationship between transformational leadership style (independent variables idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation and individualized consideration) and employees' perception of leadership success Outcomes of Leadership (dependent variables, effectiveness, extra effort, and satisfaction). The use of the Pearsons correlation coeffiecient *r* and Spearman's *rho* correlation test provided opportunity to accuratelty test the hypotheses. Table 2 and Table 3 depict the results of the two tests and the findings provide the rejection of the null hypotheses and the acceptance of the alternative hypotheses in all three scenarios.

Hypothesis 1

Ho1. There is no statistically significant relationship between independent variables of individualized influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration in the transformational leadership style and employees' perception of leadership success (Outcomes of Leadership dependent variable Effectiveness).

Ha1. There is a statistically significant relationship to the independent variables individualized influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration in the transformational leadership style and employees' perception of leadership success (Outcomes of Leadership dependent variable Effectiveness).

The results of the Spearman's *rho* correlation test indicated that the ρ-value of the dependent variable effectiveness is .789 and the P-value is .000, which is less than the minimum .05 value needed. Therefore, the results denote rejecting the null hypothesis that there is no relationship between transformational leadership style and the employees' perception of leadership success outcome of leadership variable effectiveness. The alternate hypothesis that there is a relationship between transformational leadership style and the employees' perception of leadership success outcome of leadership variable effectiveness is accepted.

Hypothesis 2

$H_0$2. There is no statistically significant relationship between independent variables of individualized influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration in the transformational leadership and

employees' perception of leadership success (Outcomes of Leadership dependent variable Extra Effort).

    Ha2. There is a statistically significant relationship to the independent variables individualized influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration in the transformational leadership style and employees' perception of leadership success (Outcomes of Leadership dependent variable Extra Effort).

    The results of the Spearman's *rho* correlation test indicated that the ρ-value of the dependent variable effectiveness is .713 and the P-value is .000, which is less than the minimum .05 value needed. Therefore, the results denote rejecting the null hypothesis that there is no relationship between transformational leadership style and the employees' perception of leadership success outcome of leadership variable extra effort. The alternate hypothesis that there is a relationship between transformational leadership style and the employees' perception of leadership success outcome of leadership variable extra effort is accepted.

Hypothesis 3

    Ho3. There is no statistically significant relationship between independent variables of individualized influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration in the transformational leadership and employees' perception of leadership success (Outcomes of Leadership dependent variable Satisfaction).

    Ha3. There is a statistically significant relationship to the independent variables individualized influence attributes, individualized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration in the transformational leadership style

and employees' perception of leadership success (Outcomes of Leadership dependent variable Satisfaction).

The results of the Spearman's *rho* correlation test indicated that the ρ-value of the dependent variable effectiveness is .738 and the P-value is .000, which is less than the minimum .05 value needed. Therefore, the results denote rejecting the null hypothesis that there is no relationship between transformational leadership style and the employees' perception of leadership success outcome of leadership variable satisfaction. The alternate hypothesis that there is a relationship between transformational leadership style and the employees' perception of leadership success outcome of leadership variable satisfaction is accepted.

Demographics Description

In this research study, the findings revealed that of the 88 respondents 20.5% were male and 79.5 were female. On average, the female rated leadership success based on the outcome of extra effort as 2.64 out of a maximum of four and the male rated extra effort as 3.36 out of four. The women 79.5% of the female respondents rated the outcome of leadership variable effectiveness of the leader as 3.03 out of four maximum and the male rated the effectiveness of the leader as 3.59 out of four. The last variable satisfaction, in the outcome of leadership dependent variables, received on average a 2.96 rating, out of four maximum, from the females and the male rated satisfaction on average as 3.61out of four.

Furthermore, the findings of this research study revealed that of the 88 respondents, 36% were faculty and 64% were staff members. Of the faculty that responded to the dependent variable extra effort scored the dependent variable extra effort on average at as 2.76 out of four maximum, the staff members rated extra effort on average as 2.81 out of a maximum of four. Effectiveness received a rating of 3.27 out four from the staff and the faculty perceived

effectiveness to be valued on average as 2.94 out of four. The faculty rated the ability of the leader to generate satisfaction as 2.95 out of four maximum and the staff perceived the leader to generate satisfaction at the average rate of 3.18 out of four maximum.

Lastly, the average age of the respondents ranged between the ages of 46-55, which represented 38% of the respondents. On average, those 38% rated the extra effort dependent variable of outcome of leadership as 2.34 out of a maximum of four. The average age of this research study also perceived the effectiveness of the leader as 3.00 out of a maximum of four. Twenty-four percent of the respondents represented the age group of 36-45 and rated the dependent variable extra effort as 3.03 out of four, effectiveness of their leader as 3.21 out of four and the ability of the leader to generate satisfaction as 3.21 out of four maximum. The remaining 35% of the respondents represent 2% from the age group of 18-25, 16% from the age group of 56-65, and 17% from the age group of 26-35. The average rating for those age groups on average for extra effort was 3.12 out of four. In reference to the perceived value of the leader's effectiveness, the respondents rated, on average, effectiveness as 3.44, and the ability to generate satisfaction, the respondents on average rate the leader as 3.30 out of four maximum.

This quantitative research study examined the constructs of leadership theory based upon the transformational leadership style and the employees' perception of leadership success within higher education. The findings of this research study supported the theoretical framework mentioned in section one of this study. Transformational leadership concerns itself with the responsibility of improving the performance of the followers while developing the same follower to the highest quality potential (Avolio & Bass, 1995, 1999; Hargis et al., 2011; Northouse, 2016). The four components of transformational leadership style that is possessed by a leader: idealized influence (idealized attributes and idealized behaviors), inspirational motivation,

intellectual stimulation, and individualized consideration remain constant and positively effects the expected outcomes of the employee revealed through extra effort, effectiveness, and satisfaction (Caillier, 2014). The findings of this study support the pattern that transformational leaders will motivate employees to perform and move beyond self-interest and pledge themselves to the organizatiosn goals and objectives. Most oftentimes the employee will perform beyond expectations, realized job satisfaction, and perceive their leader as effective. The results and findings of this study did not produce outliers and or discrepancies to mention.

<div align="center">**Applications to Professional Practice**</div>

This research study has provided significant additional data to the knowledge gap encompassing the transformational leadership and the employees' perception of leadership success in higher education. The findings of this research study provided there is a strong positive relationship between transformational leadership and employee perception of leadership success within higher education. This information is vital to understanding employees' perception of leadership success as well as understanding leaders when leading and obtaining consensus among followers. The professional practice of higher education advances through this research study's contribution to academic literature.

The findings of this research study can be applied to professional development of employees particularly those potential upcoming leaders. Training and development of employees is significant in any organization to include soft skills and job specific task and responsibilities. This application would prepare organizations with the lasting legacy of transformational leadership style permeated throughout the organizational culture. Departmental training of transformational leadership will enhance the organizations ability to maintain transformational leadership with departmental congruence therefore yielding satisfied employees

performing beyond self-interest. The communication and interaction across departments will realize improved performances. Primarily all involved will be operating under the same premise of values and motivations, those that are relevant of the organization. Mello (2015) stipulated that satisfied employees perform at higher levels and the literature reveals that transformational leadership style is consistent in procuring an atmosphere in which employees will realize satisfaction and serve beyond personal interests (Antonakis, 2012; Avolio & Bass, 1999; Bacha & Walker, 2013; Northouse, 2016; Yeldell, 2012).

In the short time that Jesus walked the earth, he spent time training and developing leaders to follow him. He exemplified the consummate leadership style and delivered to the 12 disciples skills to continue the leadership style once he was gone (Ripley, 2014; Acts 1-2, Luke 1:3). "In my first book, O Theophilus, I wrote about all that Jesus began to do and teach, until the day he was taken up to heaven, after giving instructions through the Holy Spirit to the apostles He had chosen (Acts 1:1-2, BSB; Luke 1:3-4, BSB). The bible provides precedence to teach transformational leadership as Jesus exemplified the characteristics of transformational leadership in areas to motivate and move the disciples to act and serve beyond self-interest. Jesus' leadership style included charisma, influence, individualized consideration, intellectual stimulation and inspirational motivation and those attributes transcended to the disciples as well as others. There are several influential leaders in the bible such as Peter, Abraham, Moses, Paul, Joseph, Noah, Joshua, David, and John to name a few (Clough, 2013). Transformational leaders share vision, concern for the individual as well as motivate and stimulate the individuals, which the bible displays throughout and supports the findings of this study that teaching transformational leadership styles is significant for business advancement (Friedman, 2000).

Recommendations for Action

The research objective for this study was to examine the relationship between transformational leadership style and employee perception of leadership success within higher education. The results indicated there is a statistically significant relationship between transformational leadership style and employees' perception of leadership success through Outcomes of Leadership extra effort, effectiveness, and satisfaction. Leaders in business and industry should thoroughly understand leadership styles and theories whether it pertains to a small employment base or large employment base. Understanding and implementing transformational leadership style will render employees that perceive the leader to be motivating, encouraging, and considerate while providing extra effort to move the organization forward. Mello (2015) posited satisfied employees add value to culture and profit lines of any organization. In reference to purposeful hiring, leaders should implement a training program that ensures senior leadership and middle management understands and operates within transformational leadership style will bode well for business and organizations.

The results of this study impacts employee as employers and leaders implement a defined culture of transformational leadership style within the organization. Employees will gain confidence and learned skills to transform others when participating in a transformational leadership environment. Leaders and managers will benefit from impact from satisfied employees; the organization will realize improved profits from a well-rounded employment base within the organization. The customers, clients, and associates that all receive direct interaction with the organization will realize transformational style that will transcend as well. Dissemination and use of findings of this research study provided within training, daily observation of transformational leaders as well as public reinforcement via constant

communication of transformational leadership style provide opportunity for organizational advancement.

Recommendations for Further Study

The research objective for this quantitative study was to examine the relationship between transformational leadership and employees' perception of leadership success in higher education. The results of this research study indicated a statistically significant relationship between transformational leadership and employees' perception of leadership success through the mantra of Outcomes of Leadership. Scholarly research was necessary to provide insight to the accurate and true perception the employees and followers have pertaining to their leader. This quantitative non-experimental research study provided additive data to close a gap in the knowledge of employee perception of leadership success within higher education.

There are a few recommendations for further research presented based on the findings of this research study. Piller (2015) noted in her study that social sector employees in respect to perceptions and beliefs need further exploration and one recommendation would be to replicate this quantitative study within other educational settings and environments such as online environment. Historically Black Colleges and Universities (HBCUs) need investigating to examine if the results differ based on college culture. Another recommendation to investigate further is the sector of higher education pertaining to the historically religiously affiliated colleges and universities. Investigating these individual sectors of higher education will open another round of questions and help to close the knowledge gap and improve business practices within those organizations. Additionally, disseminating and studying educational institutions based on financial budgets and or employment size may add value to the literature.

A qualitative study examining other industries such as health, computer and technology, banking industries would offer perspective on employee perception of leadership success. The healthcare industry has seen paradigm changes in the last decade (Birk, 2016), computer technology and innovation is every changing (Stinehour, 2015), and the banking scandals of past and present (Reuters, 2016) provide opportunity to investigate employee perception of leadership success. Additionally, the results of further research will contribute to improving business practices since the aforementioned industries have seen paradigm swings in their choice of service delivery. Examining employee perspective of leadership success via a qualitative research study utilizing a case study approach would deliver a more in-depth perspective of employee perception of leadership success. In this quantitative research study, employment of the MLQ as a stand-alone survey instrument remained primary, incorporating another survey instrument in future studies would add to enhancing research and literature on employee perception of leadership success and transformational leadership.

Reflections

The study of leadership and the effects of various leadership styles on the employee, organization, and business have always enamored the researcher. This research study initially started out as a qualitative study. With the change of the doctoral study chair brought about a change in research method. The research study gleaned into a quantitative study, which brought about a completely new perspective and zeal for leadership.

Being a current employee of a community college and having spent a majority of a working career in leadership positions exudes interest in determining if the, educational industry understood the employees' perception of leadership success. Having had an established a relationship with the college under study; therefore, there was a desire to see that the current

population sample of this higher educational institution would reveal a favorable outcome of the employees' perception of the current leadership of the college. Preconceived ideas that transformational leadership should abound in higher educational settings because the educational environment teaches and instructs to advance individuals existed.

The closed end questions found in the MLQ survey instrument curtailed any personal bias that might have occurred with open-ended questions, interviews, and data interpretation. The present relationship with the college provided for a personal bias that the response rate would be overwhelming. The response rate and participation within this study was less than average. Personal thoughts and ideas did not change much because of the results of this research study. This experience provided more information as to the employees' perception of leadership success at the particular educational institution and can now generalize that information to other educational institutions. Continued belief that transformational leadership style garners the best results when advancing institutions and industries than most other leadership styles within the full range leadership model identified in the MLQ remains.

Second Timothy 2:2 (NLT) states, "You have heard me teach things that have been confirmed by many reliable witnesses. Now teach these truths to other trustworthy people who will be able to pass them on to others." The bible is explicit on teaching others to be good leaders, to motivate others, and encourage others to assist with the advancement of others all to honor and glorify God. In this verse, God referred to his doctrines, public behaviors, and attributes, as those traits to be inspiration and motivation to others. The leadership of this southeastern community college has delivered transformational leadership to the employees and set a tone for employees to follow when interacting with each other and or, as they become the next leaders. Transformational leaders consider the individual's needs beyond the needs of the

group or the leader (Bacha & Walker, 2013; Northouse, 2016) and the bible provides several instances in which Jesus displayed that same consideration as he walked the earth. Examples include the washing of the disciple's feet (John 13:12), the woman with the issue of blood (Luke 8:43), and Jesus heals the young man born blind (John 9:1-12).

Summary and Study Conclusions

The primary purpose of this quantitative non-experimental research study was to examine the relationship between transformational leadership style and the employees' perception of leadership success within a community college in southeastern United States. Section one pertained to the problem addressed as to whether two merged academic institutions were successful in implementing a transformational leadership style within the united organization. Additionally, presentation of literature to suggest that there is a relationship between transformational leadership style and employees' perception of leadership success in other organizations, environments, and industries. In section two, determination to utilize a quantitative research instrument, the MLQ, to obtain statistical data from 88 participants of the community college in the southeastern United States existed. In section three the presentation of the results of this study revealed that there is a statistically significant relationship between transformational leadership style (independent variables idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation and individualized consideration) and employees' perception of leadership success (Outcomes of Leadership dependent variables, effectiveness, extra effort, and satisfaction) within higher education.

Correlation surfaced between Bass' (2003) theory of transformational leadership style and the findings of this research study, which confirmed much of the literature that transformational leadership style is most effective over many other leadership styles and

theories. This research study supports the literature that it is no longer acceptable to view leadership success only from a leader's perceptive but must involve the perspective of the employee or the follower. Employee perspective of the leader and the leader's success is significant and truly reveals the performance level an employee produces. The employee's perspective establishes the other side of leadership studies both leader and employee perspectives are need to properly study leadership theory. Business and organization will realize improve organizational culture and profits when implementing transformational leadership style as it provides for maximizing employee performance and individual advancement. This research study closed the knowledge gap on employees' perspective of leadership success and provided statistical information that transformational leadership style correlates to the employees' perspective of leadership success within higher education.

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Appendix A: Invitation Letter

October 24, 2016

Dear Prospective Participant,

As a graduate student in the School of Business at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The purpose of my research is to determine the extent that transformational leadership predicts employees' perception of leadership success amongst the full-time faculty and staff within the technical college, and I am writing to invite you to participate in my study.

If you are between the ages of 18-65, work full-time in either a faculty or staff position at ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮, and are willing to participate, you will be asked to complete an anonymous survey. It should take approximately 15 minutes for you to complete the procedure listed. Your participation will be completely anonymous, and no personal, identifying information will be required.

To participate in this research study, click on the link provided below. Follow the instructions listed on the survey form. A consent document is provided as the first page you will see after you click on the survey link below. The consent document contains additional information about my research, but you do not need to sign and return it. Please click on the survey link at the end of the consent information to indicate that you have read the consent information and would like to take part in the survey.

Sincerely,

Tatrabian D. Jackson

DBA Student, Business Administration

School of Business

Liberty University

 tjackson27@liberty.edu

Informed Consent Form for the "The Extent Transformational Leadership Predicts Employees' Perception of Leadership Success in Higher Education"

Liberty University

Appendix B: Consent Form

CONSENT FORM

The Extent Transformational Leadership Style Predicts Employees'
Perception of Leadership Success in Higher Education
Tatrabian D. Jackson
Liberty University
School of Business

You are invited to be in a research study of the extent transformational leadership style predicts employee's perception of leadership success in higher education. You were selected as a possible participant because you serve as a full-time faculty or staff employee at ████████████ ████████████. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

Tatrabian D. Jackson, a doctoral candidate in the School of Business at Liberty University, is conducting this study.

Background Information: The purpose of this study is to determine the extent that transformational leadership predicts employees' perception of leadership success amongst the full-time faculty and staff within the technical college setting.

Procedures: If you agree to be in this study, I would ask you to do the following things:
1. You will be provided a hyperlink through which you will complete an online data collection instrument that should take less than 15 minutes. The anonymous, online questionnaire is hosted by Mind Garden Inc.

Risks and Benefits of being in the Study: The risks involved in this study are minimal, no more than you would encounter in everyday life.

There are no benefits to participating in this study.

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

Appendix B: Consent Form (cont.)

The Liberty University Institutional
Review Board has approved this
document for use from
10/4/2016 to --
Protocol # 2635.100416

Confidentiality: The records of this study will be kept private. In any sort of report, I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- The MLQ data collection instrument and questionnaire are web-based and anonymous; therefore, all data pertaining to the MLQ is encrypted and, furthermore, password protected.
- All information will be stored on a secure server. After the three-year retention period lapses, the researcher will properly shred and destroy all research documents. Additionally, the researcher will remove any electronic instruments. The collected data will not be used in any future research or for any other purpose.

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

Contacts and Questions: The researcher conducting this study is Tatrabian D. Jackson. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at 478.394.0505 or tatrabian@yahoo.com. You may also contact the researcher's faculty advisor, Dr. Gene Sullivan, at grsulliv@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd, Green Hall Suite 1887, Lynchburg, VA 24515 or email at irb@liberty.edu

Survey Link: To access the survey please click here. If the survey does not open automatically, please copy and paste the following link to your Internet browser's address bar:

Appendix C: Permission to Use MLQ

mind garden

www.mindgarden.com

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material for his/her research:

Instrument: *Multifactor Leadership Questionnaire*

Authors: *Bruce Avolio and Bernard Bass*

Copyright: *1995 by Bruce Avolio and Bernard Bass*

Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material. Sincerely,

Robert Most
Mind Garden, Inc.
www.mindgarden.com

Appendix D: Sample MLQ

**Permission for Tatrabian Jackson to reproduce 1 copy
within one year of October 24, 2016**

Sample Items From the Multifactor
Leadership Questionnaire (MLQ) Form 5X-Short

These questions provide examples of the items that are used to evaluate leadership style. The MLQ is provided in both Self and Rater forms. The Self form measures self-perception of leadership behaviors. The Rater form is used to measure leadership. By thinking about the leadership styles as exemplified below, you can get a sense of your own belief about your leadership.

Key: 0 = Not   1 = Once in   2 = Sometimes   3 = Fairly   4 = Freq
         at all   a while   often   if not alw

Transformational Leadership Styles

Idealized Influence (Attributes)	I go beyond self-interest for t...od of the group.	0 1 2 3 4
Idealized Influence (Behaviors)	I consider the m...al a...ical consequences...cision	0 1 2 3 4
Inspirational Motivation	I talk optimistica...u...the fu...	0 1 2 3 4
Intellectual Stimulation	I ree...a...ritical ass...ions to que...tio...ether the,...e appro...iate.	0 1 2 3 4
Individualized Consideration	...o...hers to...elop u...gths.	0 1 2 3 4

Transac...nal Leadership Styles

Contingent...	I m...ke clear what one can expect to receive when performance goals are achieved.	0 1 2 3 4
Management...y...n: Act...	I keep track of all mistakes.	0 1 2 3 4

Passive Avoidant Leadership Styles

...agement by Exception: Passive	I wait for things to go wrong before taking action.	0 1 2 3 4
Laissez-Faire	I avoid making decisions.	0 1 2 3 4

Appendix E: Sample Raw Data Collected

Demo-3	Q-10	Q-18	Q-21	Q-25	II-A
Please indicate your job classification: (1=Faculty, 2=Staff)	Instills pride in me for being associated with him/her (blank=Unsure, 0=Not at all, 1=Once in awhile, 2=Sometimes, 3=Fairly often, 4=Frequently, if not always)	Goes beyond self-interest for the good of the group (blank=Unsure, 0=Not at all, 1=Once in awhile, 2=Sometimes, 3=Fairly often, 4=Frequently, if not always)	Acts in ways that builds my respect (blank=Unsure, 0=Not at all, 1=Once in awhile, 2=Sometimes, 3=Fairly often, 4=Frequently, if not always)	Displays a sense of power and confidence (blank=Unsure, 0=Not at all, 1=Once in awhile, 2=Sometimes, 3=Fairly often, 4=Frequently, if not always)	Builds Trust (IIA)
2					
2	3		4	4	3.5
2	4		4	4	3.8
1	1	2	2	2	1.8
1	4	4	4	4	4
2	3	0	3	3	2.3
2			0	0	0
2	4	3	3	4	3.5
1	0	0	0	0	0