

Andrews University

Digital Commons @ Andrews University

Dissertations

Graduate Research

2014

A Quantitative Case Study of Transformational Leadership Characteristics of Valley View University in Ghana

Isaac Boateng
Andrews University

Follow this and additional works at: <https://digitalcommons.andrews.edu/dissertations>



Part of the [Christian Denominations and Sects Commons](#), [Educational Leadership Commons](#), and the [Leadership Studies Commons](#)

Recommended Citation

Boateng, Isaac, "A Quantitative Case Study of Transformational Leadership Characteristics of Valley View University in Ghana" (2014). *Dissertations*. 234.

<https://digitalcommons.andrews.edu/dissertations/234>

This Dissertation is brought to you for free and open access by the Graduate Research at Digital Commons @ Andrews University. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital Commons @ Andrews University. For more information, please contact repository@andrews.edu.



Seek Knowledge. Affirm Faith. Change the World.

Thank you for your interest in the

**Andrews University Digital Library
of Dissertations and Theses.**

*Please honor the copyright of this document by
not duplicating or distributing additional copies
in any form without the author's express written
permission. Thanks for your cooperation.*

ABSTRACT

A QUANTITATIVE CASE STUDY OF TRANSFORMATIONAL
LEADERSHIP CHARACTERISTICS OF VALLEY
VIEW UNIVERSITY IN GHANA

by

Isaac Boateng

Chair: Erich Baumgartner

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: A QUANTITATIVE CASE STUDY OF TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS OF VALLEY VIEW UNIVERSITY IN GHANA

Name of researcher: Isaac Boateng

Name and degree of faculty chair: Erich Baumgartner, Ph.D.

Date completed: April 2014

Problem Statement

Finding transformational leaders for private higher education institutions in Ghana is a major problem facing the governing boards of such institutions. There is tremendous growth at Valley View University. Finding transformational leaders could help support the growth of Valley View University (VVU). The task of university leaders has become very complex, ranging from communication, interaction, collaboration, shared leadership, policy interpretation, meeting the needs of foundations, boards, parents, students, alumni, faculty, staff, accreditation boards and the government. Therefore, finding transformational leaders for Valley View University to meet the above leadership challenges is a major problem.

Purpose

The purpose of this study was to measure transformational leadership characteristics among the leaders of Valley View University. The transformational leadership characteristics that were measured are: Idealized Influence (attribute and behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

Research Methodology

This study is an empirical quantitative case study. An empirical research is a way of gaining knowledge either by observation or through experience. In this research the transformational leadership experiences of Valley View University leaders are measured with survey called the Multifactor Leadership Questionnaire. A 5-point scale for rating the frequency of the observed leader's behaviors was used. The data collected were analyzed using SPSS 19.0 and independent samples *t*-test. The participants who took part in the survey were staff and faculty members who play some specific leadership roles at VVU (administrators) as well as student leaders.

Results

A benchmark score of 3.0 was set as the cut-off point for transformational leadership characteristics. Fifty percent of the student leaders scored between 2.75 and 3.25, indicating weaker self-perceived transformational leadership characteristics among the student leader respondents. The student leaders' mean score was 2.97, which indicates that student leaders at VVU do not perceive themselves as having transformational leadership characteristics. The administrators' mean score was 3.51,

indicating that administrators perceive themselves as having transformational leadership characteristics. Fifty percent of administrators scored between 3.25 and 3.75, showing from moderate to strong transformational leadership characteristics. The composite score for both administrators and student leaders was 3.40, showing that leaders at VVU perceived themselves as having transformational leadership characteristics. The strongest transformational leadership variable was Inspirational Motivation (3.61), and the weakest was Individualized Consideration.

Conclusions

The results have shown that administrators at Valley View University perceived themselves as having transformational leadership characteristics in all five areas of transformational leadership with a mean score of 3.51. This self-perception is in tension with VVU Strategic Planning Committee report. There is therefore the need for further and continuous education for the administrators so that these desirable qualities can be used in a more gainful way to help Valley View University meet its leadership goals. The emphasis of such education (leadership development) should strengthen VVU's weak areas, such as poor communication, poorly defined administrative roles, a participatory decision-making process (shared leadership), and faculty and staff development.

The results also showed that student leaders at Valley View University do not perceive themselves as having transformational leadership characteristics. The mean score of 2.97 was a hair below the 3.0 benchmark point. Student leaders also need training to correct the weak areas.

Andrews University

School of Education

A QUANTITATIVE CASE STUDY OF TRANSFORMATIONAL
LEADERSHIP CHARACTERISTICS OF VALLEY
VIEW UNIVERSITY IN GHANA

A Dissertation

Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by

Isaac Boateng

April 2014

© Copyright by Isaac Boateng 2014
All Rights Reserved

A QUANTITATIVE CASE STUDY OF TRANSFORMATIONAL
LEADERSHIP CHARACTERISTICS OF VALLEY
VIEW UNIVERSITY IN GHANA

A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctor of Philosophy

by

Isaac Bimpeh Boateng

APPROVAL BY THE COMMITTEE:

Chair: Erich Baumgartner

Dean, School of Education
James R. Jeffery

Member: Subir Dass

Member: Isadore Newman

External: Gustavo Gregorutti

Date approved

TABLE OF CONTENTS

LIST OF TABLES	vi
LIST OF FIGURES	vii
1. INTRODUCTION	1
Background of the Study	1
Problem Statement.....	5
Purpose	6
The Significance of the Study.....	8
Research Questions.....	11
Research Methodology	12
Assumptions of the Study	14
Delimitations.....	15
Organization and Overview of the Study	16
2. LITERATURE REVIEW	17
Introduction.....	17
Leadership in Higher Educational Institutions	17
Description of Transformational Leadership Characteristics	19
Idealized Influence	19
Inspirational Motivation.....	20
Intellectual Stimulation	21
Individualized Consideration	21
Definition of Leadership.....	22
Factors for Effective Leadership in Higher Educational Institutions	24
Vision as an Imperative in Higher Education Leadership	27
Shared Leadership in Higher Education	28
Emotional Intelligence and Higher Educational Leadership	30
Values and Ethics in Higher Educational Leadership.....	32
Recruiting and Developing a High-Performance Team.....	34
Communication	35
Leadership for Private Higher Learning Institutions in Ghana	37
The Evolution of Transformational Leadership	38
Trait Models of Leadership: Leaders Versus Followers	39
Behavioral Model of Leadership.....	40
The Contingency Model.....	41
Servant Leadership Model	42
Transactional Leadership Model.....	43

Transformational Leadership	44
Theories of Leadership That Relate to Transformational Leadership	46
Emotional Intelligence Theory.....	46
Goal-Setting Theory.....	49
Critique of Transformational Leadership Theory.....	52
A Case for Transformational Leadership Theory at VVU	54
Leaders Who Win the Trust of Their Associates	55
Leaders Who Provide Visions for What Is Possible	56
Leaders Who Are Able to Challenge Their Associates	56
Leaders Who Develop Their Associates Through Mentoring and Coaching.....	57
A Leadership Theory That is Cross-Cultural	58
A Leadership Theory That Can Be Used to Multiply Leaders	58
Leadership Skills Can Be Improved Through Learning Development	59
Providing Opportunity for All Leaders to Improve Their Leadership Skills	60
A Competency-based Learning Approach	61
History, Development, and Growth of Valley View University	62
Leadership Challenges of Valley View University	63
3. RESEARCH METHODOLOGY.....	65
Research Design	65
Population and Site for the Study	69
Data Collection Procedure.....	72
Informed Consent.....	74
Confidentiality	74
Justice.....	74
Variables	75
Dependent Variables	75
Dependent Variables Description.....	76
Idealized Influence (Attributed/Behavioral).....	76
Inspirational Motivation	77
Intellectual Stimulation	78
Individualized Consideration.....	79
Independent Variables.....	80
Research Questions.....	80
Instrumentation	81
Validity and Reliability.....	83
Data Analysis.....	85
Rating Scale for Leadership Items.....	86
Limitations of the Study	87
Chapter Summary	87
4. RESEARCH RESULTS	88

Response Rate.....	88
Overall Results.....	89
Rating Scale.....	90
The Findings.....	91
Research Question 1.....	92
Research Question 2.....	93
Research Question 3.....	94
Research Question 4.....	95
Research Question 5.....	97
Idealized Influence (Attributed).....	100
Idealized Influence (Behavioral).....	101
Inspirational Motivation.....	101
Intellectual Stimulation.....	102
Individualized Consideration.....	103
 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	 105
Summary.....	105
Purpose.....	107
Literature Review.....	107
Methodology.....	113
Conclusions.....	114
Discussion.....	116
Research Question 1.....	117
Research Question 2.....	119
Research Question 3.....	120
Research Question 4.....	122
Research Question 5a.....	123
Idealized Influence (Attributed).....	123
Idealized Influence (Behavioral).....	124
Inspirational Motivation.....	124
Intellectual Stimulation.....	125
Individualized Consideration.....	125
Research Question 5b.....	126
Implications for Practice.....	126
Future Research.....	130
Epilogue.....	131
 REFERENCE LIST.....	 133

LIST OF TABLES

1.	Student Enrollment: 2005-2011	4
2.	Student Enrollment Projections 2010-2015	5
3.	Total Mean Scores for Transformational Leadership Characteristics for the Aggregate Sample (Administrators and Student Leaders).....	93
4.	Total Mean Score for Transformational Leadership Characteristics for Administrators	94
5.	Total Mean Score for Transformational Leadership Characteristics for Student Leaders	95
6.	Independent Sample <i>t</i> -test—Administrators and Student Leaders.....	97
7.	Independent Samples <i>t</i> -test for All the Variables —Administrators and Student Leaders	100
8.	Student Enrollment: 2005-2014	106

LIST OF FIGURES

1.	Total Number of Potential Participants (Respondents and Non-respondents).....	89
2.	Response Rate by Student Leaders and Administrators.	89
3.	Side-by-Side Boxplots for Student Leaders and Administrator Respondents.	91
4.	Transformational Leadership for Administrators and Student Leaders.	96
5.	Administrators and Students on the Five Transformational Leadership Characteristics.	99

CHAPTER 1

INTRODUCTION

Background of the Study

Private higher education in Africa is a recent phenomenon and an emerging sector in many African countries. Because of its recent nature, information on private higher education in Africa is very scarce (Varghese, 2006). According to Varghese, prior to 1980 the normal trend was for the national governments to establish and support public higher education, but still the expansion of secondary education resulted in an increase of students seeking higher education. This made it difficult for governments to cater to the needs of these students. Varghese notes that “today the private sector is the fastest growing segment in higher education within many countries. . . . In a short period of 5-10 years, more private higher education institutions than public ones have been established, making the private sector an important partner in the provision of higher education” (p. 25).

Ghana, for instance, currently has 28 private universities as compared to only five public universities (Effah, 2006). Some of the reasons given for their emergence are the inability of the public sector to satisfy the growing social demand for higher education and the changing political view of large-scale public subsidies to social sectors (Varghese, 2004).

In Ghana, private higher education institutions are becoming more recognized as they supplement the public educational institutions to provide tertiary education for the people. Public institutions in Ghana have not been able to address the higher educational needs of the country. According to Effah (2006), enrollment in universities in Ghana increased by 436%, from 11,857 in 1991-1992 to 63,576 in 2003-2004. He further indicates that the percentage of applicants admitted ranges from 25 to 40%. A university built for 3,000 students is now handling 24,000 without a corresponding expansion of facilities. The rest of the students, between 60 to 75% who may not get admission to these public universities, are left to decide their own future. The private higher education institutions usually absorb these remaining students.

The government of Ghana, realizing that it cannot meet the needs of all the students in the country who want to have higher education, began to promote and support the private sector to start private higher education institutions in the early 1990s. Privately owned educational institutions are becoming more recognized because they help supplement the scarce resources for public educational institutions. The government of Ghana established the National Accreditation Board (NAB) in 1993, and was specifically charged with the accreditation of both public and private tertiary institutions (Effah, 2006). The NAB evaluates the standards and contents of programs of tertiary educations in Ghana. In Ghana, students in private higher education institutions are allowed to seek government educational loans like those in public universities. The majority of these private higher education institutions have religious affiliations such as Valley View University (VVU), a Seventh-day Adventist higher institution of learning. The development of VVU reflects the dynamic change of education in Ghana. For

example, Valley View is located less than 20 miles from the center of Accra, the capital city of Ghana, on 285 acres of land, which has been planned with financial support of the German government. It is the first eco-friendly planned campus in Africa (Valley View University, 2008). As compared to the public universities, which are overcrowded, students at VVU enjoy a lot of space and a clean environment that is conducive for studies. With these strengths VVU has the opportunity to grow.

This positive development, however, is hindered by the scarcity of effective leadership. The recent strategic planning committee of VVU, which listed strengths and weaknesses as it looked to help the university face its future with more confidence, illustrates this problem. I was privileged to sit in the meeting of the committee that worked on the 2006-2011 strategic planning document. One of the problems associated with this growth is the absence of an intentional plan or program for leadership development to meet its exponential student growth. For example, from 2007 to 2008 there was a 25% increase in student enrollment as reported by Dr. D. Ganu (the Vice President for Academic Administration) in his yearly report. According to Dr. Ganu, the January 2010 matriculation service reported 961 new students for 2009-2010, which is the highest admission in a given year prior to 2010 (personal communication, April 2010).

From Table 1 it can be seen that during the 2005/2006 academic year the student population was 1,092 and it increased to 3,226 in the 2010/ 2011 academic year. This was about 195% growth. This growth can be attributed to the fact that Valley View University is the first private university in Ghana to be granted a Charter from the government. The

Charter gave VVU the autonomy to issue degrees without affiliation with any outside university. Valley View University is also noted to have accreditation with the Adventist

Table 1

Student Enrollment: 2005-2011

Sex	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Male	715	1,010	1,508	1,940	2,004	1,900
Female	376	549	900	1,131	1,275	1,326
Total	1,092	1,559	2,408	3,071	3,279	3,226

Accreditation Association (AAA) and the National Accreditation Board of Ghana (NAB). VVU also has collaborations with local and international institutions. The well-planned campus with the help of the German Ministry of Environment is very attractive to parents who are choosing where they want their children to attend a private higher institution of learning. This 195% student growth calls for intentional and proportional leadership growth. The best approach to develop and transform the current leadership to meet the complex and challenging needs of VVU is to develop transformational leaders. In Chapter 2, I will discuss transformational leadership in detail and show why I am proposing transformational leadership for Valley View University.

Table 2 shows the projection of student enrollment by 2015. This projection was envisaged by the 2011-2015 Strategic Planning Committee. The Committee projected 5,804 students by the year 2015 (Valley View University, 2011-2015). In November 2012 during VVU Commencement, the president announced in his commencement

address that the student population at that time was 5,791, thus student enrollment had reached the Committee’s 4-year projection within 1 year.

Table 2

Student Enrollment Projections 2010-2015

Sex	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Male	2,188	2,239	2,690	3,141	3,591
Female	1,261	1,399	1,537	1,975	2,213
Total	3,449	3,638	4,227	5,116	5,804

This growth will continue because of the publicity VVU is receiving. Valley View University was adjudged the Best Private University in Ghana at the January 2013 ranking of the 4International Colleges and Universities (Valley View University, 2013), which is a major ranking organization. This growth and the public recognition received show that Valley View University has been transformed from a small college to a large higher institution of learning. It needs effective leaders to deal with this transformation. There is therefore the need for transformational leaders to meet the needs of this growth.

Problem Statement

Finding transformational leaders for private higher education institutions in Ghana is a major problem facing the governing boards of such institutions. From Tables 1 and 2, it can be seen that there is tremendous growth at Valley View University. Finding transformational leaders could help support the growth of Valley View University.

The Valley View University Strategic Planning Committee argued that there are a lot of staff members, but few are qualified to lead (Valley View University, 2006-2011). There has not been an empirically based study to validate this assertion, but the statement suggests a need for effective leaders. The Strategic Planning Committee is made up of the president and all the vice presidents, all heads of departments, all principal administrators, selected faculty and staff, the principal student leaders, and some board members. Because of the nature of the composition of this Committee, the voice of the Committee must be considered as important. The Committee also mentioned poor communication, inadequate delegation and decentralization, and inadequate middle-level administration support as weaknesses of VVU. These weaknesses suggest the need to find transformational leaders.

The task of university leaders has become very complex, ranging from communication, interaction, collaboration, shared leadership, policy interpretation, and meeting the needs of foundations, boards, parents, students, alumni, faculty, staff, accreditation boards and the government. The 20th-century bureaucratic and autocratic leadership styles must give way to shared leadership and follower development and motivation (Sandmann & Vandenberg, 1995). Follower development and motivation are two characteristics of transformational leadership (individualized consideration and inspirational motivation). Therefore, finding transformational leaders for Valley View University to meet the above leadership challenges is a major problem.

Purpose

The purpose of this study was to measure transformational leadership characteristics among the leaders of Valley View University. The transformational

leadership characteristics that were measured are: Idealized Influence (attribute and behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration (Avolio & Bass, 2004). Since this is the first time I am introducing these variables in the study I will explain them.

The first characteristic of transformational leadership is *Idealized Influence* (which has both attributive and behavioral dimensions) and contributes to two variables in this study. This characteristic is usually observed in a leader who approaches his or her leadership with a shared vision and values and is able to articulate the vision in an effort to win the trust of the followers to emotionally identify with him or her. Bass and Riggio (2006) state, “The leaders behave in ways that allow them to serve as role models for their followers” (p. 6).

The second characteristic of transformational leadership is *Inspirational Motivation*, which describes leaders who are able to emotionally appeal, inspire, and excite followers in an effort to elevate their commitment to a common purpose. Bass and Riggio (2006) describe such leaders as individuals who provide meaning and challenge to their followers, arouse team spirit, and display enthusiasm and optimism.

The third characteristic of transformational leadership is *Intellectual Stimulation*, which describes leaders who possess the passion to teach, develop, and empower their followers in an effort to enable them to become risk takers and change agents. In describing such transformational leaders, Bass and Riggio (2006) mention that such leaders stimulate their followers’ efforts to be innovative and creative by questioning assumptions. The followers are encouraged to try new approaches to their task.

The fourth and last of the characteristics of transformational leadership is *Individualized Consideration*, which also describes leaders who are able to help their followers to become self-leaders through coaching, mentoring, and growth opportunities. They treat each individual as unique and foster a climate of trust. Such transformational leaders pay special attention to each individual follower's needs for achievement and growth by creating learning opportunities. A two-way communication is encouraged between leaders and followers (Bass & Riggio, 2006).

The Significance of the Study

This study has been useful to me as a researcher. I have received an in-depth knowledge on transformational leadership since I started this research. My ultimate goal is to collaborate with VVU to start a Center for Leadership Development. One of the key leadership models that I will emphasize is transformational leadership. This Leadership Development Center will serve not only the leadership needs of VVU but of the Seventh-day Adventist Church in the West Africa Division. The Center will help the leaders of the local churches as well as the conferences and unions do assessment of their transformational leadership characteristics and use their results for effective and meaningful leadership service in the West Africa Division.

Another significance of this study is to help advise VVU leadership, including the Board, as to how to develop effective leaders. The study will show whether or not administrators—principal officers, academic heads, heads of sectors, such as cafeteria and physical plant, and student leaders—possess transformational leadership characteristics. Therefore if the administrators and student leaders have transformational

leadership characteristics, then such strengths could be used to strengthen the leadership of VVU. If they are weak in some areas, they can develop their weak areas.

If the results of this study show that there are transformational leaders with Individualized Consideration, then such leaders could mentor, coach, and provide growth opportunities for middle-level administrators who are inadequately supported according to the Strategic Planning Committee. According to Avolio and Bass (2004), transformational leaders recognize their associates' needs and help them to develop into mature leaders. The study could therefore help VVU leaders with transformational leadership characteristics to intentionally relate to their associates in a way that can help the associates to be empowered and develop their skills to face the challenges of their work.

The study will also help the leaders gain a greater awareness of some of the transformational leadership characteristics that they scored low in and, through training, improve in those areas. According to Avolio and Bass (2004), transformational leadership studies can help to raise the awareness of individual leaders to educate themselves through formal and/or informal ways to develop their weak areas/skills for transformational leadership effectiveness.

Avolio and Bass (2004) have suggested that studies in transformational leadership characteristics can help to examine leaders' profiles. They also suggested that transformational leadership studies could also facilitate the placing of leaders in their proper roles.

Thus, recommendations will be made to the leadership at VVU if such uses suggested by Avolio and Bass (2004) could be incorporated into their leadership work.

For example, leaders who score high in Inspirational Motivation could be used to inspire and excite their followers in an attempt to elevate their commitment towards the goals of VVU.

The diagnostic tool used in this study could potentially be used to assess other faculty and staff of the University in the future. The study could be used as a springboard to design a transformational leadership development program that will help to train the leaders of Valley View University and other similar private higher education institutions in Ghana. Avolio and Bass (2004) state that MLQ scores can be “used to better understand early developmental factors and experiences that contribute to a wide range of adult leadership styles observable in organizations” (p. 16). The results of the study could help VVU leaders become aware of their personal developmental factors that may be limiting their effectiveness as leaders. A framework for a leadership development program centered on these dimensions could be structured and offered to VVU leadership.

The study could also help VVU leadership to identify their leaders’ transformational leadership characteristics in an attempt to help those responsible for placements to place leaders in positions which they are best suited for and for which they will require the least amount of training (Avolio & Bass, 2004). Astin and Astin (2000) stated, “The study of leadership within a given social context can open up new possibilities for transformation and change” (p. 5). They stress further that “effective leadership is an essential ingredient of positive social change” (p. iv). If the study proves to be useful, it could have a positive impact on the leadership effectiveness at VVU and could be extended to the leaders of the other private universities.

The study will also help other private tertiary institutions in Ghana. Other private higher education institutions in Ghana could be motivated to undertake such diagnostic studies. Little is currently known about transformational leadership characteristics in private higher educational institutions in Ghana. As previously mentioned, Varghese (2006) asserts that private higher education in Africa is very recent and therefore information on such institutions is very scarce. This study will therefore increase the knowledge base of transformational leadership in private higher educational institutions in Ghana.

Research Questions

In an attempt to measure the transformational leadership characteristics—Idealized Influence (attributed and behavioral), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration—which according to Avolio and Bass (2004) strongly correlate positively to effective and non-effective leaders, this research will address the following research questions:

1. How do leaders (administrators and student leaders) at VVU perceive their leadership approach as related to transformational leadership characteristics?
2. How do administrators at VVU perceive their leadership approach as related to transformational leadership characteristics?
3. How do student leaders at VVU perceive their leadership approach as related to transformational leadership characteristics?
4. Is there any difference in how administrators and student leaders at VVU perceive their leadership approach as having transformational leadership characteristics?

5a. Is there any difference in administrators' and student leaders' scores along the five transformational leadership characteristics (Idealized Influence—attributed, Idealized Influence—behavioral, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration)?

5b. Which of the five characteristics had the highest mean score that contributed to the transformational leadership characteristics of the leaders?

The research questions 1, 2, 3, and 5b are descriptive and 4 and 5a are inferential. Administrators in this study are the principal officers: the Vice Chancellor, Pro-Vice Chancellor, Deans, Academic heads, and other sectional heads such as physical plant, cafeteria, and library.

Research Methodology

This study is a quantitative case study. According to Yin (2003), a case study is defined as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context” (p. 13). Eisenhardt (1989) has described a case study as a type of research strategy that looks at the dynamics within a single setting. Creswell (1998) has mentioned that a case study is based on a bounded system. Somekh and Lewin (2007) have argued that the strength of a case study is that it takes an example of an activity and uses multiple methods and data sources to explore it. It can, therefore, achieve a rich description from the participants' perspective. But Yin (2009) argues that case study research can be either single or multiple cases. He states that “single- and multiple-case studies are in reality but two variants of case study design” (p. 15). He mentions also that case studies can include, and even be limited to, quantitative evidence.

It is important to emphasize that this research is an empirical quantitative case study. An empirical research is a way of gaining knowledge either by observation or through experience. In this research the transformational leadership experiences of Valley View University leaders are measured with the Multifactor Leadership Questionnaire. This study is therefore an empirical enquiry that investigates transformational leadership experiences at Valley View University. Empirical case research gives an in-depth study and helps the researcher to understand the case (Somekh & Lewin, 2007). In an empirical case study, external validity is not an issue since the results obtained cannot be generalizable. They can be applied only to the case under study. This study will diagnose the transformational leadership characteristics of the leaders at VVU from the participants' perspective.

This study will use a survey called the Multifactor Leadership Questionnaire. A 5-point scale for rating the frequency of the observed leader's behaviors was used. The questionnaire is self-explanatory (Avolio & Bass, 2004). The data collected were analyzed using SPSS 19.0 and independent samples *t*-test. The participants who took part in the survey were staff and faculty members who play some specific leadership roles at VVU (administrators) as well as student leaders. The survey is a self-evaluation of the participants, and the respondents included the following:

1. President
2. Vice President for General Administration
3. Vice President for Academic Administration
4. Vice President for Student Life
5. Vice President for Financial Administration

6. The departmental heads
7. The academic heads
8. Student leaders.

There are 13 departmental heads and eight academic heads. The departmental heads are those who head divisions such as Human Resources, Admissions and Records, Marketing and Communication, Food Services, and the Physical Plant. The academic heads are chairs of academic departments such as Business Administration, Religious Studies, Computer Science, and Nursing. All of the above leaders are classified as administrators. In a personal communication with A. Imbrah (Director of Human Resources) the following information was delivered to me. In the 2008-2009 academic year, there were almost 3,000 students at VVU with 75 full-time and 46 part-time faculty and 185 staff (personal communication, Office of Human Resources, VVU, March 2009).

In a study of transformational leadership, Avolio and Bass (2004) concluded that a leader's effectiveness is related to specific behaviors, which they have described as transformational leadership characteristics. In a variety of organizations, the transformational leadership factor scale, based on colleagues' ratings of leaders or leaders' self-rating, correlated positively with specific objective and subjective criteria of effectiveness and associated satisfaction with his or her leader. The 5-factor scale can also be used for self-evaluation, which is the focus of this study.

Assumptions of the Study

The basic assumptions underlying the purpose of this study are:

1. Transformational leadership characteristics, according to Avolio and Bass (2004), positively correlate with leadership effectiveness. Effective leaders are expected

to exhibit transformational leadership characteristics, and leaders who exhibit transformational leadership characteristics are transformational and effective leaders.

2. The Multifactor Leadership Questionnaire cuts across cultures and therefore could be used in Ghana without any cultural barriers (Avolio & Bass, 2004).

Delimitations

Bold Educational Software (2011) has defined delimitation as “those characteristics selected by the researcher to define the boundaries of the study” (p. 1). It was my intention and interest to select Valley View University as the site for the study because I teach courses there during the summer. There are about 50 private tertiary institutions of learning in Ghana, but they were not considered at this time. If the results become useful to VVU, other private higher learning institutions in Ghana and Seventh-day Adventist higher learning institutions in Africa may also use it as a model for their leadership development.

I selected only the administrators and students in leadership positions to participate in the survey and to serve as the independent variables. There are other leaders at VVU, such as associate directors, but my focus was on the principal decision makers. Among the student leadership there are also other club leaders, but the focus of this study is limited to the principal student leaders who were elected by all the students.

Even though the MLQ measures transformational leadership, transactional leadership, and laissez-faire leadership, the study was limited to transformational leadership since that is the focus.

Organization and Overview of the Study

This dissertation is organized in the following way: Chapter 1 is the introduction of the study. It includes an overview and background of the study, the problem and purpose statements, the research questions and methodology, statistical analysis, assumptions of the study, the scope, limitations and delimitations, and the organization of the study. Chapter 2 discusses the literature on leadership in higher education including definitions of leadership and effective leadership, factors of effective leadership, a history of leadership theory, leadership models and styles, the need of leadership in higher learning institutions, and the uniqueness of Seventh-day Adventist institutions of learning. Chapter 3 describes the methodology of the study, which includes the nature and design of the research, sample size, data collection and analysis, assessment survey, an overview of the Multifactor Leadership Questionnaire, and variables. Chapter 4 discusses the results of the quantitative data, and Chapter 5 includes a summary, the interpretation of results, the conclusions, and recommendations of this study.

CHAPTER 2

LITERATURE REVIEW

Introduction

The purpose of this chapter is to review the literature on (a) leadership with an emphasis on leadership in higher learning institutions, (b) the evolution of transformational leadership theory, (c) other leadership theories that are related to transformational leadership theory, (d) leadership for private higher learning institutions in Ghana, (e) the history, growth, and leadership challenges at Valley View University, and (f) to make a case for transformational leadership at Valley View University.

Leadership in Higher Educational Institutions

As mentioned in Chapter 1, leadership in higher education is complex and facing major transformational challenges. According to Herbst and Conradie (2011), these transformational challenges require extraordinary leadership. Other researchers support this assertion (Bosch, 2006; Brennan, 2005; Hargreaves & Fink, 2003; Jansen, 2004; Van Ameijde, Nelson, Billsberry, & Van Meurs, 2009). Herbst and Conradie (2011) state that there is a widespread acceptance of the need for effective leadership in higher education. They emphasized that there is the need for leadership practices that will shape institutional transformation in education. Martin (2005) stresses that since leadership is a

process where individuals work together to foster change and transformation, there is a need to develop skills that will enhance interconnectedness and relationships.

According to Hunt, Oosting, Stevens, Loudon, and Migliore (1997) one of the greatest needs of higher learning institutions is leadership. Hunt et al.'s interest was not only with leadership, but specifically with leaders who are proactive at all levels within the institution and those who are willing to understand and accept the mission of the institution. Such leaders will not only understand the mission of the institution but are also willing to identify with its vision and to help accomplish its objectives.

Herbst and Conradie (2011) wrote that ineffective and inefficient leadership has been identified by various authors (Jansen, 2004; Seale, 2004) and that such leaders have impeded the transformation agenda of some higher educational institutions in South Africa. Herbst and Conradie (2011) suggest that to build leadership capacity necessary for top-quality institutions of higher learning, such leaders need good technical, social, and emotional skills. Literature on effective leaders seems to indicate that such leaders tend to be “transformational” instead of merely “transactional” (Harris et al., 2003, p. 29). Astin and Astin (2000) have emphasized that leaders in higher education should start practicing the principles of transformational leadership. According to Astin and Astin, transformational leadership is empowering leadership that is based on self-awareness, is emphatic and authentic, and develops trust through listening, collaborating, and shaping a common purpose.

Since Astin and Astin (2000) stress and argue for the need for higher educational leaders to practice the principles of transformational leadership, it could be inferred that transformational leaders are needed in higher education. Keller (1995) has observed that

transformational leaders are linked with organizational performance and higher trust in leadership performance. Barling, Slater, and Kelloway (2000) also observed that transformational leaders influence employees who become emotionally committed to the organization. Bass (1985) stated that the transformational leader is “likely to be more proactive than reactive, more innovative in ideas and less inhibited in ideational search for solutions” (p. 38).

Description of Transformational Leadership Characteristics

Bass and Riggio (2006) describe transformational leadership as a new paradigm of leadership. They describe transformational leaders as those who stimulate and inspire their followers and in doing that develop their own leadership capacities.

Transformational leaders inspire their followers as well as challenge, persuade, and provide meaning and understanding. They intellectually stimulate their followers thereby helping their followers to expand their abilities and to challenge the “status quo.”

Transformational leadership proponents such as Bass (1985, 1998) and Bass and Riggio (2006) have argued that transformational leadership has four main components: idealized influence (in this research, idealized influence is divided into attributive and behavioral), inspirational motivation, intellectual stimulation, and individualized consideration. Since all these authors argue for transformational leadership, it may be important to understand how researchers have defined this approach to leadership.

Idealized Influence

Idealized influence is observed in a leader who approaches his or her leadership with a shared vision and values and is able to articulate the vision in an effort to win the

trust of the associates to emotionally identify with him or her. The associates view their leaders as possessing influence, which is ideal. Such associates are close to their leaders and identify with them and their missions and have gained their trust and influence (Avolio & Bass, 2004). Transformational leaders with idealized influence often serve as role models because such leaders are admired, trusted, and respected (Bass & Riggio, 2006). Such leaders are trusted and respected because they are seen to possess some capabilities and a strong determination and persistence to reach their goals. In spite of their determination, they do not use their powers for their own interests but for the interests of their associates. They are, therefore, able to motivate their associates to perform and achieve high results. Transformational leaders are willing to encourage and empower their associates so that they gain the skills the leader needs to achieve his or her mission. Transformational leaders with high idealized influence are very often interested in the development of their associates (Avolio & Bass, 2004). There are two aspects of idealized influence: the leader's behavior (idealized influence, behavioral), and the elements the associates attribute to the leader (idealized influence attributive). Thus the behavior as seen by the associates and the qualities the associates attribute to the leader are both measured (Bass & Reggio, 2006). Both are measured separately in the Multifactor Leadership Questionnaire.

Inspirational Motivation

Inspirational motivation describes leaders who are able to motivate and inspire their associates. Avolio and Bass (2004) state that "inspirational leaders articulate, in simple ways, shared goals and mutual understanding of what is right and important" (p. 28). Transformational leaders provide vision as to what is possible for the

organization and provide direction as to how to attain those goals. Such leaders try to explain clearly the goals of the organization and how to achieve such goals. Bass and Riggio (2006) note that such inspirational leaders arouse team spirit and generate enthusiasm and optimism among their associates through communication.

Intellectual Stimulation

Transformational leaders help their associates to think about old problems in new ways. Such leaders encourage their associates to challenge the “status quo” of the organization. Associates are stimulated to ask questions and to challenge ideas so as to create new ways to solve old problems. Thus they are raised to a level that allows them to challenge their own beliefs, imaginations, and values and are challenged to solve problems on their own. According to Avolio and Bass (2004), intellectual stimulation can take place “one on one” or at the organizational levels (p. 29). In such an environment “leaders become transforming and intellectually stimulating to the extent that they can discern, comprehend, conceptualize, and articulate to their associates the opportunities and threats facing their organization” (p. 29). In such conditions, creative methods are explored to achieve the organization’s missions and goals.

Individualized Consideration

The transformational leader tries to understand individual concerns and development. Each of the team members is treated in a unique way to help them to develop their maximum potential. To achieve individual development, assignments are given on an individual basis. Individual growth is encouraged, and opportunities and cultures are created to achieve such an objective. Sometimes, this can be achieved

through mentoring and coaching. Such leaders try to realign the individual needs to the organization's mission (Avolio & Bass, 2004).

Transformational leaders are therefore not only evaluated according to production criteria, but also by asking how effectively the associates have been developed into transformational leaders. The associates are able to develop their leadership skills into maximum potential to take command of their own works and solve problems themselves. The goal of such transformational leaders is not to be productive but to develop more transformational leaders (Bass & Riggio, 2006).

Definition of Leadership

There have been many attempts to define leadership, which seems to be a complex phenomenon, and its definition depends on the perception and experience of the person. Faehner (2007) stated rightly, "The lack of agreement on a universal definition of leadership may be related to the wide variety of scholars who have sought to understand it" (p 23). Hughes, Ginnett, and Curphy (2008) agree with Faehner when they write that "people who do research on leadership actually disagree more than you might think about what leadership really is" (p. 4). Maxwell (1993) has defined leadership as influence, saying "a leader is great because of his or her ability to empower others" (p. 9). Hughes et al. (2008) also describe leadership "as a process in which leaders and followers interact dynamically in a particular situation or environment" (p. 36).

Prior to my exposure to Hughes et al.'s (2008) definition, which has influenced my concept of leadership, my emphasis of leadership was just on the leader and his or her style in leadership. Sometimes I could not distinguish between leader and leadership, and employed the two terms interchangeably. My emphasis in leadership presentations has

been on the leader and quality characteristics, leadership styles and models, goal setting, strategic planning, and conflict management. I did not consider the importance of the “followers” and the “situation” as mentioned by Hughes et al. But leadership does describe an interaction between the leader, the organized group, and the given situation (Hughes et al., 2008). Leadership involves a leader being able to motivate, inspire, and help to develop the group to reach the desired goal. It also entails a leader being able to build the group into a coercive team that will work to attain a desired goal. Looking at leaders from a Christian perspective, Clinton (1983) narrowed his definition of a Christian leader. He defines a Christian leader as “a person with God-given capacity and a God-given responsibility to influence a certain group of people towards God’s purpose for the group” (p. 11). This definition sees desired organizational goals related to God’s agenda for a specific group of His people. Often this type of leadership is transformational because such leaders are passionate to reach such goals and to articulate their visions to their associates and to inspire and motivate their associates to reach their God-given goals.

Block (1993) and Hurst (1996) have mentioned that sometimes it is difficult to make a distinction between the words *leader* and *leadership*. By keeping the emphasis on the leader, both the followers and the situation are left out of the concept of leadership. It is therefore important to look at leadership through the multiple perspectives of the leader, the follower, and the situation. Rost and Barker (2000) stress that the industrial view of leadership cannot serve educational purposes because the goals and the types of workers in the industries are different from the educational institutions. We shall therefore take a look at leadership in education with an emphasis on higher education.

Factors for Effective Leadership in Higher Educational Institutions

There are several factors that make leaders effective. Braun, Nazlic, Wesweiler, Pawlowsk, and Peus (2009) mention that an organization's success is pivoted on effective leadership, and higher educational institutions are no exceptions. Arsenault (2007) argues that higher educational institutions face similar challenges as other organizations and are therefore not immune to the need for effective leadership. Several studies have shown that effective leadership (as a result of leadership development) correlates with a variety of organizational variables such as followers' satisfaction, commitment, and performance (Barling, Weber, & Kelloway, 1996; Dvir, Eden, Avolio, & Shamir, 2002; Popper, Landau, & Gluskinos, 1992).

On the other hand, it is very difficult to work with leaders who are not effective. Beverly Kaye, a CEO, states that "people don't leave companies; they leave bad bosses" (Hughes et al., 2008, p. 292). It is not unusual that in higher learning institutions faculty are promoted or appointed to a senior rank based upon their mastery of subject knowledge, experience, and research including publications. But these strengths may not be adequate for leadership positions without adequate preparations (Braun et al., 2009).

Because nations and communities have placed high premiums on higher education institutions, finding the right leaders for such institutions has become very important and highly political. The diversity in types of higher educational institutions, ranging from private to public, from research to liberal arts, also complicates the search for appropriate and effective leaders. Higher educational institutions have differences in culture, mission, and programs offered. For example, the interest of a research institution will differ from a liberal arts institution. These differences must be taken into account

when looking for leaders for these institutions. In addition, such leaders need to develop a set of leadership skills that have been shown to make them effective for leading such institutions with their complex problems and diverse constituencies. In most cases they have to be leaders skilled in leading change (Fullan, 2001).

The characteristics of effective leaders who bring about school change include: having vision, believing that schools are for student learning, valuing human resources, being good communicators and listeners, being proactive, and taking risks. There are limited data on educational leaders and therefore “the information drawn on the characteristics of these leaders is drawn primarily from literature on effective schools” (SEDL, 2009, p. 2).

In a literature review on effective leadership in higher education, Bryan (2007) identifies 13 forms of leader behaviors that make departmental directors of higher learning institutions effective. He notes that there is “surprisingly little empirical research” on “the kinds of leadership styles or behavior that are found to be effective in studies of higher education leadership” (p. 693). In his review the key research question he used was, “What styles or approaches to leadership are associated with effective leadership in higher education?” Bryan’s literature review is very relevant to anyone undertaking research in effective leadership in higher educational institutions and more especially for private higher institution in Africa since very little information is found on this subject. Bryan selected materials from 1985 to 2005 with the simple reason that there has been a change in higher education settings for the past 20 years, and with which many writers on higher education agree. The articles selected linked leadership and effectiveness in higher education using the following criteria:

1. The aims of the research were clearly stated.
2. The ways in which data were collected were clear (sampling and research instrument and data analysis).
3. Methods were related to aims.
4. Sufficient data were provided to support interpretations.
5. A good method was used for the analysis (Bryan, 2007, p. 695).

In the literature review, Bryan (2007) defined leadership “in terms of influencing and/or motivating others towards the accomplishment of departmental goals” (p. 696).

Although Bryan’s study was on departmental leaders, most of the 13 leader behaviors can be applied also to other leaders in higher education institutions. In the 13 leader behaviors of Bryan, the emphasis was on the leaders having a clear sense of direction and a strategic vision. He also pointed out that the leader must be someone who is trustworthy, which includes his or her credibility, personal integrity, and role modeling. Bryan added that one of the key strengths of such leaders is open communication. They create the opportunity for followers to provide feedback and participate in decision-making. Effective leaders must also have the welfare of their followers in mind by adjusting workloads to stimulate scholarship and research, according to Bryan.

Bryan (2007) included several reference sources for these 13 behaviors associated with leadership effectiveness at the departmental level in a table form. In this literature review I have attempted to classify Bryan’s 13 higher education departmental leaders’ behaviors into six major factors that influence leadership effectiveness. All six major factors, or the 13 departmental leaders’ behaviors that influence leadership effectiveness, have some relationship with the key characteristics of transformational leadership as

discussed in Chapter 1. The six factors from the 13 departmental leaders behaviors are: (a) vision, (b) shared leadership, (c) emotional intelligence, (d) values and ethics, (e) effective communication, and (f) human resource. These are now discussed in more details.

Vision as an Imperative in Higher Education Leadership

Francis Lawrence interviewed Robert Berdahl, the 8th Chancellor of The University of California, Berkeley. Lawrence asked Berdahl about the essence of university leadership. Berdahl responded that leadership in higher educational institutions involves two things: creating a vision and securing support for that vision (Lawrence, 2006). Westley and Mintzberg (1989, as cited in Bryan, 2007) state that visionary leadership is dynamic and involves a three-stage process: (a) An image of the desired future for the organization (vision) is (b) communicated (shared), which serves to (c) empower those followers so that they can enact the vision (p. 18).

Creswell, Wheeler, Seagren, Egly, and Beyer (1990) did a study with 200 U. S. departmental chairs who were nominated as excellent. Among the 200 departmental chairs, the prominent leadership quality found was collective departmental vision or focus. On another occasion, 13 departmental leaders were selected by their peers as excellent leaders (Benoit & Graham, 2005). Benoit and Graham (2005), commenting on these 13 leaders, pointed to the importance of visionary leadership exhibited by all 13 departmental leaders selected by their peers as excellent. Visionary leadership is therefore an important characteristic of a leader who seeks transformation for his or her organization. One other leadership characteristic that Bryan (2007) mentioned as

associated with the 13 behaviors of effective higher educational leaders is shared leadership.

Shared Leadership in Higher Education

Sandmann and Vandenberg (1995) stress that leadership approaches of the past cannot meet the complex communities and organizations of today. In the past, leadership rested in individuals who were to inspire, motivate, encourage, and direct others to reach their goals and objectives. But today the emphasis is on shared leadership. This is also underscored by Farnsworth (2007), who wrote on a new model of higher education, which stressed that leadership should not be an affair of the individual but the group. Leadership must be an expression of the group, and this will help change to be effective instead of the group opposing the leader for change. This new type of leadership that is emerging is sometimes termed “post-heroic” leadership (Sandmann & Vandenberg, 1995, p. 2). It requires shared power and is based on “bottom-up” leadership. This new leadership is often described with three common themes: (a) shared leadership, (b) leadership as relationship, and (c) leadership in the community. Shared leadership has several names such as: dispersed, roving, distributive, collective, or group-centered leadership. Shared leadership brings in a pool of leadership qualities by drawing from the strength of every worker. It is needed in today’s complex society and emphasizes that every worker is important. Shared leadership promotes relational leadership or teamwork.

Leadership as relationship revolves around a network of relationships that is built on the concept of empowerment, participation, partnership, and service (Sandmann & Vandenberg, 1995). If leaders and followers alike will see themselves as equally important and in need of each other’s co-operation, understanding will permeate among

their ranks, which will create an environment and a culture that will result in growth, progress, and change of their organization. In discussing transformational leadership, Farnsworth (2007), referring to Burns (1978), explains that leadership where leaders and followers engage one another in a positive way benefits both. Farnsworth states, “[Such] leaders and followers raise one another to higher levels of motivation and morality” (p. 47).

Shared leadership also promotes community leadership. Leadership in community looks at the community as the setting in which the leadership relationship takes place. Leaders and followers should not only look at their organizations and staff but also look beyond the organization and consider the needs of the community served. By reaching out to the community the leaders may be able to involve the community to be part of their vision and task. Leontiades (2007) has argued that universities are free to decide what constitutes quality and productivity. Higher institutions usually base their quality on the quality of research faculty that they possess. According to Leontiades, most of the research done in higher institutions is published by peer-reviewed journals, which are read by few of their peers and are often not relevant to the community at large. If higher education leadership will look at the needs of the community, the students they produce will be more relevant to the community. In other words, research may be focused on the needs of the community so that it will be relevant to the community. This will also result in a reciprocal interest and support from the community to the institution.

Sandmann and Vandberg (1995) have declared that 21st-century leadership must be centered on groups instead of on individuals and must therefore “engage the group in heart, mind, spirit, and energy” (p. 4). Such a group-centered and community-centered

approach to leadership will be driven by a holistic philosophy of the community, the vision of the community, the learning of the community, and action of the community. In this sense the group will be visioning together, leading together, learning together, building community, developing energy, acting together, and communicating together.

Bryan (2007) stressed that effective leaders are those who involve their coworkers in decision-making and even allow them to debate on issues of concern. Moses and Roe (1990) did research in Australia and found that leaders who are open to suggestions help to increase the morale of their staff and faculty. In another study, Ambrose, Houston, and Norman (2005) found from current and former academic staff that effective departmental leaders are those who treat people fairly and encourage their staff as well to be inclusive. Departmental leaders who treat their faculty and staff with respect were ranked highly effective (Trocchia & Andrus, 2003).

Emotional Intelligence and Higher Educational Leadership

Goleman (2001), writing on what makes a leader, claims, “Effective leaders are alike in one crucial way: they all have a high degree of emotional intelligence” (p. 3). Effective leaders in higher educational institutions are not different; they should also have a high degree of emotional intelligence. This affirms what Bryan (2007) wrote about the 13 behaviors of effective departmental leaders that they have high emotional intelligence. Salovey and Mayer (1990) define Emotional Intelligence (EI) as the “ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (p. 189). According to Moore (2009), “there is enough research to suggest that leaders high in emotional intelligence may be more skillful in influencing, inspiring, intellectually stimulating, and growing their staff”

(p. 21). Emotional intelligence has now received the attention of a lot of leaders and leadership books (Goleman, Boyatzis, & McKee, 2002; Heifetz & Linsky, 2002). George (2000) has maintained that emotional intelligence should be considered as a factor for effective leadership and must be included in the process of leading. George argues further that effective leaders are able to “manage moods and emotions in self and in others” (p. 1027). In other words, effective leaders are highly emotionally intelligent.

Moore (2009) states that “emotions can be intense, disruptive, de-motivating, motivating, exhilarating, positive, and negative, and they can challenge the leadership abilities of any person” (p. 21). If emotions can affect a leader either positively or negatively then they should be considered as a factor for effective leadership. Effective leaders are change agents, and proponents of emotional intelligence maintain that leaders who are emotionally intelligent have the skills to lead change and cultivate commitment among their staff (Beavers, 2005; Buntrock, 2008; Fullan, 2001; Moore, 2009; Moss, 2008; Patti, 2007). Leaders who have high emotional intelligence have good relationships with their associates because they empathize with them (Segal, 1997). Good relationships generally result in high influence, which is a characteristic of transformational leadership.

Marzano, Waters, and McNulty (2005) in a study consisting of 2,800 schools, 14,000 teachers, and 1 million students identified 21 categories of leadership behaviors that are related to student achievement. More than half of these behaviors have some bearing on the leaders’ emotional intelligence. Moore (2007), following a case study involving emotional intelligence coaching of school administrators, concluded that there are benefits in emotional intelligence coaching for school administrators. Williams (2008) discovered that emotional intelligence competencies, such as self-control, self-

confidence, developing others, influence, teamwork, and conflict management, significantly differentiated outstanding school principals from their peers. In an Ontario study on school leadership and emotional intelligence, Stone, Parker, and Wood (2005) discovered that principals who scored above average in leadership also scored high in emotional intelligence. There are other factors that determine an effective leader. The remaining three to be discussed in this chapter are values and ethics, effective communication of the leader, and human resources.

Values and Ethics in Higher Educational Leadership

Haydon (2007) defines values as “conceptions, explicit or implicit, distinctive of an individual or characteristics of a group, of the desirable which influence the selection from available modes, means and ends of action” (p. 8). He credits Kluckhohn (1951) who originally devised this definition. Thus values are ideas about what matters and thus defines what is distinctive. For example, VVU as a Seventh-day Adventist institution has certain values that are different from other higher educational institutions, public as well as religious. VVU teaches modesty in dressing as well as love and respect on the campus, whereas there are no dress codes in the public institutions. In discussing the importance of values in educational administration, Haydon (2007) citing Willower (1992) emphasizes that values are generally acknowledged as the driving force in decision-making. Values and ethics are needed not only in higher education but cut across every organization or institution. Molly Corbett Broad, President of the University of North Carolina (1997-2005), when asked by Francis Lawrence about some of the specific qualities that she would look for in the people she wanted to work with and depend upon, responded, “Integrity is right at the top of the list” (Lawrence, 2006, p. 97). To Molly C.

Broad, a person of integrity and enough courage to live out integrity was her top priority even though she mentioned other qualities such as strategic thinking, collaboration, and open-mindedness (Lawrence, 2006). Leaders who make decisions as part of their daily work face ethical issues in their work places. In any profession there is always what is described as professional ethics and very often a code of conduct, which helps to improve the moral conduct of the leaders and the other employees. Because ethics usually depends on the individual's cultural and religious background, it is easy for ethical conflicts to arise if there is no code of ethics to guide expected behavior in any given situation. Yukl (2006) has suggested criteria to evaluate ethical leadership since ethical issues lead to discussions of worldviews, philosophy, and religion.

According to Pfaff (n.d.), a person who has values will want to do the right thing at the right time and in the right place. The leader who has values therefore models behavior that is expected of others. Van Aswegen and Engelbrecht (2009) researched transformational leadership and ethics and state, "Transformational leadership has a positive effect on the dimensions of ethical climate" (p. 1). Bass and Avolio (1994) affirm that transformational leaders increase awareness of what is right and good and help their associates to do likewise. Larimer (1997) has suggested that employees must be aware of the ethical conduct expected of them in the organization. This ethical climate can be created by transformational leaders if they are committed to ethical principles. Aswegen and Engelbrecht (2009) mention that "an organization's ethical climate should be a natural outflow of leaders' commitment to ethical principles and values" (p. 2).

This ethical climate is needed at VVU since it is a Christian institution and also located in Ghana. Ghana is a country where bribery, corruption, fraud, intimidation, and

favoritism are reported weekly in media. Palanski and Yammarino (2009) mention trustworthiness and integrity as essential aspects of effective transformational leaders. Dill and Anderson (2003) analyzed 46 policies that are ethically acceptable with the use of information and communication technology in learning institutions in the United States and six other countries. They found that in the United States, ethical issues were somewhat homogenous with the use of information and communication technology in schools. It was heterogeneous across the other countries. Ethical issues were found to be unpredictable. VVU as an institution in Ghana needs a positive ethical climate for leadership effectiveness.

Recruiting and Developing a High-Performance Team

Mendez-Morse (2009) article, “Leadership Characteristics That Facilitate School Change,” mentions valuing human resources as one of the characteristics of school change. Mendez-Morse (2009) argues that for any change to be successful, the leader must believe that people are the most important asset of an organization and business actions taken must be done in the light of the human element. The article mentions three dimensions of this characteristic: (a) the leader must value the professional contribution of the staff by acknowledging their skills and expertise, (b) the leader must have the ability to relate to people, and (c) the leader must foster collaborative relationships (p. 7). Such leaders will therefore trust the strengths of others and create an environment that will facilitate growth of skills and relationships.

Butterfield (2010) observes that higher education is currently facing a variety of crises including pressure of funding because of a United States economic crisis. This economic crisis is having a powerful impact on human resource managers at higher

learning institutions. Scarcity of resources is a challenge to leaders of higher learning institutions as they try to recruit and develop high-performing staff. If economic crisis in the United States is having impact on higher education in the United States then Ghana is not an exemption if not worse.

Leontiades (2007) has noted that efficiency and productivity are not given high priority in higher education. Publishing is now the path to becoming recognized in higher educational institutions, and it is at the expense of quality teaching to the students. There are some ineffective leaders who have climbed the leadership ladder as a result of their publications. There are some who may be very effective and productive in the classroom but are not good publishers and will never be given leadership positions. Leontiades stated that “the barriers of reforms are not structural but human” (p. 18), hence the need to consider human resources and leadership development seriously.

Communication

Francis Lawrence interviewed Myles Brand who assumed the presidency of the National Collegiate Athletic Association on January 1, 2003, and was the first university president to serve in this role. Prior to this position, he served as provost, vice president for academic affairs, and president of Indiana University (1994-2002). When asked what the internal constituencies of governing boards, faculty, students, staff, and administrators expected of him, Brand mentioned communication, especially to the board members, as the critical element (Lawrence, 2006). This characteristic ties in with two of the 13 aspects of leader behavior that Bryan (2007) mentioned, which are encouraging open communication and communicating well about the direction the organization is taking. Perkins (2008) argues that the words we use “create different movies that become the

story of our lives” (p 16). Perkins believes that “thought” plus “communication” and “actions” is equal to “your life” (p. 20). There are increasing levels of competition because of globalization of the market, and therefore it is necessary to communicate collaboratively and effectively to meet the continuously changing market (Lovelace, Shapiro, & Weingart, 2001). Lovelace et al. stressed that there could be disagreement on team outcomes if members are not free to express task-related doubts. For example, international institutions such as 4International Colleges and Universities do most of their rankings from the institutions’ websites. Therefore, the way the website communicates the quality of life and values of the institution will determine the ranking of that institution (4International Colleges & Universities, 2013).

Dreistadt (2008) has argued that communication is a journey and involves taking someone from where they are to where the communicator wants them to be. Therefore good communication makes an assumption that there is a gap of understanding, and it is the responsibility of the communicator to progressively fill the gap with layers of information and experience to reduce the distance of the gap. Having the information and the experience is not important enough; one needs to develop skills so as to communicate the experience and information to parties who are involved. There is therefore the need for the leader to develop such communication skills so as to fill the gap between leaders and followers in the right way.

The importance of communication in leadership was also confirmed in the major study of the Hay group, which is a global management consultancy; it concluded that there are 75 key components of employee satisfaction (Lamb & McKee, 2004). Among the 75 key components were the following two key components:

1. Trust and confidence in top leadership was the single most reliable predictor of employee satisfaction in an organization.

2. Effective communication by leadership in three critical areas was the key to winning organizational trust and confidence. The three areas are: (a) helping employees understand the company's overall business strategy, (b) helping the employees understand how they contribute to achieving key business objectives, and (c) sharing information with employees on both how the company is doing and how an employee's own division is doing relative to the strategic business objective.

In addition to the three components of leadership—the leader, the situation, and the followers (Hughes et al., 2008)—there is a fourth one: communication (Lamb & McKee, 2004). What and how one communicates either builds or harms the relationship between the leader and the followers. Therefore, developing communication skills is a crucial requirement for organizational leadership.

Leadership for Private Higher Learning Institutions in Ghana

The public higher learning institutions in Ghana are able to admit only approximately 30% of students who apply and are qualified for admissions (Effah, 2006). This low intake of students into public institutions has resulted in a growing interest in the establishment of private higher education institutions in Ghana. The government of Ghana is also promoting the involvement of the private sector in higher education. It has therefore removed barriers so as to help these private higher learning institutions to receive accreditation and recognition and sometimes even financial support. Some of these private higher learning institutions such as Valley View University have received a charter from the government that allows them to offer their own degrees without

affiliation with any higher institution of learning. Others have received accreditation from the Ghana Accreditation Board to run their programs but they are affiliated with the public institutions that are well established and recognized to offer a certificate and a diploma.

Currently there are about 28 recognized private universities and colleges in Ghana (Effah, 2006). Most of these private higher learning institutions were established by religious organizations and are governed by their church leaders and members. The leaders try to operate these institutions so that their mission and vision in establishing these institutions can be achieved. For this reason they often prefer to select a member of the church with less leadership experience to lead the institution rather than an experienced outsider. Non-religious private tertiary institutions usually contract retired professors (the compulsory retirement age in Ghana is 60 years) from public universities with many years of institutional and leadership experience. These private higher learning institutions compete with well-established public higher education institutions, and some of them are even in the same cities (Effah, 2006). For the private religious institutions to be able to compete with the public universities and non-religious private institutions there is the need for a leadership development program that will develop transformational leaders to meet their leadership needs. Finding effective leaders to meet the global challenges and standards of quality higher education with scarce resources is an enormous challenge.

The Evolution of Transformational Leadership

The history of the study of leadership has been compared to the growth of civilization (Faehner, 2007). According to Bass, “leadership is one of the world’s oldest

preoccupations and rivals in age with the emergence of civilization, which shaped the leaders as much as it was shaped by them” (Bass, 1990, as cited in Faehner, 2007, p. 35).

Leadership skills have been researched from different angles and perspectives.

Researchers have therefore concluded, “Leaders and leadership are crucial but complex components of organizations” (Faehner, 2007, p. 1). In this portion of the literature review I will discuss the following leadership theories: Trait, Behavioral, Situational, Contingency, Servant, Transactional, and Transformation.

Trait Models of Leadership: Leaders Versus Followers

From the 1920s to the 1940s, the trait model of leadership, also known as trait theory of leadership, considered effective leaders as endowed with certain personality traits which gives them the ability to lead (Faehner, 2007; Mendez-Morse, 1992). An article by Mendez-Morse (1992) stated, “Early analyses of leadership, from the 1900s to the 1950s, differentiated between leader and follower characteristics” (p. 1). The researchers realized that no single trait or combination of traits (the trait model) could explain the abilities and effectiveness of a leader. Stogdill (1974) identified six categories of personal factors associated with leadership: capacity, achievement, responsibility, participation, status, and situation. The problem with the trait model of leadership is that it is difficult to identify a consistent list of effective traits and also different situations may call for different models (Faehner, 2007, p. 39). The focus therefore shifted from what leaders have, to what leaders do, which is called the Behavioral Model of leadership. Rost (1991) mentioned that the failure of researchers to find a list of traits to predict effective leaders left the door open to the behavioral approach (p. 18).

Behavioral Model of Leadership

Lewin, Lippitt, and White (1939), at the University of Iowa, studied leadership styles and classified them as autocratic, democratic, and laissez-faire. At the Ohio State University, leadership researchers classified leadership behaviors into consideration and initiating structures (Yukl, 1994, p. 129). DuBrin (1995) stated, “The most effective leaders emphasize both initiating structure and consideration” (p. 80). Initiating structures concern organizational tasks and include activities such as planning, organizing, and defining the task and work of people, whereas consideration is the concern for individuals and interpersonal relations. Consideration addresses the social and emotional needs of the work (Mendez-Morse, 2009, p. 2). Leadership researchers at the University of Michigan also classified leadership behaviors: task-oriented, relationship-oriented, and participative (Yukl, 1994, p. 129). DuBrin (1995), commenting on the work of the leadership researchers from the University of Michigan, stated, “The most productive workgroups tend to have leaders who are employee-centered rather than production-centered” (p. 82). According to the researchers the combination of these types of leadership behaviors produce different leadership styles.

Situational Leadership Model

According to *Wikipedia* (“Situational Leadership Theory,” 2008), the situational leadership theory was developed by Paul Hersey and Ken Blanchard. The theory was first called “Life Cycle Theory of Leadership” and was later renamed “Situational Leadership Theory” in the mid-1970s. According to this theory there is no single best style of leadership. It was found that because of complex human relationships and differences in *situations* that leaders operate, there is no effective universal leadership style that can be

applied to all situations (Northouse, 1997). Effective leadership is task-relevant, and for leaders to be successful they must adapt their style to meet the maturity of the associates. Effectiveness of the leader is not limited to only the associates but also to the task or job that needs to be accomplished. Hughes et al. (2008) define leadership as an interaction between the leader, the followers, and the situation. According to Hughes et al., “leadership often makes sense only in the context of how the leader and followers interact in a particular situation” (p. 27). Different situations call for different leadership styles. Hoy and Miskel (1987) in their studies attempted to identify “distinctive characteristics of the setting to which the leader’s success could be attributed” (p. 273). Hencley (1973), through a review of leadership theories, noted that “the situation approach maintains that leadership is determined not so much by the characters of the individuals as by the requirements of the social situation” (p. 38). Hoy and Miskel (1987) listed four areas of situational leadership: “structural properties of the organization, organizational climate, role characteristics, and subordinate characteristics” (p. 273). According to Faehner (2007), it was during the 1950s and 1960s that the situational and contingency models emerged.

The Contingency Model

To understand what makes leaders effective and non-effective, leadership researchers added situational variables and called this the contingency model. In the contingency model the focus is not only on the leader but the interaction of the qualities of the leader with the dynamics of the situation. In general, leaders have some leadership qualities to be effective, but sometimes their overall effectiveness depends on the situation (Hughes et al., 2008). Fiedler’s contingency model of leadership is said to be the

best known contingency theory. Fiedler determined that there is no best way to lead and therefore situational variables must be considered (Yukl, 1994, p. 135). He also developed an instrument called the least preferred co-worker (LPC) scale. Based on their LPC scores, leaders are classified as low-LPC leaders or high-LPC leaders. Low-LPC leaders are motivated by the task, whereas high-LPC leaders are motivated by the followers (for detailed information on LPC, see Hughes et al., 2008, pp. 261-462).

Servant Leadership Model

Robert Greenleaf (1977) was the first to discuss the servant leadership model. According to Greenleaf, a great leader must have the natural desire to serve (p. 14). Servant leadership is not a new theory or concept to Christians. Christ emphasized servant leadership. In Luke 22:25-27, Christ stated,

The kings of the Gentiles exercise lordship over them, and those who exercise authority over them are called benefactors. But not so with you, on the contrary, he who is greatest among you let him be the younger, and he who governs as he who serves. For who is greater he who sits at the table, or he who serves? Is it not he who sits at the table? Yet I am among you as one who serves.

Christ further stressed this teaching of servant leadership to the disciples, in Matt 20:26-27, that whosoever wants to become great must be a servant, and whosoever wants to be first must be a slave, just as the Son of Man did not come to be served but to serve. He reinforced this concept of servant leadership in Matt 18:1, stating that the greatest person in the Kingdom of God is a servant of all. Christ not only taught servant leadership, He demonstrated it by washing the disciples' feet and bidding them to do likewise (see John 13).

Servant leadership appeals to leaders to be concerned about the well-being and development of their followers. The servant who thinks about the needs of others will

eventually evolve as the leader (Block, 1993; Covey, 1991; De Pree, 1989; Spears, 1995). Fairholm (1998) affirms that great leaders must serve first and then become leaders. The greatest reward of a leader, according to Kouzes and Posner (1995), is to release or give power away through the service of others. Hughes et al. (2008) suggest that servant leadership or serving others can be an end in itself but should be the means to an end of the organizational goals and purposes. Some leaders may serve very well as servant leaders but may not help their organizations to reach their goals and purposes and thus become a negative connotation of this important leadership concept. Spears (1995) lists 10 characteristics, which are often associated with servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to others' growth, and building community (p. 147).

Elliston (1992) declares that “the basic model of Christian leadership is servanthood” (p. 55). He stresses that servanthood provides a different way of looking at the concept of a differential role. Leadership as demonstrated by Jesus is a model that every true Christian leader must emulate. To be able to lead like Jesus we must learn and emulate the way He led. There are also leaders who are able to motivate their associates through rewards and such leaders are called transactional leaders.

Transactional Leadership Model

According to Faehner (2007), “a transactional leader engages in a contract of exchanging goods or services between leaders and followers to achieve a specified reward or goal” (p. 45). “Transactional leaders work toward recognizing the roles and tasks required for associates to reach desired outcomes” (Avolio & Bass, 2004, p. 21). The requirements are well explained or clarified by such leaders to their associates.

Transactional leaders determine to satisfy their associates by providing their needs and desires provided the associates will put in the efforts required by the task. The associates put in energy and efforts for the rewards they will get from the leaders. Burns (1978) argues that because the relationship is for superficial gratification, the relationship is short-term and fails to bond leaders and followers together. He therefore suggested a paradigm that adds to transactional leadership to make it complete and that is the transformational leadership process.

Transformational Leadership

Hughes et al. (2008) argue that transformational leadership changes “the status quo by appealing to followers’ values and their sense of purpose” (p. 495). They claim that all transformational leaders are charismatic since they are able to articulate their compelling vision for the future and are also able to form strong emotional attachments to their followers. Not all charismatic leaders are transformational, however.

According to the Bass Theory of Transformational Leadership, transformational leaders possess good visioning, rhetorical and impressive management skills, and use them to develop strong emotional bonds with followers (Bass & Stogdill, 1997). Bass (1995) argues that the practice of establishing vision, promoting shared values, shaping the culture of an organization, being a role model, and empowering associates helps to inspire the associates to exert extra effort in leadership. These characteristics of transformational leaders mentioned above make them effective and successful.

Bass and Avolio (1995) prescribed four factors that transformational leaders possess: charisma, which deals with articulating the vision with a sense of importance; inspirational motivation, which employs appeals to win support for the vision; intellectual

stimulation, which deals with follower development and empowerment, and individualized consideration, which is the leader's personal concerns for the needs of the followers. These are the variables that the Multifactor Leadership Questionnaire (MLQ) measures. Leaders with these attributes and skills serve as change agents (Flanagan & Thompson, 1993). Hughes et al. (2008) also observe that transformational leaders are more successful at driving organizational change because of the followers' emotional attachment.

Judge and Bono (2000) conducted research on a "five-factor model of personality and transformational leadership." In this study they linked the five-factor model of personality to transformational leadership behavior. The five factors were Neuroticism, Conscientiousness, Extraversion, Openness to Experience, and Agreeableness. Judge and Bono's results are from 14 samples of leaders from over 200 organizations; they concluded that Extraversion (the tendency to be outgoing, assertive, active, and excitement seeking) and Agreeableness (the tendency to be kind, gentle, trusting and trustworthy, and warm) positively predicted transformational leadership. They found that although Openness to Experience (the tendency to be creative, imaginative, perceptive, and thoughtful) was positively correlated with transformational leadership, when the influence of the traits was controlled, its effect disappears. Neuroticism and Conscientiousness were unrelated to transformational leadership.

Eden (1992) emphasizes that transformational leaders set high performance standards and then convince followers that it is possible to attain those standards. The key aspects of transformational leadership to be considered in this dissertation are those described by Avolio and Bass (2004) associated with the Multifactor Leadership

Questionnaire, which was the survey questionnaire for this research. The key factors that served as variables in this study are Idealized Influence (attributed and behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

Theories of Leadership That Relate to Transformational Leadership

In this section of the literature review I will consider theories of leadership that relate to transformational leadership. My emphasis will be on theories that are related to transformational leadership such as emotional intelligence and goal-setting theories because of their relationship to a leader's effectiveness. Transformational leaders are mostly effective leaders.

Leadership theory is a scientific or empirical approach to understand leadership. It involves testable ideas, and adds to the body of knowledge concerning leadership. According to Hughes et al. (2008), theories of leadership provide "a reasonable coherent conceptual structure of how critical variables interact" (p. 97). Through theory, researchers can make public predictions about how certain leadership attributes or behaviors are likely to impact leadership effectiveness.

Emotional Intelligence Theory

The emphasis on the role of emotions in leadership is fairly new. Daniel Goleman (1995) is the one who popularized the term *emotional intelligence*. According to Goleman there is a relationship between a leader's emotions and their effect on teams and outcomes. Some of the theory's basic concepts go back to two psychologists, Peter Salovey and John Mayer (1990), who studied why some bright people fail to be successful leaders. They found that it was basically due to their lack of sensitivity to

those around them. They defined Emotional Intelligence as a group of mental abilities that help people to recognize their own feelings and those of others.

Reuben Bar-On (1996) expanded on this definition by stating that emotional intelligence is the way of measuring human effectiveness and mentioned that there are 15 abilities necessary to cope with daily situations and to get along in the world. Rick Aberman (2000) reinforced the above definitions by adding that emotional intelligence is the degree to which thoughts, feelings, and actions are aligned. He stated further that leaders are more effective when their thoughts, feelings, and actions are perfectly aligned. Goleman (1995) stresses that success in life is based more on one's self-motivation, persistence in the face of frustration, mood management, ability to adapt, and ability to empathize and get along with others, than on analytic intelligence (IQ).

The purpose of emotional intelligence theory is to create awareness that emotions play an important role in leadership effectiveness and success. There is therefore the need for self-awareness, self-control, trustworthiness, and empathy to play a vital role in the life and work of every successful and effective leader. According to the proponents of emotional intelligence theory, there are two main models: the ability model and the mixed model. The "ability model" focuses on how leaders think, decide, plan, and act (Goleman, 1995, p. 190). It involves (a) the ability to accurately perceive one's own and others' emotions, (b) the ability to generate emotions to facilitate thought and actions, (c) the ability to accurately understand the causes of emotions and the meaning they convey, and (d) the ability to regulate one's own emotions (p. 191). Goleman (1995) and Bar-On (1996) propagated the second model, the mixed model. According to them, emotional intelligence includes other attributes and the ability model. The other attributes

include trustworthiness, adaptability, innovation, commitment, initiative, optimism, diversity, influence, communication, team capabilities, and conflict management.

This theory helps one to understand that leadership is an interaction between the leader, the followers, and the situation. Any time there is human interaction, emotions play a role especially if the “situation” is also a major factor of the leadership process. I surmise that a lot of people prefer to work with people who can control their emotions than those who have high intelligence (IQ) but cannot control their emotions or have low emotional intelligence (EQ).

Ciarrochi, Chan, and Caputi (2000) did a study on emotional intelligence and concluded that emotional intelligence is related to specific personality measures such as empathy and other criterion measures such as life satisfaction. They also found that emotional intelligence relates to people’s ability to manage their moods. Hughes et al. (2008) maintain that Goleman (1995) and Bar-On (1996) should be given credit for promoting the idea that there are non-cognitive abilities that are important predictors of leadership success, but Goleman (1995) and Bar-On (1996) should give credit to those who have done research in personality and have come up with many of the attributes they have used in the mixed method.

Emotional intelligence theory, like other theories, is not complete in itself. One cannot depend on emotional intelligence theory to seek success in leadership. It cannot answer all leadership problems and issues. According to Goleman (1995), one of the limitations of the emotional intelligence theory is that it does not acknowledge the existence of personality, in other words, personality trait is not part of emotional intelligence theory, but to Hughes et al. (2008) emotional intelligence may be another

model of personality trait. If emotional intelligence attributes are personality traits, then they are very difficult to change—something proposed by Goleman (1995). Other theories that can supplement emotional intelligence theories are creative and practical intelligence theory, which involves the development of new and useful products (creative) and relevant job knowledge (practical). According to Hughes et al. (2008), creative intelligence involves synthetic abilities, analytic intelligence, practical intelligence, and thinking skills. Collaborative theory (leaders with different strengths and diverse intelligence) can also supplement emotional intelligence. In this way there could be a leadership pool of abilities as leaders come together and share leadership of an organization or institution.

Emotional intelligence is one of the factors that influence the effectiveness of a leader. Emotionally intelligent leaders are highly self-controlled, self-confident, initiative, optimistic, empathetic, and work well with their associates. Transformational leaders who influence and inspire their associates and are willing to develop the associates to be successful leaders must seek to have high emotional intelligence.

Goal-Setting Theory

Goal-setting theory was formulated based on Ryan's (1970) premise that conscious goals affect action. Locke and Latham (2002) define goal as "the object or aim of an action, for example, to attain a specific standard of proficiency usually within a specified time limit" (p. 1). Locke and Latham did 35 years of studies through empirical research on goal-setting theory. They discuss the core findings of the theory, the mechanism by which goals operate the relations of goals and satisfaction, and how goals

act as mediators of incentives. They describe the relationship of goal setting to other theories as well as new directions in goal-setting theories research.

Ryan (1970) argues that “it seems a simple fact that human behavior is affected by conscious purposes, plans, intentions, tasks, and the like.” Mace (1935), a British investigator (as cited in Locke & Latham, 2002), was the first to examine the effects of different types of goals on task performance, but his work was largely ignored. Goal-setting theory was formulated based on this research that spans nearly a period of 40 years. The focus of the research was on the relationship between conscious performance goals and the level of task performance. Their main task and primary interest was on how to predict, explain, and influence performance on organizational or work-related tasks.

The core finding of Locke and Latham’s (2002) study was the relationship of goal difficulty to performance. The highest level of effort occurs when a task is moderately difficult and the lowest levels occur when the task was either very easy or very hard. There is therefore a positive correlation between goals and performance. The most difficult goals produce the highest level of effort and performance. Difficult goals are harder to attain than easy goals, and higher expectancies lead to higher levels of performance.

The researchers found that specific difficult goals led consistently to high performance than just urging people to do their best. Generally when people are asked to do their best and they do so, because these goals have no external referent. The researchers also found that self-efficacy is important in goal- setting theory. People with high self-efficacy set higher goals than people with lower self-efficacy. People with high self-efficacy are more committed to assigned goals, find and use better task strategies to

attain the goals, and respond more positively to negative feedback than do people with low self-efficacy (Locke & Latham, 2002).

Goals affect performance through four mechanisms. First, goals serve a directive function. The directive function helps the leader to direct attention and effort toward goal-relevant activities and away from goal-irrelevant activities. In other words, without goals there is no sense of direction (Locke & Latham, 2002). The second mechanism is that goals have an energizing function, and therefore high goals are often accompanied with energy and enthusiasm that lead to greater effort than do low goals. The third mechanism is that goals affect persistence when participants are allowed to control the time they spend on a task. When goals are set, leaders and their associates work persistently to reach their set goals, and therefore hard goals prolong effort. Depending on the goals set, it is possible to work faster and more intensely for a short period or work more slowly and work for a less intense period. The last mechanism that affects performance is that goals affect action indirectly by leading to the arousal, discovery, and/or use of task-relevant knowledge and strategy. When confronted with a task, people who are goal-oriented automatically use the knowledge and skills they have already acquired that are relevant to goal attainment (Locke & Latham, 2002).

According to Locke and Latham (2002), goal-performance relationship is strongest when people are committed to their goals. Commitment is very important and relevant when goals are difficult. People can attain their goals if they have a belief that they can. There are many ways to convince people about the importance of goal attainment; this includes making a public commitment to the goal, the leader's communication, an inspiring vision, and support. For goals to be effective, people need

summary feedback that reveals progress in relation to the goals. Reaching goals also brings satisfaction to the individual. Goal setting, shared vision, and inspirational motivation (as it relates to this study)—so that followers can be committed to work to achieve such goals—are characteristics of transformational leadership. Hence goal-setting theory has some relationship with the leader's success and transformational leadership.

Critique of Transformational Leadership Theory

There are several criticisms made against transformational leadership theory. Reid (2009) has penned and discussed several of the criticisms. One of the main criticisms is about the instrument the Multifactor Leadership Questionnaire (MLQ). The critics of transformational leadership theory argue that the validity of the measurement criterion, which is the Multifactor Leadership Questionnaire (MLQ), is dubious and therefore its resultant interpretation and implications are negative. Therefore the fundamental leadership indicators that the transformational leadership theory is rooted in are baseless. Tejeda, Scadura, and Pillai (2001) have argued that there are flaws in the instrument and that the MLQ lacks consistency, reliability, and replicability. They point to instances of seemingly contradictory research, which betray systematic flaws within the transformational leadership framework and the MLQ. Specifically they refer to “unresolved psychometric issues” with the MLQ.

Bass and Riggio (2006) have refuted these arguments by pointing out some inconsistencies in their critics' research. According to Bass and Riggio, Tejeda et al. (2001) used leaders from different cultures, organizational types, and organizational levels (p. 24). Other researchers, such as Antonakis and Sivasabramaniam (2003), did

some empirical studies using 3,368 subjects to test “the evaluations of leadership and hence the psychometric properties of MLQ leadership instruments” (p. 261). They provided a comprehensive assessment of the construct validity of the MLQ regime. This study also highlighted the flaws in Tejada et al.’s (2001) argument that the MLQ was an ineffective measuring technique. According to Reid (2009), Antonkis and Sivasabramanian (2003) found that Tejada et al. (2001) used non-homogeneous samples, which skewed their overall results.

The critics argue further that the four elements which comprise transformational leadership theory (Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration) are not distinctive enough to separate them from other leadership theories (Northouse, 2007). Yukl (1999) criticized transformational leadership theory by pointing out that it lacks quantitative and qualitative measurements in relationship to “arousal of motives or emotions, increased self-efficacy or optimism, modification of beliefs about reward contingencies and increased task commitment” (p. 287). Bryman (2004) reinforced Yukl’s (1999) criticism by stating that “it is vital for there to be a proven link between charismatic leadership and its influence on followers to the extent that they in turn display behaviors which are commensurate with the leaders’ overall objectives” (p. 754).

In order to respond to these criticisms, Hoyt and Blascovich (2003) undertook some research to find out

whether or not the transformational leadership style is directly responsible for raising the collective self-efficacy of the group in the realm of raising performance standards would appear to be needed before one could categorically state that TL is responsible for this impact. (as cited in Reid, 2009, p. 2)

Hoyt and Blascovich's (2003) research took place 4 years after Yukl's (1999) criticism. They measured those variables that Yukl has deemed as insufficiently tested to provide validity for transformational leadership theory. Using regression analysis as their methodology, Hoyt and Blascovich (2003) demonstrated that trust is a vital component in the relationship between follower behavior and productivity (as cited in Reid, 2009). Trust was found to be the key ingredient for quality work and job satisfaction through the influence of the leader. This research has challenged Yukl's (1999) criticism.

Another argument that critics have used to attack transformational leadership theory is that it is too elitist and places a disproportionate emphasis on leadership at the expense of the concerns of followers (Northouse, 2007). The critics implied that transformational leaders are endowed with special traits which followers have no way of assessing (Reid, 2009). Proponents of transformational leadership theory have argued against such criticisms that they place equal emphasis on follower behavior (Northouse, 2007).

Researchers such as Huczynski and Buchanan (2007) and Kotter (1990) have all argued in favor of transformational leadership theory and the MLQ, emphasizing that it is a useful model and tool since it can be adapted to the complex requirements of modern organizational life. They stressed further that today's changing organizational climate requires a participative, visionary, and inspirational type of leadership (Reid, 2009).

A Case for Transformational Leadership Theory at VVU

Not all leadership theories have been discussed. Among those discussed, transformational leadership theory was selected for this study. Why should transformational leadership theory be selected above the other leadership theories? In this

section I shall attempt to give reasons why transformational leadership theory is selected over the other leadership theories. Among the key leadership needs of VVU are (a) leaders who can win the trust of their associates, (b) leaders who provide a vision for what is possible and how to attain it, (c) leaders who are able to challenge their associates with challenges and threats facing the organization, and (d) leaders who can develop their associates through mentoring and coaching. In addition, VVU leaders need leadership development that is embedded in (a) a leadership theory that is cross-cultural, (b) a leadership theory that can be used to multiply leaders, (c) leadership skills that can be improved through learning development, (d) providing opportunity for all leaders to improve their leadership skills, and (e) a competency-based learning approach.

From the description of the characteristics of transformational leadership it can be said that if these characteristics are present in a leader, the leader will most likely be successful. According to Avolio and Bass (2004), transformational leadership characteristics could be improved through studies. They also argue that transformational leadership theory is cross-cultural and can be used in multiple organizations.

Leaders Who Win the Trust of Their Associates

One of the characteristics of transformational leaders is Idealized Influence, which consists of both behavioral and attributive dimensions. Such leaders set goals for themselves and therefore try to live lives that can be emulated by their associates. They are therefore role models and could win the trust of their associates. They try to communicate their values and vision in a way that inspires their associates (Avolio & Bass, 2004). African leadership development of any nature needs such a leadership approach to create an environment that is not based on fear, but on trust because leaders

emotionally identify with their associates. This is one of the reasons I chose transformational leadership theory.

Leaders Who Provide Visions for What Is Possible

Another characteristic of transformational leaders is Inspirational Motivation. Such leaders provide followers with challenges and meaning for engaging in shared leadership goals. They inspire the follower to excel. Such associates are challenged and motivated and therefore exert extra effort with enhanced commitment to support the vision of the organization. Such leaders also bring excitement into the organization itself (Avolio & Bass, 2004; Bass & Riggio, 2006). If VVU can identify leaders who can inspire their associates and bring some excitement into the organization, then some of the problems the Strategic Planning Committee listed (e.g., inadequate participatory decision-making process, inadequate middle-level administrative roles, and poor communication among others) could be improved (Valley View University, 2006-2011).

Leaders Who Are Able to Challenge Their Associates

Transformational leadership promotes leaders who are able to challenge their associates to deal with challenges and threats facing their organization. In transformational leadership theory, such leaders are classified as individuals possessing Intellectual Stimulation characteristics. They are able to find new ways of solving problems and are interested in teaching and empowering their associates. In doing so they are able to elevate both the leader and associate to a status where they can effect change. Such transformational leaders are not afraid of taking risks or allowing associates to question the “status quo” since they want to break from unproductive traditions and step

into the future (Avolio & Bass, 2004; Bass & Riggio, 2006). African leaders very often lean towards autocratic and authoritarian styles of leadership and therefore do not empower their associates. Rather, they prefer to command and instruct. If VVU could get leaders with Intellectual Stimulation characteristics, they could transform their associates to become change agents.

Leaders Who Develop Their Associates Through Mentoring and Coaching

Another characteristic of the transformational leadership approach to leadership is termed Individualized Consideration. Such leaders treat each associate as an individual and therefore provide coaching, mentoring, and growth opportunities. They are willing to delegate assignments because they foster a climate of trust and shared values. Avolio, Bass, and Jung (1996) have argued that through transformational leadership, associates are developed into leaders or self-directed teams. Avolio and Bass (2004) explain: “They shift from being purely transactional to being transformational because of the developmental orientation” (p. 27). My interest in leadership development for VVU is not only in leaders who are effective and can make things happen, such as transactional leaders, but leaders who can go the second mile to develop, equip, empower, and mentor their associates to become effective transformational leaders as well. Avolio and Bass have suggested that transformational leadership is measured both by the target leader’s performance and development as well as by the degree to which associates are developed to their full leadership potential (p. 30).

A Leadership Theory That Is Cross-Cultural

Bass (1997) has argued that the fundamental phenomena of transformational leadership research and studies transcend organizations, cultures, and countries even though context and contingencies are important as a source of variance in observation. Avolio and Bass (2004) have reported that the MLQ has been used in 40 primary health-care centers in Spain, in schools in the Philippines, among managers in China, Austria, and Scotland, and in over 300 research programs generating doctoral dissertations and master's theses around the globe. The MLQ material has also been translated into Spanish, Portuguese, Italian, French, Norwegian, Swedish, Hebrew, Turkish, Arabic, Chinese, Thai, and Korean. This shows how widely it has been used to show its external validity. This makes the MLQ instrument valid to use in Africa and higher institutions of learning.

A Leadership Theory That Can Be Used to Multiply Leaders

John Maxwell (1993) has rightly said, "The growth and development of people is the highest calling of a leader" (p. 79). According to Avolio and Bass (2004), one important dimension of MLQ is its emphasis on leadership development. The instrument measures both the personal and intellectual development of the leader and others (p. 4). This can help the leader to develop himself or herself as well as his or her associates. Since the emphasis of transformational leadership is on providing support, encouraging associates to support the vision of the organization, and on coaching, mentoring, inspiring, and empowering associates to become leaders and effect change, it is a theory that will be useful in an environment where getting more and effective leaders is a challenge.

Leadership Skills Can Be Improved Through Learning Development

Research suggests that training and learning help to improve leadership skills. For example, Barling et al. (1996) compared 20 managers who were trained in experimental leadership training to others who did not receive any training (control group). They found that skills such as Intellectual Stimulation were increased in those who were trained. They were also more transformational in their leadership styles and, therefore, their followers' commitments and performance at work were increased. Avolio and Bass (1998) found that 115 community leaders increased their Inspirational Motivation and Intellectual Stimulation as a result of taking Full Range Leadership training. The Full Range Leadership training is a leadership development program created by Avolio and Bass to train individuals, teams and organizations in transactional and transformational leadership. They also found that significant improvements occurred when leaders wanted a change and had planned for it before the training. This helped them learn how to accomplish the desired change and transfer what they had learned in training to their jobs. Dvir et al. (2002) reported on an experiment conducted in 1998 with an Israeli Defense Force infantry platoon. This experiment aimed at improving transformational leadership characteristics of leaders through learning development. It was found that those who took the Full Range Leadership training were more transformational in their leadership styles after the training. If transformational leadership theory supports positive change in leadership effectiveness after training, then it will help VVU to train more effective leaders.

Providing Opportunity for All Leaders to Improve Their Leadership Skills

In a personal communication I had with Dr. Seth Laryea, who served as president of Valley View University in April 2009 about the needs of the University, his first remarks focused on the need for leadership. He even extended the discussion to include other private tertiary institutions in Ghana. He suggested that there is a need for a leadership development program that will help develop the skills of the leaders at VVU and other private higher learning institutions in Ghana. There are several leaders who have the passion to lead but who need to improve upon their leadership skills with transformational leadership theory. During the strategic planning process for 2006-2011 at Valley View University, the committee noted that there is an inadequate number of competent personnel in several areas of the University. Other weaknesses that were mentioned are: poor communication among the staff, lack of incentives and motivation, inadequate delegation and decentralization, poorly defined administrative roles, inadequate middle-level administrative support, an inadequate participatory decision-making process, and inadequate training for faculty and staff (Valley View University, 2006-2011).

This is probably not an uncommon problem in a growing institution. To be able to improve upon the skills of such working staff to work effectively, there is the need for leadership training especially in the areas where they work, such as student affairs administration, academic affairs administration, and other areas of university administration that require specific skills. O'Connor (1997) affirms that "developing skills, knowledge, and experience strengthens the weak areas in leadership" (p. 13). She therefore suggests that it is relevant for the leader to list items that reveal a need for new

skills, further knowledge, and more experience. This study hopes to reveal weak areas that will need further knowledge and competency development through a knowledge- and work-based learning experience.

A Competency-based Learning Approach

Since the MLQ measures a wide range of leadership behaviors and approaches and also shows strengths and weaknesses of a leader, it could be a useful tool for competency-based leadership training because the leaders can identify their weak areas and work to improve upon those areas and use their strengths in a more effective way. According to Hughes et al. (2008), a competency model consists of “those skills, knowledge, abilities, or other attributes that are relevant to successful performance in a particular job” (p. 75). Bass and Stogdills (1997) have defined competency as “the capability that a person brings to a situation” (p. 97). They stressed further that if a person or leader is competent, it is easier for him or her to win the confidence of his or her followers.

By using the competency-based learning approach, faculty and staff may not need to vacate their post to study or learn in the areas that they are weak or that they need further training to develop their skills. The four main characteristics of transformational leadership—Idealized Influence (attributive and behavioral), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, as well as communication and work ethics—may be part of the core competencies of a leadership development program.

History, Development, and Growth of Valley View University

Valley View University (VVU) is a Seventh-day Adventist higher educational institution in Ghana. Valley View University was originally established in 1979 as Adventist Ministerial College to train pastors for the Seventh-day Adventist Church in Ghana. In 1983 the Adventist Accreditation Association (AAA) started the evaluation of VVU. In 1995, VVU was affiliated with Griggs University to offer BA degrees in Theology and Religious Studies programs. This same year VVU was granted an accreditation by the National Accreditation Board (NAB), becoming the first private university in Ghana to receive accreditation to award degrees as long as it is affiliated with an outside university. In 2006, the president of Ghana granted VVU a Charter, which gave it the autonomy to issue degrees without affiliation with any outside university. VVU was the first private higher education institution in Ghana to receive such a Charter from the government.

VVU envisions itself as a leader in academic and professional excellence, which provides affordable education and a balanced lifestyle to students from diverse backgrounds. The core values of VVU are excellence, integrity, and service (Valley View University, 2011-2015).

The development of VVU reflects the dynamic change of education in Ghana. Privately owned educational institutions are becoming more recognized because they help supplement the scarce resources for public educational institutions. However, this positive development is hindered by the scarcity of effective leadership in educational institutions. To illustrate this problem, the recent strategic planning committee of VVU listed the strengths and weaknesses as it looked to help the University face its future with

more confidence. Some of the strengths listed in the 2006-2011 Strategic Planning document of VVU (Valley View University, 2006-2011) are:

1. Competent faculty and staff
2. Land structure for future expansion
3. Disciplined student body
4. Conducive learning environment
5. First chartered private university
6. Belonging to 109 sister Adventist universities in the world
7. Good faculty/ student relationship
8. Well-planned campus
9. Goodwill of National Accreditation Board
10. Location advantage (p. 31).

Leadership Challenges of Valley View University

Valley View University has a strong faculty and staff who are young and committed. Only about 10% of the faculty and staff have their terminal degrees (Buor, 2010). Most of them are young graduates, with VVU as their first place of work after graduate studies. Although the campus hosts introductory 1- to 3-day in-house enrichment seminars, no planned leadership development programs have been enacted. In the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of VVU (Valley View University, 2006-2011), some of the weaknesses mentioned in relationship to leadership are the following:

1. Poor communication (vertical and lateral)
2. Poorly defined administrative roles

3. Inadequate middle-level administrative support
4. Inadequate participatory decision-making process
5. Many dormant committees
6. Inadequate training for faculty and staff
7. Lack of follow-through for benchmarks and assessment
8. Lack of incentives and motivation
9. Inadequate policies and application
10. Many workers but few are qualified
11. Inadequate delegation and decentralization.

The best way to help reduce this leadership challenge is to have a well-planned leadership development program with a competency-based approach so that leaders may receive training in their weak areas.

Chapter Summary

In this chapter I have reviewed some literature on leadership in higher learning institutions, transformational leadership, and other leadership theories related to transformational leadership. I have also done some literature review on the leadership of private higher learning institutions in Ghana and made a case for transformational leadership at Valley View University. In the next chapter I will discuss how the research proceeded, and introduce the theoretical paradigm or framework that guided the study. Basically, I will describe the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this chapter is to discuss how the research proceeded, and introduce the theoretical paradigm or framework that guided the study. As stated in Chapter 1, the purpose of this study was to measure transformational leadership characteristics among the leaders of Valley View University. I used a quantitative case study research method to describe the transformational leadership characteristics of the principal leaders at Valley View University. The research is strongly embedded in transformational leadership theory. It has been argued in Chapters 1 and 2 that transformational leadership characteristics correlate to leadership effectiveness. Effective leaders are expected to exhibit characteristics of transformational leadership.

Research Design

A researcher must create a research design after a general understanding of the intent and rationale for conducting the research (Creswell, 1998, p. 18). Research design “upholds the purpose of the research and its methodology” (Moon, 2007, p. 101). According to Yin (2009), research design in the elementary sense is the “logical sequence that connects the empirical data to a study’s initial research questions and, ultimately, to its conclusions” (p. 27). It has also been defined as a plan that “guides the investigator in the process of collecting, analyzing, and interpreting observation” (Nachmias &

Nachmias, 1992, pp. 77-78). Research design is rightly called the “blueprint” for the research dealing with questions to study, relevant data, data that need to be collected, and how to analyze the results (Philliber, Schwab, & Samsloss, 1980).

This research is a non-experimental case study. The variables were measured at one point in time. The variables were measured in a naturally occurring situation with no experimental controls. In other words, the participants did the survey in their offices without any influence. A potential weakness of this design is that the researcher cannot control the internal validity, which is “the degree to which the results of a study can be used to make causal influence” (Warner, 2008, p. 18). The external validity is defined by Warner as “the degree to which the results of a study can be generalized to groups of people, setting, and events that occur in the real world” (p. 18). This is an empirical case study and thus the results cannot be generalized. The variables that are listed in this chapter are meaningfully related, and statistical analysis was done to see if these variables are related to transformational leadership characteristics. Yin (2009) has argued that whereas survey research relies on statistical generalization, case studies rely on analytical generalization. He explained further that in analytical generalization, the researcher strives to generalize a particular set of results to some broader theory. Thus transformational leadership theory is the domain to which this case study at Valley View University can be generalized.

A good case study has certain characteristics: it has specificity, it is descriptive, it is inductive, it has boundaries, and it has willing participants. Concerning specificity, Marshall and Rossman (2006) mention that a case study should relate to “specific organization, program or process” (p. 164). With regard to boundaries, Stake (1995)

stresses that a case study must always have boundaries. He also mentions that it is important to select cases in which the subjects are willing to participate. In this study the specific organization and boundaries chosen is Valley View University. The leadership expressed willingness to participate in the study by writing to me. This was very important to me because it made the work easier. The majority of the participants completed their questionnaire within a week.

According to Somekh and Lewin (2007), one of the assumptions of a case study is that “things may not be as they seem and privileges in-depth inquiry over coverage: understanding ‘the case’ rather than generalizing to a population at large” (p. 33). They also mentioned that case study is particular, descriptive, and inductive. Yin (2003) has argued that a case study is particular if it examines cases that begin with “why,” “how,” and “what” questions. He emphasized further that the “how” question is suitable for a case study because it deals with operational links that can be traced over a period of time as compared to cases that are incidental. In this research the first three research questions (see Chapters 1 and 3) begin with “how” and is therefore supported by Yin’s (2003) argument. This research used an analytical (quantitative) method to develop an in-depth look at transformational leadership characteristics of the leaders at VVU.

This research is a single case study research design. According to Saunders, Lewis, and Thornhill (2007), case study research has the characteristics of greater in-depth studies but has limits on generalizability (external validity) of conclusions drawn. Yin (2003), on the other hand, differs with Saunders et al. (2007) and has argued that analytic generalizability can be claimed for one case study research. According to Yin (2003), analytical generalization occurs when a previous developed theory (in this study,

transformational leadership theory) acts as a template to compare with the empirical results of the case study. Yin (2009) explained further that generalizability is established by making inference about a population on the basis of empirical data collection about the sample.

Yin (2009) has stated that research design is the logical sequence that links the empirical data to a study's initial research questions and its conclusions. He identified five components as important in a case study research design (p. 27): (a) a study's questions, (b) a study's propositions (if any), (c) a study's unit(s) of analysis, (d) the logic linking the data to the prepositions, and (e) the criteria for interpreting the findings.

In this study, I considered four of the above five components because there are no propositions as mentioned in the second component above. A study's propositions direct attention to something that should be examined within the scope of the study. This study sought to find out whether VVU leaders perceive themselves as having transformational leadership characteristics therefore there is no specific attention to something to be studied. The study's questions (1 above) are the research questions stated in Chapter 1, of which 1-3 and 5b are descriptive research questions and 4 and 5a are inferential questions.

The unit of analysis, which is the third component above, is related to the fundamental problem of defining what the "case" is (Yin, 2009). There is a general definition of the case, which in this study is an empirical or analytical study of the transformational leadership characteristics of the leaders at VVU. Other clarifications in the unit of analysis, such as the boundary, which in this case is VVU, and a specific group of people, which in this study is the leaders at VVU (Yin, 2009), are an important

part of the unit of analysis. The fourth component listed is linking the data to the propositions. Since there are no propositions in this study, the data will be linked to the research question. The research questions therefore direct the research.

The last component is the criteria for interpreting the findings. The MLQ provides a scoring key and its interpretation (Avolio & Bass, 2004, p. 108). The MLQ is rooted in transformational leadership theory, which provides a framework for the findings and interpretation. The MLQ is therefore the instrument used for interpreting the findings.

Yin (2009) expressed that a case study protocol, which is a standardized agenda for the researcher's line of inquiry, is a major way of increasing the reliability of the case study research. He recommends the use of a case study protocol as part of the research design. Such protocols (standardized agenda) should include:

1. An overview of the case study: the case study questions, hypotheses, and theoretical framework of the case study. For this case study questions, see the research questions in Chapters 1 and 3.

2. Data collection procedures: name of sites, data collection plan, and preparation before visit (see site and data collection information).

3. Case study questions: the practice in operation and its innovativeness and evaluation. This section is discussed in Chapter 5.

4. Outline of case study report (outline, format for the narrative) (pp. 79-81). The report of this study is in Chapter 4.

Population and Site for the Study

All administrators (principal officers, departmental heads, and academic heads) and student leaders were the groups that were used for the research except those who

decided to opt out. Administrators in this pool included the principal officers, the departmental leaders, and the academic heads as published in Valley View University's 2006-2010 Strategic Planning Document. I could not make a distinction between academic heads and departmental heads because of the nature of university administration in Ghana. For example, the University Registrar is the chief administrator of the University and makes vital decisions affecting faculty and staff. The Dean of Students is a faculty member as well as principal officer.

The student leaders who were used in this dissertation were the principal student leaders elected by the entire student body through the ballot box. I had an interview with the Dean of Students and he explained to me that at the beginning of every school year his office organizes an orientation and a leadership seminar for all student leaders (various club leaders). The Student Representative Council (SRC) Electoral Commission sends notice on campus for interested students to apply for positions such as president, vice-president, secretary, organizing secretary, treasurer, editor, public relations officer (PRO), food representative, social representative, and the chaplain. Interested students apply for the various offices. The Dean of Students checks their GPAs to verify their eligibility because all officers must be in good standing academically. A team made up of faculty and students vets all the qualified candidates, and those approved are allowed to present their manifestos to the student body after which they are voted into office by the entire student body.

The data were collected from administrators and student leaders at VVU. The data collecting method consisted of structured survey questionnaires. The questionnaires were purchased from Mind Garden. Mind Garden is the resource center that provides tools for

Transformational Leadership studies directed by Avolio and Bass (2004). I tried to involve all willing participants so that it represented the leadership population of Valley View University. Since it is an institution, it was easier and cheaper to drop the questionnaire at the various offices and collect them after 2 to 3 weeks.

Even though I am an outsider, I have visited and taught at Valley View University and know several of the administrators and faculty members; I understand the culture of the institution as well as of the country. My visits have already exposed me to some of their problems and leadership needs. In a case study of this nature, the sample size may not affect the results of the survey because it represents the actual leadership population of Valley View University.

There is a sample error (which is statistically termed, standard error of the mean) in research where the sample surveyed is different from the population from which the sample was selected, which may result in “standard error” (Fink, 2006). In this research, all the leaders—40 administrators (including principal leaders, academic heads, and other departmental heads) and 12 student leaders (student leaders elected by the entire student body)—at VVU were requested to take part in the research. Since all the leaders were invited, the sample selected may be the same as the population from which the sample was selected so there may not be sampling errors. In general, large samples reduce sampling errors when the samples are randomly selected. There are other errors such as badly designed and poorly administered surveys as well as poor returns of questionnaire.

As mentioned by Stake (1995), the case studies must always have boundaries. Case study research is not sampling research, which is asserted by Yin, Stake, Feagin, and others (Tellis, 1997). Stake (1995) also stressed that it is important to select a case in

which the subjects are willing to participate. The leadership of Valley View University expressed interest in this research and officially wrote to me granting me permission to undertake the research.

The choice of Valley View University as the site for the case study is because this school is the first private university in Ghana to offer a degree program. It is also the first private university in Ghana to receive accreditation from the National Accreditation Board (NAB) of Ghana and the first to receive a Charter from the government of Ghana. By receiving a Charter, the University is empowered by the government to provide its own degrees that are recognized and accepted just as the public universities. In a welcome message by Seth Laryea (a former president of VVU), which I read on VVU website when he was the president of the University, he stressed the fact that VVU has taken a giant step in becoming the first eco-friendly campus on the continent of Africa (President Laryea's welcome message on VVU website when he was president in 2010). Under the leadership of President Seth Laryea, the University has grown from 98 students in 1992 to over 3,000 students in 2010. Last but not the least, I have a personal interest in Valley View University because it is a Seventh-day Adventist higher learning institution. In Chapter 1, I mentioned that Valley View University in Ghana is a Seventh-day Adventist tertiary education institution and as an ordained minister of the Seventh-day Adventist church and also from Ghana, I have a passion to provide and develop effective leaders for the growth of Valley View University.

Data Collection Procedure

I traveled to Ghana to help and supervise one of the secretaries of the vice-presidents as the questionnaires were administered at VVU. The participants in this

research were assured of confidentiality. No one was forced to take part in the survey; it was done voluntarily and on the basis of the subjects' willingness to participate in the study. The subjects were assigned numbers so that the secretary could collect the questionnaires of those who were late in returning the questionnaire. The names of the subjects were not included in the coded documents in order to ensure confidentiality. I consulted with the secretary to one of the vice-presidents before she distributed the questionnaire to the participants. She also helped to collect the questionnaires from the various offices of the administrators and from the student leaders. This person was selected because her position at VVU does not give her power to influence or control participants in any way to take part in the survey.

The participants were asked to drop the questionnaires in a box that was placed in the secretary's office. I tried to minimize my participation in the data collection process so as not to influence the participants in any way. The questionnaires were rubber stamped by me with my name so that it could not be reproduced to avoid one participant taking more than one survey. The secretary who administered the questionnaires was allowed to record the names of participants who returned their questionnaires so that she could follow up with phone calls to those who had not submitted theirs. I stayed at Valley View University for 1 month so as to allow enough time for all participants who were willing to take part in the research to find time to complete the survey, which takes about 15 minutes to complete as reported by Avolio and Bass (2004). The data collected were followed by a detailed analysis as documented in Chapter 4.

Informed Consent

This is a part of the research where those to take part in the survey give their permission in full knowledge of the purpose of the research and the consequences for them to take part (Somekh & Lewin, 2007). Respect for the individual participant requires that the participant must enter the research voluntarily and with adequate information about the experimental procedure (Christians, 1997, p. 16). Those who took part in the research were given advance notice. I requested the VVU president to inform the administrators, and the secretary informed the students about the importance of the research and the benefits that the University will gain from the research.

Confidentiality

The confidentiality principle allows people to be aware of those measures that will be taken during the research. The research results will be presented only in cumulative form. No identifiers will be presented that would provide any clues to identify individuals.

Justice

The principle of justice insists that there is the need of fair distribution of both the benefits and the burdens of the research (White, 1995). Sometimes researchers who work among ethnic minorities, developing countries, and poor communities tend to overuse the participants because of their availability, easy manipulation, and their need for money. Moral judgment is needed as well, emphasizing human care as central to decision making (Gilligan, Ward, & Taylor, 1988). Having lived in Ghana for several years, I knew how

to go about the principle of fairness in this research. I did not abuse the time of the participants and did not force anyone to take part in answering the questionnaire.

Variables

Creswell (2005) defines a variable as “a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied” (p. 118). The purpose of research is therefore to collect information on variables. There are dependent and independent variables in this study. According to Fink (2006), “independent variables are used to predict or explain the dependent variables. . . . The dependent variables are the attitudes, attributes, behaviors, and knowledge the survey is measuring” (p. 53).

Dependent Variables

Creswell (2005) has defined dependent variable as an “attribute or characteristic that is dependent on or influenced by the independent variable” (p. 121). According to Creswell, they are labeled in literature “as outcome, effect, criterion or consequence variables” (p. 121). The variable in this research is therefore the measure of transformational leadership characteristics of the principal leaders at Valley View University. In this study, it is the exhibit of transformational leadership characteristics as perceived by faculty, staff, administrators, and student leaders (satisfaction rating or work performance of principal leaders by subordinates). Measured dependent variables for this investigation include: (a) Idealized Influence (attributed), (b) Idealized Influence (behavioral), (c) Inspirational Motivation, (d) Intellectual Stimulation, and (e) Individualized Consideration.

Dependent Variables Description

The dependent variables are the key characteristics of transformational leadership. According to Avolio and Bass (2004), “transformational leadership is a process of influencing in which leaders change their associates’ awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way” (p. 96). The key aspects of transformational leadership are: Idealized Influence (attributed or behavioral), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

Idealized Influence (Attributed/Behavioral)

The first and second variables in this study are *Idealized Influence* (Attributed) and *Idealized Influence* (Behavioral). This transformational leadership characteristic is usually observed in a leader who approaches his or her leadership with a shared vision and values and is able to articulate the vision in an effort to win the trust of the followers to emotionally identify with him or her. Bass and Riggio (2006) state, “The leaders behave in ways that allow them to serve as role models for their followers” (p. 6).

Transformational leaders with idealized influence exhibit the following characteristics:

1. A shared vision and values
2. An articulated vision with sense of importance to energize an organization’s efforts
3. Vision is grounded in shared meaning and purpose
4. Inspires others to follow that vision
5. Role models
6. Respects and trusts the leader

7. Changes the organization by focusing on action
8. Communicates values/norms supporting an articulated vision
9. Sets high standards for emulation
10. Is someone followers can emotionally identify with
11. Is creative and imaginative.

Inspirational Motivation

The third variable in this study is *Inspirational Motivation*. This is a transformational leadership characteristic that describes leaders who are able to emotionally appeal, inspire, and excite followers in an effort to elevate their commitment to a common purpose. Bass and Riggio (2006) describe such leaders as leaders who provide meaning and challenge to their followers, arouse team spirit, and display enthusiasm and optimism. Transformational leaders with inspirational motivation share the following characteristics:

1. Culture shaping/value shaping
2. Exerts extra effort
3. Enhances/elevates commitment to common purpose
4. Converts the follower in regard to values/motives/needs
5. Uses symbols or emotional appeals to win support for the vision
6. Has a higher level of judgment, sacrifice, and effort for the common purpose
7. Provides followers with challenges and meaning for engaging in shared goals
8. Excites the organization
9. Inspires the follower to excel
10. Exhibits harmony and charity with good works being done

11. Has high moral/ethical standards.

Intellectual Stimulation

The fourth variable for this study is *Intellectual Stimulation*. This is a transformational leadership characteristic that describes such leaders who possess the passion to teach, develop, and empower their followers in an effort to enable them to become risk takers and change agents. In describing such transformational leaders, Bass and Riggio (2006) mention that such leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions. The followers are encouraged to try new approaches to their task. Transformational leaders with intellectual stimulation have the following characteristics:

1. Exhibits new ways of problem finding/solving
2. Teaches
3. Moves both self and followers to higher and more fundamental values that provide transcendental purpose
4. Empowers others
5. Develops followers
6. Converts followers to leaders and leaders to change agents
7. Helps followers to question assumptions
8. Generates more creative solutions to problems
9. Breaks from the past
10. Takes risks.

Individualized Consideration

The fifth and last variable of this study is *Individualized Consideration*. This transformational leadership characteristic describes leaders who are able to help their followers to become self-leaders through coaching, mentoring, and growth opportunities. They treat each individual as unique and foster a climate of trust. Such transformational leaders pay special attention to each individual follower's needs for achievement and growth by creating learning opportunities. A two-way communication is encouraged between leaders and followers (Bass & Riggio, 2006). Transformational leaders with individualized consideration have the following characteristics:

1. Promotes shared values
2. Fosters a climate for trust
3. Is a self-leader
4. Self-rewards, understands, and develops
5. Demonstrates personal concern for the followers' needs
6. Commits to a cause
7. Self-manages
8. Treats each follower as an individual
9. Provides coaching, mentoring, and growth opportunities
10. Transcends self-interest for the sake of the organization
11. Delegates assignments
12. Is empathetic
13. Celebrates the individual
14. Exhibits mutual trust/respect

15. Shows unity in diversity.

Independent Variables

An independent variable is defined as “an attribute or characteristic that influences or affects an outcome or dependent variable” (Creswell, 2005, p. 121).

According to Creswell, they are called in research “as factors, treatments, and predictors, determinants, or antecedents variables” (p. 121). The independent variables that I considered in this research were all the leadership groups at Valley View University: (a) administrators, which includes the principal leaders (president and vice presidents), (b) academic heads (academic departments leaders), (c) heads of other sectors such as human resources, cafeteria, and physical plant; and (d) student leaders (leaders who were elected by the students as their leaders).

Research Questions

1. How do leaders (administrators and student leaders) at VVU perceive their leadership approach as related to transformational leadership characteristics?
2. How do administrators at VVU perceive their leadership approach as related to transformational leadership characteristics?
3. How do student leaders at VVU perceive their leadership approach as related to transformational leadership characteristics? (The above three questions plus 5b are all descriptive.)
4. Is there any difference in how administrators and student leaders at VVU perceive their leadership approach as having transformational leadership characteristics?

5a. Is there any difference in administrators' and student leaders' scores along the five transformational leadership characteristics (Idealized Influence—attributed, Idealized Influence—behavioral, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration)? (Questions 4 and 5a are also inferential research questions.)

5b. Which of the five characteristics descriptively contributes most to the transformational leadership characteristics?

Instrumentation

This investigation utilized a Likert scale survey called the Multifactor Leadership Questionnaire (MLQ), also known as MLQ 5X-Short. The short form is made up of 45 items for the research. According to Avolio and Bass (2004), the authors of this survey and who have specialized in the study of transformational leadership for several years, “the Multifactor Leadership Questionnaire offers researchers the most validated and efficient measure of Transformational Leadership, as well as a full range of leadership behaviors” (p. 1). It also measures a broad range of leadership types from passive leaders, to leaders who give contingent rewards to followers, helping them to become leaders.

Avolio and Bass (2004) provide a comprehensive overview of the Multifactor Leadership Questionnaire. They indicate that the MLQ does the following:

1. Measures, explains, and demonstrates to individuals the key factors that set truly exceptional leaders apart from marginal ones
2. Differentiates effective and ineffective leaders at all organizational levels
3. Assesses the effectiveness of an entire organization's leadership
4. Provides good estimates of validity across cultures and types of organizations

5. Is easy to administer, and requires 15 minutes to complete
6. Is extensively researched and has good estimate of external validity
7. Provides the best relationship of survey data to organizational outcome
8. Has become the benchmark measure of Transformational Leadership
9. Is Web based with a comprehensive development report.

The Multifactor Leadership Questionnaire (MLQ) manual (Avolio & Bass, 2004) has stressed the importance of the MLQ based on the following:

1. The MLQ has evolved over several years based on numerous investigations of leaders in public and private organizations, from leaders of major corporations, to smaller company leaders.

2. The MLQ is suitable for administration at all levels of the organization and across different types of organizations including educational institutions, hospitals, the military, and factories.

3. The MLQ has 360-degree capabilities. That is, it can be used to assess the perceptions of leadership and the effectiveness of team leaders, which includes supervisors, managers, and executives from many different levels of the organization.

4. The MLQ also emphasizes leadership development. It includes items that measure a leader's effectiveness on both the personal and intellectual development of self and that of others.

5. The MLQ is based on a model that makes it easy to understand. The model points to the leader's performance based on a range of leadership styles and to the directions he or she may pursue to be a more effective leader.

6. The questionnaire in the MLQ is self-explanatory, which makes it easier for participants to do the survey on their own. For a survey conducted in Ghana where English is the second language, a simple self-explanatory questionnaire is the best tool to use for data collection.

7. Various forms of the survey have been used in over 30 countries and in various languages, businesses, colleges, religious institutions, and primary and secondary schools. Because it has been used cross culturally, I could comfortably use it in Ghana.

8. The MLQ measures transformational, transactional, and laissez-faire leadership styles, but not in this study.

Validity and Reliability

It is important to evaluate the research design (Yin, 2009). According to Yin, because research design is supposed to represent a logical set of statements, its quality can be judged by certain logical tests. The important concepts for the tests are trustworthiness, credibility, confirmability, and data dependability. Bertrand and Fransoo (2002) mention that quantitative empirical case study research should be designed to test the validity of quantitative theoretical models and quantitative theoretical problem solutions, with respect to real-life operational situations. According to Yin (2009), four tests are relevant to evaluate the quality of a research design: construct validity, internal validity, external validity, and reliability. Construct validity tests correct operational measures for the concepts being studied to increase the likelihood of consistency between theory and the defined construct (McCutcheon & Meredith, 1993; Moon, 2007; Yin, 2009). Bertrand and Fransoo (2002) argued that operational research studies generally lack construct validity, because the data could be affected by subjective judgment.

Internal validity demonstrates a causal relationship in which certain conditions lead to other conditions (Moon, 2007; Yin, 2009). Internal validity is used for causal studies (Yin, 2009). This research is not a causal study and therefore internal validity is not an issue. External validity tests whether the findings of a study are generalizable beyond the case under study. As mentioned earlier, external validity is a major barrier in conducting case study research but can rely on analytic generalization. According to Yin, reliability tests whether the operations of a study can be repeated with the same results. Referencing all sources of information and keeping the data sources in a more transparent manner could increase the reliability of the research (Moon, 2007). Stake (1995) has mentioned the need of triangulation in case studies, which is the protocol that is needed to increase the accuracy and alternative explanation. For this research, triangulation was not used but the instrument (MLQ) that was used has been tested to have a high estimate of validity.

It was necessary to use those groups at Valley View University whose opinions are most valuable and could be reported in a non-biased manner. All respondents remained anonymous during and after the research. Participants were not required to write their names on the questionnaire, and the completed questionnaire from the participants was handled in such a way that confidentiality could be maximized. Participants for the research are administrators and student leaders who have leadership roles at Valley View University. Their availability and willingness to take part in the research was very important. One important fact is that I share a similar culture and religion with most of the participants. Because I know some of the participants, I asked some of them to drop the questionnaire in the secretary's office. The secretary followed

up with phone calls to those who had not submitted. Valley View University's principal administrators at their February 2010 PRESCOM (president's committee) meeting voted to approve my request to conduct the research at Valley View University. As a student from Andrews University, I consulted and got permission from Andrews University's Institutional Review Board (IRB). Permission was granted, and therefore approval was granted to this researcher to collect data from the research site.

Data Analysis

The survey responses were entered into SPSS 19.0. Descriptive statistics, which include mean, median, mode, variance, standard deviation, range, interquartile range, skewness, and kurtosis, were provided for each category represented in the overall responses. The test used in this research is an independent sample *t*-test. The independent sample *t*-test evaluates the difference between the means of two different groups (Green & Salkind, 2005), and in this study the two groups are the administrators and the student leaders at VVU. With an independent sample *t*-test, each case must have scores on two variables, which in this research is the grouping variables (administration and student leaders) and the test variables: Idealized Influence (attributed), Idealized Influence (behavioral), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration (Green & Salkind, 2005).

The independent sample *t*-test evaluates whether the mean value of the test variables for one group differs significantly from the mean value of the test variable for the second group. In this research, the independent *t*-test helps to answer whether there is a difference in the transformational leadership approach of the administrators and the student leaders.

For the independent sample *t*-test, some assumptions must be made. Green and Salkind (2005) have discussed the assumptions underlying the independent sample *t*-test as follows:

1. The dependent variables are normally distributed in each of the two populations (see results in Chapter 4).

2. The two groups have equal variance on the dependent variable. Levene's test evaluates the assumption that the population variance for the two groups is equal.

3. The two groups are independent of one another.

4. The level of statistical significance, alpha value, that will be used is $p < .05$ (Creswell, 2005). The *t*-test is highly robust. The above assumptions may be violated but the results will be valid because the *t*-test is highly robust.

Rating Scale for Leadership Items

Bass, Cascio, and O'Connor (1974) provided anchors to evaluate the MLQ which is based on a 5-point scale for rating the frequency of observed leader behaviors and bears a magnitude estimation of 4:3:2:1:0. The rating scale is as follows:

0 = Not at all

1 = Once in a while

2 = Sometimes

3 = Fairly often

4 = Frequently, if not always.

Limitations of the Study

O’Leary (2005) describes a limitation in research as “a condition that may impact on results such as small size or access to records” (p. 57). Since this research is a case study, the size may not affect the results. In this study Valley View University was selected as the site with only the administrators and student leaders. The administrators were the principal officers, academic heads of departments, sectional heads, and with the elected students leaders formed the participants’ pool. The size of the sample placed some limitations as to the total number of participants surveyed, bearing in mind that the response rate was about 87%.

Another limitation is the cut-off point of 3.0 that determines whether a leader is transformational or not. It is very difficult to describe one who scored 2.95 since in this study I did not convert decimals into whole numbers. A mean score of 2.95 was not converted to 3 even though it was close to 3. I also ranked those with 3.0 and 3.9 the same characteristics as transformational leaders even though 3.9 is stronger than 3.0 on a 0 to 4 scale.

Chapter Summary

This chapter describes the type of research that was conducted. The key elements in this chapter are: the research design, site for the study, data collection procedure, sampling, limitation of the study, instrumentation, statistical analysis, variables, rating scale, and research questions. Chapter 4 reports the results of the research.

CHAPTER 4

RESEARCH RESULTS

The purpose of this research was to diagnose the measure of transformational leadership characteristics in the leadership approach of institutional leaders, consisting of both administrators and student leaders of Valley View University (VVU) located in Accra, Ghana.

Response Rate

The questionnaires were sent to 52 leaders at VVU. Forty-four responded, which was an 84.6% response rate. Of the 52 leaders, 12 were elected student leaders and 40 were administrators (see Figure 1). Those in administrative positions were made up of the five principal leaders (the president and four vice-presidents of student affairs, academic affairs, finance, and administration), academic department heads, and heads of other sectors such as human resources, cafeteria, and physical plant. The 12 student leaders were those elected by the students to serve as their leaders. As displayed in Figure 2, nine out of the 12 students responded (75% response rate) and 35 out of the 40 administrators responded (87.5% response rate). All respondents were full-time workers at VVU, with the exception of the student leaders.

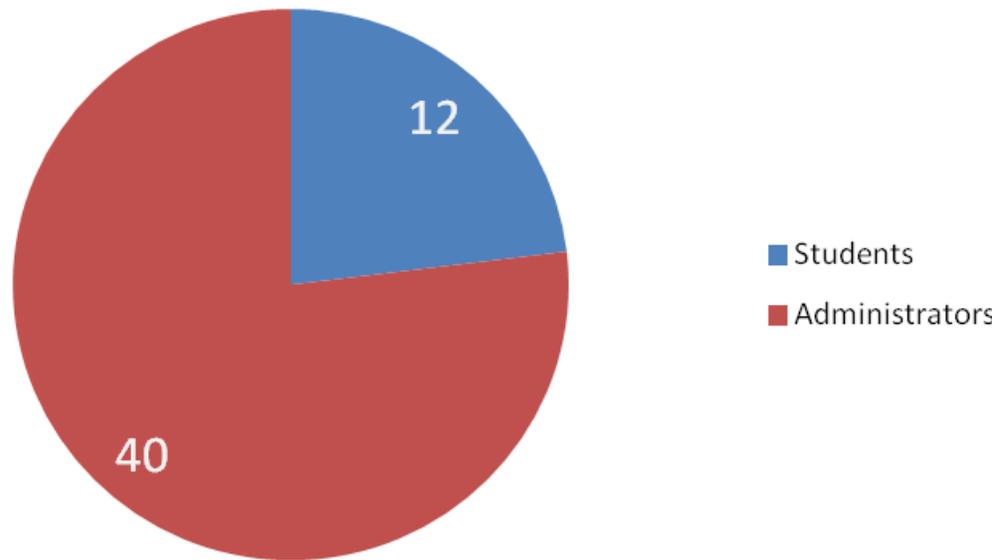


Figure 1. Total number of potential participants (respondents and non-respondents).

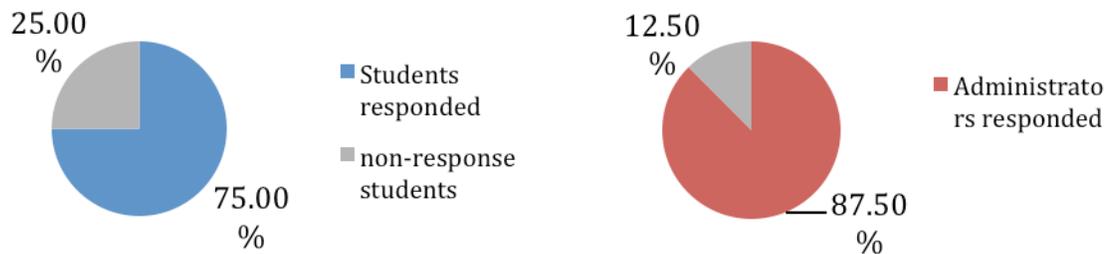


Figure 2. Response rate by student leaders and administrators.

Overall Results

The questionnaire was sent out on September 17, 2010, and responses were closed on October 18, 2010. The secretary to the Vice President of Academics at VVU assisted in the distribution and administration of the questionnaire to the participants and with follow-up phone calls. The questionnaire contained a total of 45 questions in total, 20 of

which were directly related to the five major characteristics of transformational leaders: (a) Idealized Influence (attributed), (b) Idealized Influence (behavioral), (c) Inspirational Motivation, (d) Intellectual Stimulation, and (e) Individualized Consideration.

Rating Scale

In chapter 3, I described the rating scale used in the questionnaire: 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly Often; 4 = Frequently, if not always (Avolio & Bass, 2004).

In this research any score of 3.00 and above (above “Fairly Often”) was considered as having transformational leadership characteristics. The scale above shows that a score of 2.00 (on the transformational leadership scale) is described as “Sometimes,” which may not be considered as an acceptable characteristic, whereas a score of 3.00 or above is considered as possessing characteristics of a transformational leader. Any score below 3.00 on the scale is not considered as having transformational leadership characteristics (Avolio & Bass, 2004).

The frequency distribution of the administrators and student leaders is shown in the box-and-whisker plot in Figure 3. The box in the center of the figure displays the middle 50% of the distribution of the scores. The lower-hand edge or hinge of the box represents the 25th percentile (Q1). The upper-hand edge or hinge of the box represents the 75th percentile (Q3). The middle horizontal line in the box represents the 50th percentile (Q2). The lines extending from the box are known as the whiskers and display data outside of the middle 50% (Lomax, 2007). From the box-and-whisker plot it can be seen that 50% of the student leaders scored between 2.75 and 3.25, indicating weaker

self-perceived transformational leadership characteristics among the student leaders. On the other hand, half of the administrators scored between 3.25 and 3.75, showing from moderate to strong transformational leadership characteristics in these professional leaders.

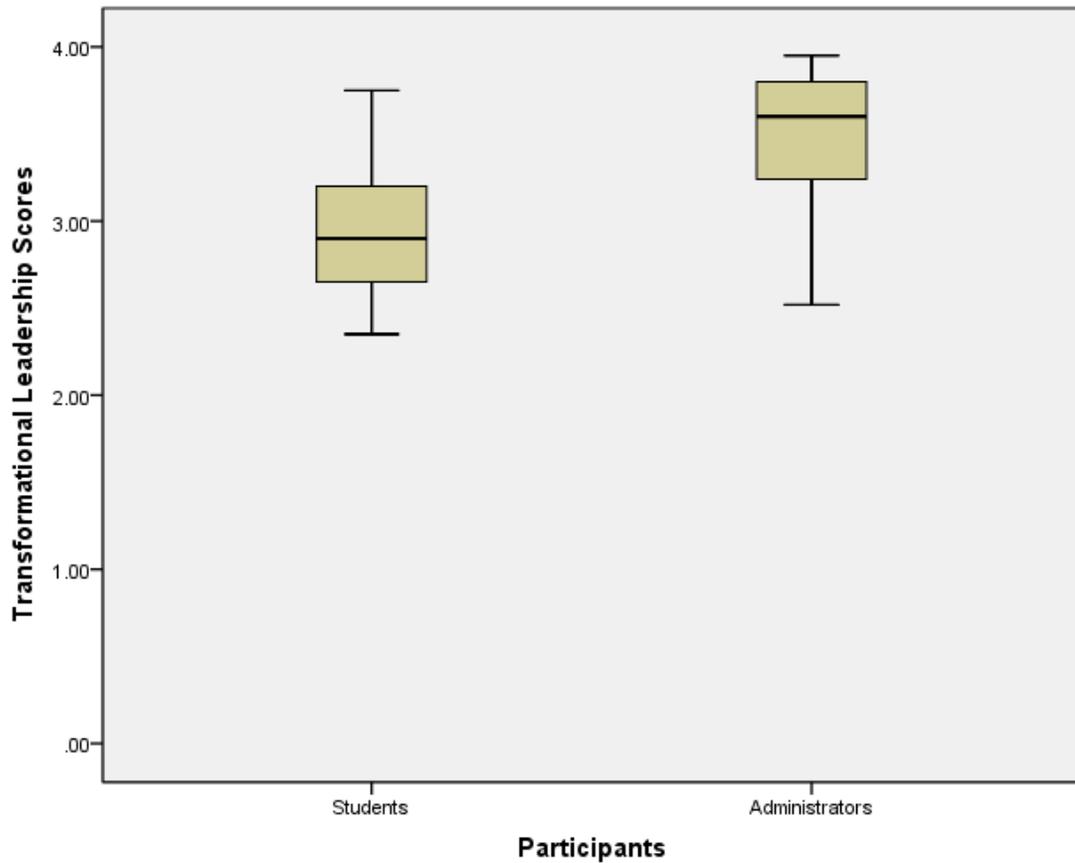


Figure 3. Side-by-side boxplots for student leaders and administrator respondents.

The Findings

In this section, I have organized the results in such a way that it will answer the research questions. Each research question, where necessary, has a table and figure to answer and explain it.

Research Question 1

How do leaders (administrators and student leaders) at VVU perceive their leadership approach as having transformational leadership characteristics?

Table 3 shows the aggregated transformational leadership mean score for the leaders (across administrators and student leaders) as 3.40. As discussed previously, the cut-off point for transformational leadership characteristics is 3.00; therefore, a mean score of 3.40 indicates that, in total, the leaders at VVU perceive their leadership approach as possessing transformational leadership characteristics.

The mean scores of the individual dimensions show that the leaders at VVU perceive themselves as having transformational leadership characteristics based on the recommended 3.00 score on the scale. The mean scores (M) also show that most of the leaders perceived themselves as having Inspirational Motivation ($M=3.62$, $SD=0.419$) as the strongest transformational leadership characteristics, and Individualized Consideration as the weakest ($M=3.23$, $SD=0.726$). $M=3.62$ and 3.23 are the average scores of Inspirational Motivation and Individualized Consideration with the maximum score of 4.0. The $SD=0.419$ and 0.726 are standard deviations (SD) of Inspirational Motivation and Individualized Consideration. The standard deviation is a measure of how spread out the numbers are. Deviation shows how far from the normal or from the average the numbers are spread. The standard deviation values show that Individualized Consideration is widely spread as compared to the Inspirational Motivation.

Table 3

Total Mean Scores for Transformational Leadership Characteristics for the Aggregate Sample (Administrators and Student Leaders)

	<i>N</i>	Minimum	Maximum	Mean	<i>SD</i>
Transformational Leadership Scores*	44	2.35	3.95	3.40	0.429
Idealized Influence (attributive)	44	1.50	4.00	3.24	0.670
Idealized Influence (behavioral)	44	2.00	4.00	3.55	0.522
Inspirational Motivation	44	2.50	4.00	3.62	0.419
Intellectual Stimulation	44	2.00	4.00	3.52	0.482
Individualized Consideration	44	1.67	4.00	3.23	0.726

*As calculated for this study, this score is a composite of the five dimensions.

Research Question 2

How do administrators at VVU perceive their leadership approach as having transformational leadership characteristics?

Table 4 shows that the total mean score for administrators is 3.51, which suggests that administrators perceive themselves as possessing transformational leadership characteristics. From the table it can also be seen that administrators scored above 3.00 (which is the suggested bench mark for transformational leadership). The minimum values suggest that there were some administrators who scored below the “cut-off value” of 3.00. Administrators scored low on Idealized Influence (attributive) ($M=3.31$, $SD=0.674$)—with some administrators having a score as low as 1.50—and Individualized Consideration ($M=3.40$, $SD=0.657$) also with a minimum score of 1.67. The mean scores for the five main characteristics also suggest that the administrators’ strongest areas were

Inspirational Motivation, with a score of 3.68; Idealized Influence (attributive), with a score of 3.67; and Intellectual Stimulation, also with a score of 3.59.

Table 4

Total Mean Score for Transformational Leadership Characteristics for Administrators

	N	Minimum	Maximum	Mean	SD	Skewness		Kurtosis	
						Statistic	SE	Statistic	SE
Transformational Leadership Scores	35	2.52	3.95	3.51	0.346	-.863	.398	.604	.778
Idealized Influence (attributive)	35	1.50	4.00	3.31	0.674	-1.303	.398	1.003	.778
Idealized Influence (behavioral)	35	2.33	4.00	3.67	0.407	-1.582	.398	2.515	.778
Inspirational Motivation	35	2.75	4.00	3.68	0.366	-1.031	.398	-.025	.778
Intellectual Stimulation	35	2.00	4.00	3.59	0.458	-1.730	.398	3.594	.778
Individualized Consideration	35	1.67	4.00	3.40	0.657	-.920	.398	-.057	.778

Research Question 3

How do student leaders at VVU perceive their leadership approach as having transformational leadership characteristics?

The total mean score for student leaders is 2.97 (Table 5), which shows that student leaders, in general, at VVU do not perceive themselves as having transformational leadership characteristics. The minimum transformational leadership characteristics among the students are Idealized Influence Behavioral and Individualized Consideration. In both cases, there was a minimum score of 2.00, which falls below the benchmark for transformational leadership characteristics.

Table 5

Total Mean Score for Transformational Leadership Characteristics for Student Leaders

	N	Minimum	Maximum	Mean	SD	Skewness		Kurtosis	
						Statistic	SE	Statistic	SE
Transformational Leadership Scores	9	2.35	3.75	2.97	0.470	.540	.717	-.599	1.400
Idealized Influence Attributive	9	2.33	4.00	2.98	0.620	.696	.717	-1.221	1.400
Idealized Influence Behavioral	9	2.00	3.75	3.08	0.673	-.505	.717	-1.300	1.400
Inspirational Motivation	9	2.50	4.00	3.36	0.532	-.352	.717	-1.015	1.400
Intellectual Stimulation	9	2.50	4.00	3.25	0.500	-.121	.717	-1.022	1.400
Individualized Consideration	9	2.00	3.75	2.58	0.637	1.151	.717	.019	1.400

Research Question 4

Is there any difference in how administrators and student leaders at VVU perceive their leadership approach as having transformational leadership characteristics?

Figure 4, which is a bar graph, shows transformational leadership scores of the administrators and student leaders. The bar graph shows that the administrators' perception of their transformational leadership characteristics averages 3.51. This score indicates that this group possesses transformational leadership characteristics, whereas the student leaders averaged 2.97—which falls below the 3.00 “the benchmark” point on the 4-point scale.

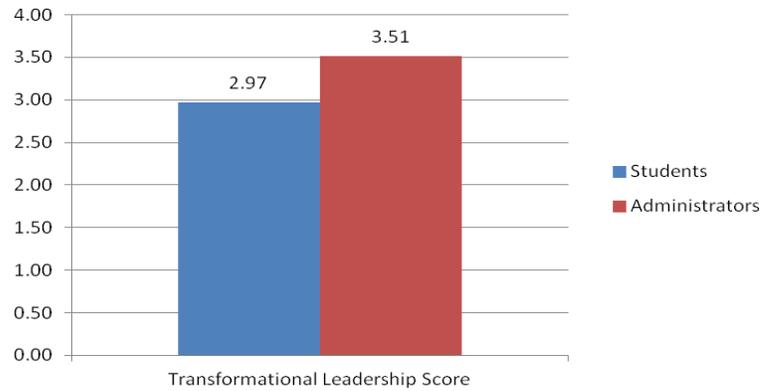


Figure 4. Transformational leadership for administrators and student leaders.

The independent sample *t*-test was conducted to show if there is a difference between administrators and student leaders. Chapter 3 discussed that the independent sample *t*-test evaluates the difference between the means of two different independent groups (in this study between administrators and student leaders). The *t*-test evaluates whether the mean value of the test variable for one group differs significantly from the other. Using the *t*-test is more robust when all the assumptions for *t*-test are met. These assumptions are as follows:

1. The dependent variable is not significantly different from normal.
2. The two variances of the dependent variables of the two groups are non-significant.
3. The two groups are independent of one another.

The box plot in Figure 3 describes the population of the administrators and the student leaders and shows the population is normally distributed. The skewness and kurtosis in Tables 4 and 5 confirm normality in the population. The variance of the dependent variables of the two groups is non-significant except Idealized Influence Behavioral. From the sampling the two groups are independent of one another. All

leaders at VVU, both administrators and student leaders, were selected as participants independently of one another.

The *t*-test results shown in Table 6 show that the test was statistically significant; $t(42)=-3.85, p<.001$ for administrators ($M=3.51, SD=0.346$) as compared to students ($M=2.97, SD=0.470$). Figure 4 above shows that there is a 0.54 difference in the mean, also displaying that administrators with a 3.51 mean have a higher transformational approach to leadership as compared to student leaders with a mean of 2.97. The difference between administrators' and students' transformational leadership approaches is also supported and affirmed by the *t*-test with $p<0.01$, which shows that the difference in the mean scores between administrators and students is statistically significant at an alpha level of .05.

Table 6

Independent Sample t-test—Administrators and Student Leaders

	<i>t</i> -test for Equality of Means			
	<i>t</i>	<i>df</i>	<i>P</i>	Mean Difference
Transformational Leadership Score	-3.85	42	<.001	-0.537

Research Question 5

Question 5a. Is there any significant difference in administrators' and students leaders' scores along the five characteristics of transformational leadership? Question 5b. Which of the characteristics accounts significantly to transformational leadership? Which

characteristics contribute least to the transformational leadership? Whereas question 5a is an inferential research question, 5b is descriptive.

Figure 5 shows that the administrators at VVU score higher in all the five transformational leadership characteristics than do the student leaders. In all five characteristics of the transformational leadership approach, administrators scored above the 3.00 benchmark score for transformational leadership. The transformational leadership scores for the student leaders show that three of the characteristics (Idealized Influence Behavioral, 3.08; Inspirational Motivation, 3.36; and Intellectual Stimulation, 3.25) reached the 3.00 benchmark score whereas two (Idealized Influence Attributive, 2.97; and Individualized Consideration, 2.58) were below the 3.00 benchmark score. The scores (shown in Tables 2 and 3) reveal that—for both administrators and student leaders—the transformational leadership characteristic that contributed most was Inspirational Motivation. There was a mean score of 3.68 for administrators and 3.36 for student leaders, which are the highest scores in both cases (see Table 5).

Transformational leaders with Inspirational Motivation characteristics are leaders who are able to shape the culture and values of their organization and are able to excite and inspire their followers to achieve their common purpose or vision (Bass & Riggio, 2006).

The transformational leadership characteristics that had the lowest mean score for the administrators was Idealized Influence (Attributive) with a mean score of 3.31. Leaders who are weak in Idealized Influence (attributive) lack the strength of articulating the vision of the organization to their followers. They do not serve as role models and do not have the respect and trust of their followers. They are not very creative or imaginative and hence their influence on their followers is minimal (Avolio & Bass, 2004). For the

student leaders, the lowest mean score was found for Individualized Consideration with a mean score of 2.58. Transformational leaders who lack Individualized Consideration characteristics are not able to see their followers on an individual basis and therefore do not provide coaching and mentoring for their followers. Individual development in such a culture is very minimal.

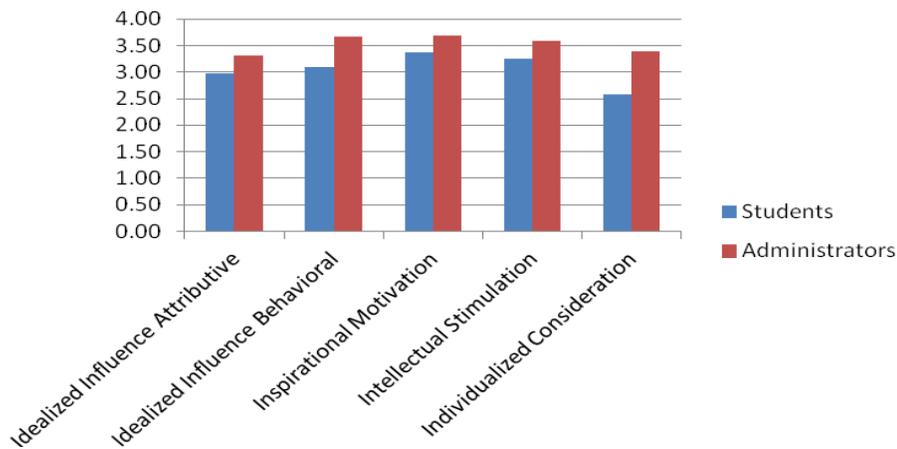


Figure 5. Administrators and students on the five transformational leadership characteristics.

Table 7 shows the results of the independent samples *t*-test for administrators and student leaders for the five transformational leadership characteristics. With the exception of Idealized Influence (attributive), the remaining four variables were significantly different. Table 7 helps to answer research question 5a, whether there is any difference in administrators' and student leaders' scores along the five transformational leadership characteristics. The results for each of the five dimensions will be explained after Table 7.

Table 7

Independent Samples t-test for All the Variables—Administrators and Student Leaders

	<i>t</i>	<i>df</i>	<i>t</i> -test for Equality of Means			
			Sig. (2-tailed)	Student Mean	Administrator Mean	Mean Difference
Idealized Influence (attributive)	-1.34	42	.189	2.98	3.31	-0.33
Idealized Influence (behavioral)	-2.50	9.56*	.033	3.08	3.67	-0.59
Inspirational Motivation	-2.12	42	.040	3.36	3.68	-0.32
Intellectual Stimulation	-1.98	42	.054	3.25	3.59	-0.34
Individualized Consideration	-3.34	42	.002	2.58	3.40	-0.82

*Levene's Test for Equality of Variances was significant, and thus equal variances were not assumed for the Idealized Influence Behavioral scale. However, the *t*-test tends to be highly robust for this violation.

Idealized Influence (Attributed)

Administrators at VVU perceived their leadership approach as having transformational leadership characteristics of Idealized Influence (attributed). Table 5 shows that the total mean score for Idealized Influence attributes for administrators is 3.31. The table also shows that the total mean score for the student leaders is 2.98, which is below the 3.00 cut-off value. The results of the independent samples *t*-test (see Table 5) shows that $t(42) = -1.34, p=.189$. Since *p* is greater than the alpha level of .05, the difference is not statistically significant. The mean difference between the administrators and student leaders for Idealized Influence (attributed) is 0.33 (see Table 5). It can also be seen from Table 7 that of all the five transformational leadership characteristics for the administrators, Idealized Influence (attributed) had the weakest

mean score of 3.31, hence the difference is not significant as shown by the alpha ($p=.189$) value.

Idealized Influence (Behavioral)

Administrators at VVU perceive their leadership approach as having transformational leadership characteristics of Idealized Influence (behavioral). Table 7 shows that the total mean score for Idealized Influence attributes for administrators is 3.67. The table also shows that the total mean score for the student leaders is 3.08, which falls above the 3.00 benchmark, and hence student leaders perceive themselves as having transformational leadership characteristics of Idealized Influence (behavioral).

The results of the independent samples t -test (Table 7) show that $t(9.56) = -2.50$, $p=.033$; since p is less than .05 the statistical difference is significant. The mean difference between the administrators and student leaders for Idealized Influence (behavioral) is 0.586 (Table 7). It can also be seen from Table 7 that of all the five transformational leadership characteristics for the administrators, Idealized Influence (behavioral) is the second strongest with a mean score of 3.67; hence, the statistical difference is significant as shown by the alpha ($p=.033$) value.

Inspirational Motivation

Table 7 shows that leaders (administrators and student leaders) at VVU perceived their leadership approach as having transformational leadership characteristics of Inspirational Motivation. Administrators at VVU perceived their leadership approach as having transformational leadership characteristics of Inspirational Motivation. Table 7 shows that the total mean score for Inspirational Motivation for administrators is 3.68,

indicating that administrators do perceive their transformational leadership approach as having Inspirational Motivation characteristics.

Student leaders at VVU perceived their leadership approach as having transformational leadership characteristics of Inspirational Motivation. The total mean score for Inspirational Motivation for student leaders is 3.36, signifying that student leaders do perceive their leadership approach as having transformational leadership characteristics of Inspirational Motivation.

The independent samples *t*-test for Inspirational Motivation is $t(42) = -2.12$, $p = .040$ (Table 7). Since the alpha value is less than .05, the difference between the Inspirational Motivation between administrators and student leaders is statistically significant. The mean score difference is 0.320.

Intellectual Stimulation

Leaders (administrators and student leaders) at VVU perceived their leadership approach as having transformational leadership characteristics of Intellectual Stimulation. Descriptive information for the Intellectual Stimulation scores for administrators and student leaders is presented in Table 7. It shows the total mean score for Intellectual Stimulation for administrators and student leaders is 3.59 and 3.25, respectively, suggesting that leaders (administrators and student leaders) do perceive their leadership approach as having transformational leadership characteristics of Intellectual Stimulation.

Student leaders at VVU perceived their leadership approach as having transformational leadership characteristics of Intellectual Stimulation. The total mean score for Intellectual Stimulation for student leaders is 3.25, indicating that student

leaders do perceive their leadership approach as having transformational leadership characteristics of Intellectual Stimulation.

The independent samples *t*-test results shows that $t(42) = -1.98, p=.054$ (see Table 7). Since the significance is greater than .05 ($p>.05$) the difference between the Intellectual Stimulation between administrators and student leaders is non-significant. The mean score difference is 0.345. The mean scores difference between the two groups of leaders at VVU is close, 3.59 and 3.25, showing both groups as having transformational leadership characteristics of Intellectual Stimulation.

Individualized Consideration

Table 7 shows that leaders (administrators and student leaders) at VVU perceived their leadership approach as having transformational leadership characteristics of Individualized Consideration. Administrators at VVU perceive their leadership approach as having the transformational leadership characteristics of Individualized Consideration. Table 7 shows that the total mean score for Individualized Consideration for administrators is 3.40.

Student leaders at VVU did not perceive their leadership approach as having high-level transformational leadership characteristics on the dimension of Individualized Consideration. The total mean score for Individualized Consideration for student leaders is 2.58, signifying that student leaders do not perceive their leadership approach as having transformational leadership characteristics of Individualized Consideration.

The independent samples *t*-test results shows that $t(42) = -3.34, p=.002$ (see Table 7). Since the alpha value is less than .05, the difference between the Individualized Consideration between administrators and student leaders is statistically significant. The

mean score difference between administrators and student leaders is 0.814, which is a highly significant difference between the two groups when it comes to Individualized Consideration, as shown in Figure 5.

Chapter Summary

In this chapter I have discussed the research results. The response rate of the study was 84.6%. Whereas 87.5% of administrators responded, 75.0% of student leaders responded. Administrators perceived themselves to have transformational leadership characteristics in all five areas, whereas student leaders did not. On the average, student leaders perceived themselves as having transformational leadership characteristics in three areas: idealized influence (behavioral), inspirational motivation and intellectual stimulation. The students scored below average on idealized influence (attributive) and individualized consideration. In Chapter 5, I present the summary, conclusions, and recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to measure descriptively the transformational leadership characteristics in the leadership approach of the leaders (administrators and student leaders) of Valley View University in Accra, Ghana. The need of such a study was due to the fact that private higher education in Africa is a recent phenomenon and an emerging sector in many African countries. Because of its recent nature, information on leadership of private higher education in Ghana and Africa in general is very scarce. In Ghana, private higher education institutions are becoming more recognized as they complement the public education institutions to provide tertiary education for the people. In the early 1990s the government of Ghana began to promote and support the start of private higher education institutions (Effah, 2006), including Valley View University, the focus of this study.

Private higher education in Ghana is a recent phenomenon. It has received support from the government and the people of Ghana. This support is demonstrated by the growth of private educational institutions and the involvement of the local government. Because of the rate of growth, leadership in these private higher educational institutions is often stretched to its limits. Finding transformational leaders for such private higher education institutions in Ghana often is a major problem facing the

governing boards of such institutions. Leaders with transformational leadership characteristics could help support the growth of these private higher institutions.

Valley View University (VVU), the focus of this study, is a Seventh-day Adventist institution of higher learning. VVU is situated 20 miles from the center of Accra, the capital city of Ghana, on 285 acres of land. It is an eco-friendly campus with a clean environment. The students enjoy more space than their counterparts in the public universities. Valley View University is growing tremendously. From 2007 to 2008 there was 25% growth in student enrollment (Valley View University, 2011-2015). The student population was 1,092 during the 2005/2006 academic year, and increased to 3,226 in the 2010/2011 academic year. The growth rate during the 5-year period was 195% (Valley View University, 2011-2015). In 2011, The Strategic Planning Committee projected a student population of 5,804 by the year 2015 based on the trend of growth (Valley View University, 2011-2015). This growth was almost reached in 2012. During the November 2012 Commencement, the Vice Chancellor of VVU mentioned that the student population at that time was 5,791. The student population as of July 2013 was 6,304. This figure was given in the Vice-Chancellor's address at the July 2013 graduation (Valley View University, 2013b). See Table 8.

Table 8

Student Enrollment: 2005-2014

Date	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2011/ 2012	2011/ 2012	2012/ 2013	2013/ 2014
Enrollment	1,092	1,559	2,408	3,071	3,279	3,226	5,791	6,304	8,016

This growth will continue because of the Charter status and accreditation with Adventist Accrediting Association (AAA) and the National Accreditation Board (NAB). VVU received a great deal of publicity at the beginning of 2013 when it was adjudged the best private university in Ghana at the January 2013 ranking of the 4International Colleges and Universities, which is a major ranking organization. Valley View University has been transformed from a small college to a large institution of higher learning and it needs effective leaders to deal with this transformation and growth. However, this positive development is hindered by the scarcity of effective leaders. There is a great need for transformational leaders to meet this transformation and growth.

Purpose

The purpose of this study was to measure descriptively the transformational leadership characteristics in the leadership approach of the leaders (administrators and student leaders) of Valley View University in Accra, Ghana. There are four main characteristics of transformational leadership: idealized influence (attributed and behavior), inspirational motivation, intellectual stimulation, and individualized consideration (Avolio & Bass, 2004). In this research, idealized influence attributive and behavioral were separated, hence there were five characteristics in this study instead of four.

Literature Review

University leadership is quite complicated due to differences in culture, mission, programs. The need for effective leaders at higher institutions has therefore become very crucial. One of the greatest needs of higher learning institutions is leadership (Hunt et al.,

1997). This is more important when dealing with private higher educational institutions in Ghana which have been formed recently. Hunt et al. were concerned not only about leadership, but about leaders who are more proactive at all levels within the institution. In support of Hunt et al.'s proactive leadership, Bass (1985) argued that transformational leaders are likely to be more proactive since they are innovative and search for solutions to the problems of their organizations.

Hughes et al. (2008) have stated that “the best leaders may well be those who can motivate workers to perform at a high level while maintaining an equal level of job satisfaction” (p. 292). This motivational concept of leadership is similar to *inspirational motivation*, which is one of the characteristics of transformational leadership.

Transformational leaders with inspirational motivation communicate optimism about future goals and are able to motivate and inspire others to achieve those goals (Bass & Riggio, 2006). Transformational leaders are interested in the development of their associates (Avolio & Bass, 2004). Transformational leaders also instill pride in their followers and gain their respect and trust (“Transformational Leadership,” 2012, p. 1). Hoy and Miskel (2008) stress the importance of trust in several organizations including schools. Trust among colleagues and also between leaders and associates promotes organizational life. According to them, trust enhances benevolence, reliability, competence, honesty, and openness.

In the Strategic Planning Document (Valley View University, 2006-2011), some of the weaknesses addressed, such as poor communication, inadequate middle-level administrative support, and inadequate middle-level administrative process, could be remedied by transformational leaders because transformational leaders are good

communicators, inspire their followers, persuade, and provide meaning and understanding (Bass & Riggio, 2006). Transformational leaders can therefore provide support for middle-level administrators through inspiration, motivation, communication, and intellectual stimulation. Astin and Astin (2000) endorse this statement by stating that transformational leadership is empowering and develops trust through collaborating with followers.

Bryan (2007) affirms transformational leadership through his writing on effective leaders in higher education. He mentions several characteristics of effective leaders, which are also stressed by transformational leadership theory. Some of the related characteristics are:

1. Clear sense of direction/strategic vision (idealized influence)
2. Being trustworthy, having personal integrity, credibility, and role model (idealized influence)
3. Allowing your followers the opportunity in decision making (intellectual stimulation)
4. Encouraging open communication and communicating well about the direction of the institution (inspirational motivation)
5. Creating a positive/collegial work atmosphere (idealized influence).

Valley View University Council and Principal Officers are all looking for effective leaders as discussed by Bryan (2007). All the characteristics discussed by Bryan are found in transformational leadership, therefore transformational leaders are needed to meet the needs of the growth of VVU.

Before the emergence of relationship theories (transformational leadership), the popular theory used in business organizations was transactional leadership, which is also called management theory. The focus of transactional leadership is to provide rewards for good performance by workers or followers and punishment for non-performance (Avolio & Bass, 2004). Faehner (2007) suggested exchange of goods and services between the leader and the follower. Thus the leader provides goods in exchange for service. Avolio and Bass (2004) observed that the associates put in energy and efforts because of the rewards they will receive. Burns (1978) contended that transactional leadership must be supplemented with transformational leadership because transactional leadership is a short-term relationship between the leader and the follower and fails to bond them together, whereas transformational leadership bonds the leader and the follower. Bass (1997, 1998) later expanded on Burns's (1978) idea of transformational leadership and emphasized that leaders with leadership skills such as good visioning, motivation, and strong ethical and moral values use them to develop strong emotional bonds between them and their associates.

Huczynski and Buchanan (2007) corroborate Burns (1978) and Bass (1997, 1998) by asserting that transformational leadership theory has proven to be adaptable to the requirements of modern organizational life. They argue that the rapidly changing competitive climate requires a participative, visionary, and inspirational approach to leadership. To reinforce their argument in favor of transformational leadership theory, they state that “the new leadership concept draws together the main strands of twentieth century thinking” (Huczynski & Buchanan, 2007, pp. 720-722). If 20th-century thinking was based on relationships, which is the key to customer service, then 21st century is

much more so. Huczynski and Buchanan advocate that it is essential that leadership must be more flexible to meet the needs of today's informal structures and ad-hoc collaborative networks that are essential for today's learning organizations. In transformational leadership theory, the four main characteristics—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (the Four I's)—are correlated with flexibility, initiative, and high performance as well as moral integrity rooted in a solid value system (Reid, 2009). Today's higher educational learning institutions also must be flexible to meet the needs and demands of the society and hence the need for transformational leaders, which is more flexible.

Kotter (1990), in support of transformational leadership, maintains that successful leaders are leaders who have the ability to inspire, develop trusting relationships, and motivate their followers. In essence, Kotter is affirming the recognizable traits of Transformational Leadership theory. Bass (1997) articulates that transformational leaders possess good visioning, persuasive speaking, and impressive management skills and use them to develop strong emotional bonds with their followers. He argues further that the practicing of establishing vision, promoting shared values, shaping the culture of an organization, being a role model, and empowering associates inspire the associates to exert extra effort in leadership (Bass, 1995). Such a leadership culture will help VVU to meet the challenges of growth and modern trends of a changing global world.

Flanagan and Thompson (1993) claim that the rapid changing world requires transformational leaders who will serve as change agents to bring changes in their organization to meet the needs of the century. Hughes et al. (2008) in their writing support Flanagan and Thompson's idea of transformational leaders as change agents, and

also transformational leaders help followers to emotionally attach to their leaders. If this assertion is accepted, then transformational leaders at VVU will emotionally attach to their associates, which will correct the inadequate middle-level administrative support and the inadequate participatory decision-making process. The University Council and the principal leaders could also depend on transformational leaders who will effect positive change in the University.

James MacGregor Burns (1978) was the first to discuss transformational leadership and as such is considered the father of modern leadership theory (Bass, 1999; Marzano et al., 2005; Masi & Cooke, 2000; Parry & Proctor-Thomson, 2002). Burns's (1978) work is rooted primarily in political leadership. Bass and Avolio (1990) did further research on transformational leadership in the business realm, and Hallinger (2003) in the educational setting. Bass and Avolio (1990) described four characteristics of transformational leadership, which is usually called the Four I's. The Four I's are Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Bass and Avolio (2004) found in studies regarding the validity of MLQ that Idealized Influence is reported in two scales: *attributed* and *behavioral*. Therefore there are five dependent (measured) variables in this study. The five variables are the five key characteristics of transformational leadership in this study. These variables are measured by the Multifactor Leadership Questionnaire (MLQ), an instrument designed by Avolio and Bass. Thus the five characteristics (dependent variables) in this study are:

1. Idealized influence (attributed)
2. Idealized Influence (behavioral)
3. Inspirational Motivation

4. Intellectual Stimulation

5. Individualized Consideration.

Avolio and Bass (2004) write, “Transformational leadership is a process of influencing in which leaders change their associates’ awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way” (p. 96). In other words, such leaders must have idealized (ideal) influence (attributed and behavioral) on their followers by articulating their vision, being role models, winning the respect and trust of their followers, and focusing on actions that will effect change in the organization. Such leaders must be able to inspire the followers to excel and excite the organization to maximize output (inspirational motivation). With intellectual stimulation, leaders must be able to stimulate their followers’ intellects through education, empowerment, and development. They help to move their followers to higher values and encourage them to take risks, challenge the “status quo,” and generate more creative solutions to problems by questioning assumptions. The individualized consideration is where the leaders treat each follower as an individual and provide coaching, mentoring, and growth opportunities depending on their strengths, abilities, interest, and passions. Such leaders will be a great asset to Valley View University.

Methodology

This study is an empirical quantitative case study. Since it is an empirical case study the results of this research cannot be generalized externally. The empirical case study was necessary to help understand in-depth, transformational leadership experienced by the leaders at Valley View University. In this research I used an instrument for the survey called the Multifactor Leadership Questionnaire (MLQ). This instrument was

designed by Avolio and Bass (2004) and has been tested for reliability and validity as explained in Chapter 3. Bass and Avolio found that the MLQ scores for the transformational leadership characteristics had reliabilities ranging from .70 to .83. Tejada et al. (2001) have substantiated Avolio and Bass (2004) claims with similar results. A 5-point Likert scale for rating the frequency of the observed leader behaviors was used. The questionnaire was self-explanatory and easy to use. The data were analyzed using SPSS 19.0 and the Independent Samples *t*-test.

The participants who took part in the survey were the principal leaders, academic and departmental heads, and other people who play leadership roles at VVU. These leaders involved in this research were grouped into administrators and student leaders. There were 13 departmental heads and 8 academic heads. The departmental heads are those who head divisions such as Human Resources, Admissions and Records, Marketing and Communication, Food Services, and the Physical Plant. The academic heads are chairs of academic departments such as Business Administration, Religious Studies, Computer Science, and Nursing. The survey instrument (the MLQ) is an already prepared questionnaire, which describes the leadership styles as perceived by the participants. The survey was a self-evaluation of the participants.

Conclusions

In an attempt to measure the transformational leadership characteristics—Idealized Influence (attributed and behavioral), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration—this research addressed the following research questions:

1. How do leaders (administrators and student leaders) at VVU perceive their leadership approach as related to transformational leadership characteristics?
2. How do administrators at VVU perceive their leadership approach as related to transformational leadership characteristics?
3. How do student leaders at VVU perceive their leadership approach as related to transformational leadership characteristics?
4. Is there any difference in how administrators and student leaders at VVU perceive their leadership approach as having transformational leadership characteristics?
- 5a. Is there any difference in administrators' and student leaders' scores along the five transformational leadership characteristics (Idealized Influence—attributed, Idealized Influence—behavioral, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration)?
- 5b. Which of the five characteristics had the highest mean score that contributed to the transformational leadership characteristics of the leaders?

The research questions 1, 2, 3, and 5b are descriptive and questions 4 and 5a are inferential.

This section provides a summary of the results of the study that will attempt to answer the questions above. From the descriptive statistics the transformational leadership mean scores were 3.51 for administrators and 2.97 for student leaders. The mean scores show that administrators perceived themselves as having transformational leadership qualities, whereas student leaders did not perceive themselves as having transformational leadership qualities.

Figure 5 in Chapter 4 shows that administrators scored higher in all five transformational leadership characteristics than did student leaders. In all five characteristics of transformational leaders, administrators perceived themselves as having transformational leadership qualities as the mean scores were all above the cut-off value of 3. Student leaders did not perceive themselves as having transformational leadership qualities in Idealized Influence (attributed) and in Individualized Consideration, as they scored 2.98 and 2.58, respectively.

From the Independent Sample *t*-test between administrators and student leaders, it was found that there was a statistically significant difference in transformational leadership perception between administrators and student leaders with an alpha value of $p < .001$. The Independent Sample *t*-test also revealed that among the five characteristics of transformational leadership there were statistically significant differences between administrators and student leaders in the following characteristics: Individualized Consideration ($p < .01$), Idealized Influence (Behavioral) with $p < .05$, and Inspirational Motivation with $p < .05$. Intellectual Stimulation and Idealized Influence (Attributed) were found to be statistically insignificant since their *p* (alpha) values were greater than .05. Alpha value of statistical significance in this test was set at .05 ($p = .05$). The results show that the transformational leadership characteristics of the administrators score higher than the student leaders' scores.

Discussion

In this discussion section my focus was to look at how the results of the research answered the research questions in Chapter 1. I have attempted to answer the research questions based on the results from Chapter 4 and supported by the literature.

Research Question 1

How do leaders (administrators and student leaders) at VVU perceive their leadership approach as related to transformational leadership characteristics?

The perceived mean score for the aggregate sample (administrators and student leaders combined) was 3.40. Based on the benchmark value of 3.00, this means that Valley View University leaders (administrators and students combined) perceived themselves as having transformational leadership characteristics.

As mentioned in the literature review, such leaders must stimulate and inspire their followers by providing vision of what is possible and also develop their own capacities (Bass & Riggio, 2006). Transformational leaders are also able to challenge, persuade, and provide meaning and understanding for their followers so as to help them to achieve their mission. This is done through motivation (inspirational motivation) and, through that, gain the confidence of their associates (Avolio & Bass, 2004). Transformational leaders are able to discern, comprehend, conceptualize, and articulate to their associates the opportunities and threats facing the organization. These characteristics should therefore help VVU leaders to bring self-efficacy, motivation, and commitment to the middle-level administration. Although the leaders in this study see themselves as transformational leaders, the Strategic Planning Committee for 2006-2011 (Valley View University, 2006-2011) stated that there was poor communication between the senior and junior officers, which has resulted in inadequate middle-level administrative support as well as inadequate participatory decision-making processes (Valley View University, 2006-2011). The self-perceptions of this study are thus in tension with the conclusions of the Strategic Planning Committee.

Transformational leaders are known to articulate their vision very well to their associates and are very often described as charismatic; there is therefore a disparity between the literature description of transformational leadership, how the leaders in VVU perceived themselves as transformational leaders, and how the committee members (which included representatives from administration, staff, and the student population) perceived the leaders. Why this disparity? According to Bass and Riggio (2006), research has shown that those who do self-rating of their leadership behavior are prone to bias. Is it possible that the administrators were biased in their self-evaluation as mentioned by Bass and Riggio?

Another reason for what may contribute to the disparity between the self-rating and the Committee's report is power distance. House, Hanges, Javidan, Dorfman, and Gupta (2004) have described power distance as "the extent to which a community accepts and endorses authority, power differences, and status privileges" (p. 531). House et al. explain that the social beliefs, values, and practices that characterize ruler-subject, husband-wife, older brother-younger brother relationships are very often carried over to the organizations. This kind of power inequality is very prominent in Africa. Yukl (2002), on the other hand, has mentioned that for leadership to be effective, power must be used in such a way that threats and status differentials are avoided. If threats and status differentials are avoided, communication could flow between leaders and their associates and self-efficacy beliefs could be enhanced in the middle-level leaders. It will also motivate the associates and enhance their trust and commitment. If power distance is minimized, it will enhance trust, which will lead to openness among leaders and their

associates. Power distance, if minimized, will help VVU to correct some of the weakness that has been discussed in their strategic plan document.

Research Question 2

How do administrators at VVU perceive their leadership approach as related to transformational leadership characteristics?

Administrators at VVU had a mean score of 3.51, showing that they perceived themselves as having transformational leadership characteristics. The study also found that administrators perceived themselves as having transformational leadership characteristics in all five areas with Inspirational Motivation (3.68) as the highest and Idealized Influence (attributed; 3.31) as the lowest. The others are Idealized Influence (Behavioral; 3.67), Intellectual Stimulation (3.59), and Individualized Consideration (3.40). If this perception is true, then VVU administrators will show transformational leadership approach in their leadership practices.

In other words, such leaders will stimulate and inspire their followers by providing a vision of what is possible and also develop their own capacities (Bass & Riggio, 2006). They will challenge, persuade, and provide meaning and understanding for their followers so as to help them to achieve their mission (Avolio & Bass, 2004). Whereas the leaders in this study see themselves as transformational leaders, the Strategic Planning Committee for 2006-2011 (Valley View University, 2006-2011) stated that there was poor communication between the senior and junior officers, which has resulted in inadequate middle-level administrative support as well as inadequate participatory decision-making processes (Valley View University, 2006-2011). The self-perceptions of this study are thus in tension with the conclusions of the Strategic Planning Committee.

Research Question 3

How do student leaders at VVU perceive their leadership approach as related to transformational leadership characteristics?

Student leaders at VVU perceived themselves as not having transformational leadership characteristics with a mean score of 2.97, which is a hair below the benchmark value of 3.0. Even though the mean score is below 3.0, three of the five transformational leadership characteristics were above 3.0. The three are Inspirational Motivation (3.36), Intellectual Stimulation (3.25), and Idealized Influence (behavioral; 3.08). The two characteristics that were below the 3.0 benchmark score were Idealized Influence (attributed; 2.98) and Individualized Consideration (2.58).

Because Individualized Consideration scored only 2.58, which is the least of all the mean scores, it contributed adversely to the student leaders' perception score of their transformational leadership approach. The obvious question to ask is, If a leader perceived himself or herself as having three of the Transformational Leadership Characteristics out of the five characteristics discussed, will such a person be considered as being a transformational leader or not?

Bass and Riggio (2006) have argued that summing all the components of transformational leadership characteristics is acceptable because of the intercorrelations among the MLQ transformational leadership scales. On the other hand, if Individualized Consideration is taken out from the student leaders' results, they would be characterized as transformational leaders. Bass and Riggio also observe that a characteristic such as Inspirational Motivation could stand alone. A leader with a mean score above 3 could be described as an Inspirational Leader. Inspirational Motivation could also be combined

with Idealized Influence as a subscale to create a composite index of Inspirational Charisma. Leaders with Inspirational Charisma characteristics are those who are close to their associates and have gained their trust and respect. They possess some extraordinary capabilities and are able to motivate, encourage, and empower their associates.

In the case of student leaders, their score in Inspirational Motivation of 3.36 was a clear sign that they saw themselves at least in this aspect of transformational leadership. Their individualized consideration score of 2.58, however, tells a different story. At VVU there were 12 student leaders for the entire student population of over 4,000. The bulk of their work is directed to the student population as a whole rather than to individual students. They organize Students' Week, seminars, and lectures for students and represent students at the University Council and University Disciplinary Committee. Such student leaders do not have the burden of understanding individual concerns and development. They do not have the resources to treat individual students in a unique way and help to develop them to their maximum potential, which is expected of transformational leaders with Individualized Consideration. They hardly delegate assignments and do not provide coaching, mentoring, and leadership growth opportunities for their co-leaders and followers. Thus, the student leaders did not perceive themselves as having Individualized Consideration and therefore ranked themselves low on Individualized Consideration.

The second weakest characteristic of the student leaders was Idealized Influence (attributed) with a mean score of 2.98, which is close to the cut-off point of 3.00 to meet the transformational leadership benchmark. The results, according to literature on Idealized Influence (attributed), show that student leaders may not perceive themselves as

creative and imaginative leaders who can change the organizations in which they function. Some of them may not have the trust of their followers even though they voted them into office. Followers (the general student body) may not be emotionally attached to the student leaders and hence the followers do not attribute leadership qualities to the student leaders.

Research Question 4

Is there any difference in how administrators and student leaders at VVU perceived their leadership approach as having transformational leadership characteristics?

The mean score values for administrators and student leaders were 3.51 and 2.97 respectively. This shows that administrators perceived themselves as having a transformational leadership approach, whereas student leaders fall slightly below the cut-off point. Administrators clearly perceived themselves as having a more transformational leadership approach than did the students. Both the administrators and student leaders were found to have a transformational leadership approach in the following areas: Idealized Influence (behavioral), Inspirational Motivation, and Intellectual Stimulation. From the literature review in Chapter 2, transformational leaders with the above-mentioned characteristics exert extra effort to enhance and elevate followers' commitment to their vision and shared goals. They have a passion for empowering, developing power to question assumptions, challenging the "status quo," and converting followers to leaders. In all cases the scores of the administrators were higher than those of the student leaders. It should be noted that all the student leaders are undergraduates and therefore do not have years of experience in leadership as compared with the administrators. It is also possible that administrators have opportunities to speak,

motivate, inspire, excite, and challenge their associates because of their assignments, whereas student leaders serve for only 1 year and by the time they are gaining experience they are out of the office.

Research Question 5a

Are there any differences in administrators' and student leaders' scores along the five transformational leadership characteristics (Idealized Influence—attributed, Idealized Influence—behavioral, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration)?

Idealized Influence (Attributed)

Administrators at VVU perceived their leadership approach as having transformational leadership characteristics of Idealized Influence (attributed) whereas students did not. From the study the total mean scores for Idealized Influence (attributed) for administrators was 3.31, and that of the student leaders was 2.98. This means that the administrators are role models, have won the trust and respect of their associates, have set high standards for emulation, and followers emotionally identify with them. Though there were differences between the administrators and student leaders, the difference was not statistically significant. The results of the independent samples *t*-test show that $p=.189$ (alpha value). Since p is greater than the alpha level of .05 ($p>.05$) the difference between administrators and student leaders in Idealized Influence (attributed) is not statistically significant.

Idealized Influence (Behavioral)

Both administrators and student leaders at VVU perceived their leadership approach as having transformational leadership characteristics of Idealized Influence (behavioral). The total mean scores for Idealized Influence attributes for administrators and student leaders were 3.67, and 3.08, respectively. The two groups perceived themselves as transformational leaders with Idealized Influence (behavioral). This means that the two groups have shared leadership values, they articulate their vision with sense of importance, inspire their associates to follow their vision, and communicate and articulate their vision. Even though both groups perceived themselves as having transformational leadership with Idealized Influence (behavioral), their difference was statistically significant. The results of the independent samples *t*-test shows $p=.033$ since $p < .05$.

Inspirational Motivation

Leaders (administrators and student leaders) at VVU perceived their leadership approach as having transformational leadership characteristics of Inspirational Motivation. The total mean score for Inspirational Motivation for administrators was 3.68, and for student leaders was 3.36, signifying that administrators and student leaders do perceive their leadership approach as having transformational leadership characteristics of Inspirational Motivation. This means that the leaders are able to appeal to their associates to win the associates' support for their vision. The leaders are able to excite their associates about the organization and inspire them to excel. Such leaders practice high moral and ethical standards. The difference between the Inspirational

Motivation of administrators and student leaders was statistically significant. The independent samples *t*-test results show $p=.040$. The alpha value is less than .05 ($p < .05$).

Intellectual Stimulation

Leaders (administrators and student leaders) at VVU perceived their leadership approach as having transformational leadership characteristics of Intellectual Stimulation. The study shows the total mean scores for administrators and student leaders were 3.59 and 3.25 respectively, suggesting that leaders (administrators and student leaders) perceived their leadership approach as having transformational leadership characteristics of Intellectual Stimulation. This means that leaders are able to challenge their associates to find new ways of solving problems. They help their associates to challenge the “status quo” or question assumptions. They try to empower and develop their followers. They are change agents and try to break from the past. They are risk takers. There was a difference but the difference between administrators and student leaders for Intellectual Stimulation was statistically non-significant.

The independent samples *t*-test results show $p=.054$ since the alpha value is greater than .05 ($p > .05$).

Individualized Consideration

The study shows that administrators perceived themselves as having transformational leadership of Individualized Consideration characteristics with a total mean score of 3.40. The student leaders did not perceive themselves as having transformational leadership characteristics of Individualized Consideration with a total mean score of 2.58. Leaders with Individualized Consideration celebrate the individual

and treat each follower individually. Leaders show personal concern and provide growth opportunities through coaching and mentoring. They are leaders who delegate assignments and show empathy to their followers. They show interest in “unity in diversity” in the organization. There is a statistically significant difference between the administrators and student leaders in the Individualized Consideration characteristic.

The independent samples *t*-test results show $p=.002$. The alpha value is less than .05 ($p<.05$). Individualized Consideration shows the most significant difference in all five characteristics.

Research Question 5b

Which of the five characteristics descriptively contributed most to the transformational leadership characteristics? Of all the transformational leadership characteristics, Inspiration Motivation contributed most to both administrators’ and student leaders’ transformational leadership approach. The mean scores were 3.68 and 3.36 respectively. This means both administrators and student leaders are able to motivate and inspire their associates to support their vision. They are able to challenge their associates and help them to excel through sacrifice and efforts. Such leaders are able to enhance and elevate the commitments of their associates and also shape the values and motives of their associates.

Implications for Practice

In the previous chapters I have discussed the positive attributes of transformational leadership characteristics that are desirable in organizations and institutions such as Valley View University. Leaders who have vision, have values, and

can stimulate and inspire their followers and emotionally identify with them are desired by every organization. The results of Chapter 4 have shown that administrators at Valley View University perceived themselves as having transformational leadership characteristics in all five areas of transformational leadership.

If this is the case, then there is the need for further and continuous education for the administrators so that these desirable qualities could be used in a more gainful way to help Valley View University meet its leadership goals. The emphasis of such education (leadership development) should strengthen VVU's weak areas, such as poor communication, poorly defined administrative roles, the participatory decision-making process (shared leadership), and faculty and staff development.

The results also showed that student leaders at Valley View University do not perceive themselves as having transformational leadership characteristics. The mean score of 2.97 was a hair below the benchmark score of 3.0, which qualifies one as having transformational leadership characteristics. As mentioned under the Limitations, if a continuum were used to describe the scale instead of a cut-off or benchmark scale, the student leaders could be described as having weak transformational leadership characteristics. The student leaders also perceived themselves as having 3 out of the 5 transformational leadership characteristics—Idealized Influence (behavioral), Inspirational Motivation, and Intellectual Stimulation. The student leaders, when elected, should take the Self MLQ and be given training in their weak areas. For example, this study shows they need training in Idealized Influence (attributive) and Individualized Consideration.

Since Avolio and Bass (1998) have shown that taking Full Range Leadership training increases transformational leadership characteristics, such as Intellectual Stimulation, Inspirational Motivation student leaders will be helped to go through the Full Range Leadership training. Dvir et al. (2002) have also proven through experiment that transformational leadership characteristics can be improved through learning development. This Full Range Leadership training could be extended to all potential student leaders and faculty and staff who will show interest in leadership development.

As mentioned earlier, administrators at VVU perceived themselves as having transformational leadership characteristics. If this perception is true, then VVU administrators should exhibit transformational leadership characteristics in all five areas whereas student leaders lacked in some areas according to the results. The student leaders who did not perceive themselves as having transformational leadership characteristics have organized several successful programs such as Students Week, seminars, and lectures which are well patronized by both students, faculty, and staff.

The reality is that the Strategic Planning Committee portrays a different kind of leadership at VVU. The Committee (Valley View University, 2011-2015) listed, among others, inadequate middle-level administration support, non-participatory decision making, dormant committees, and poor communication. This tension may be due to biases in self-evaluation or administrators may have the characteristics of transformational leadership but are not using those characteristics in their day-to-day leadership approach. I therefore recommend the following:

1. VVU's administration should allow the 360° tool to be used by their associates to find out the reality as to whether the administrators are transformational leaders or not.

2. There is a need for training the administrators in communication skills and participatory or shared leadership as well as in other areas of leadership. This training will help them to empower their associates to work effectively.

3. Administrators and the University Council can use the transformational leadership questionnaire (MLQ) as a tool for employing and placing leaders in strategic positions of the University.

4. The study showed that student leaders are weak in Individualized Consideration. Student leaders should be given training so that they can improve in this area of transformational leadership.

5. Students at VVU will also be encouraged to take basic courses in leadership such as the Certificate Course in Leadership that has been introduced at Andrews University in the past years. This will help the students in the program learn to lead positive change and recognize their calling.

6. There is a need to set up a Leadership Development Center at VVU. The Leadership Center will help principal leaders at VVU, the University Council, and the Ghana Union and Conferences in leadership development. The Center will also provide resources and training for other private tertiary institutions in Ghana. The Center can also identify key leadership instructors and centers that can help them to grow. The Leadership Center can do leadership research, especially in the African context.

The study has provided me with tools that will assist me in Leadership training and development programs that I want to do in Africa. The research has helped me to understand leaders' perceptions and reality. It has also helped me to understand transformational leadership theory.

Future Research

1. There are five characteristics that contribute to transformational leadership. Are there any of the five that are more important for leaders in the African context of higher education?

2. This study measured only the self-perception of administrators and student leaders. In order to gain a more complete picture, the 360° tool using the self-report as well as other raters' versions could be used to find the complete picture. How do subordinates perceive their leaders (administrators) as transformational leaders at VVU? It is very easy for one to be biased in self-evaluation and self-perception, so allowing associates to do the evaluation will reveal who the leader really is.

3. How do students perceive administrators and student leaders as transformational leaders at VVU?

4. Is there any difference in transformational leadership characteristics with regard to gender, age, and full-time, part-time, and number of years of service at VVU? This will help VVU Principal Officers to decide on employment and placement.

5. Is there any difference in the perception of transformational leadership between private and public universities in Ghana? If the public university leadership is more transformational, then the private university leadership could learn from them.

6. How do transformational leaders who achieve high scores using the 360° tool to fill top positions in higher learning institutions perform?

7. Since the MLQ measures several components of transactional as well as laissez-faire leadership along with transformational leadership, there could be further

investigation whether transformational leadership has any correlation with transactional and laissez-faire leaderships.

8. What will the results look like if the faculty in administration are separated from the staff in administration?

9. What will the results look like if all the other student leaders in the various clubs are included?

10. What is the impact of culture on the experience of transformational leaders?

Epilogue

Transformational leadership theory expects leaders who have transformational leadership characteristics to be successful leaders and they must be seen as such by their associates. In this research, administrators at Valley View University perceived themselves as having transformational leadership characteristics (3.51), whereas student leaders did not perceive themselves as having transformational leadership characteristics (2.97).

The challenge is that the 2011-2015 Strategic Planning document (Valley View University, 2011-2015) has listed several weaknesses such as poor communication (in both vertical and lateral directions), poorly defined administrative roles, lack of incentives and motivation, inadequate training for faculty and staff, many dormant committees, and an inadequate decision-making process. These weaknesses suggest that the administrators' perception as being transformational leaders is in tension with the reality. Administrators should therefore allow themselves to be evaluated using the 360° tool. Their associates will help them to know the reality. On the other hand, if they have

transformational leadership characteristics, then they must become intentional in putting their abilities, strengths, and skills into practical use.

The student leaders who do not perceive themselves as having transformational leadership characteristics in the past have organized successful programs, such as Students Week, seminars, and lectures, which are well patronized. These students are voted into office by over 4,000 students at VVU and hence they show some promising leadership qualities before they are elected into office. A Center for Leadership Development at VVU will help the administrators to use their already-acquired transformational leadership characteristics and improve on their weaker areas. The Center will also help the students to develop skills in their weak areas so as to become more effective in leading the students. The University Council, the Ghana Union Conference, the Ghana Conferences, and other private tertiary institutions will all benefit.

REFERENCE LIST

- Aberman, R. (2000, November). *Emotional intelligence*. Paper presented at the Quarterly Meeting of the Minnesota Human Resource Planning Society, Minneapolis, MN.
- Ambrose, S., Huston, T., & Norman, M. (2005). A qualitative method for assessing faculty satisfaction. *Research in Higher Education, 46*, 803-830.
- Antonakis, J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *Leadership Quarterly, 14*(3), 261-295.
- Arsenault, P. M. (2007). A case study of a university leadership seminar. *Journal of Leadership Education, 6*, 14-24.
- Astin, A. W., & Astin, H. S. (2000). *Leadership reconsidered: Engaging education in social change*. Battle Creek, MI: W. K. Kellogg Foundation.
- Avolio, B. J., & Bass, B. M. (1998). You can drag a horse to water, but you can't make it drink except when it's thirsty. *Journal of Leadership Studies, 5*, 1-17.
- Avolio, B. J., & Bass, B. M. (2004). *Multifactor Leadership Questionnaire: Manual and sampler set* (3rd ed.). Menlo Park, CA: Mind Garden.
- Avolio, B. J., Bass, B. M., & Jung, D. (1996). *Construct validation of the multifactor leadership questionnaire MLQ-Form 5X* (CLS Report-96-1). Center for Leadership Studies, State University of New York, Binghamton, NY.
- Barling, J., Slater, F., & Kelloway, E. K. (2000). Transformational leadership and emotional intelligence: An exploratory study. *Leadership & Organization Development Journal, 21*(3), 157-161.
- Barling, J., Weber, T., & Kelloway, K. E. (1996). Effects of transformational leadership training on attitudinal and financial outcomes: A field experiment. *Journal of Applied Psychology, 81*, 827-832.
- Bar-On, R. (1996). *The emotional quotient inventory (EQ-i)*. Toronto, Ontario, Canada: Multi-Health Systems.
- Bass, B. M. (1985). *Leadership and performance beyond expectation*. New York, NY: Free Press.

- Bass, B. M. (1995). Theory of transformational leadership redux. *Leadership Quarterly*, 6, 463-478.
- Bass, B. M. (1997). Does the transactional/transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist*, 52, 130-139.
- Bass, B. M. (1998). *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Lawrence Erlbaum.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9-32.
- Bass, B. M., & Avolio, B. J. (1990). Developing transformational leadership: 1992 and beyond. *Journal of European Industrial Training*, 14(5), 21-37.
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage.
- Bass, B. M., & Avolio, B. J. (1995). Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership. *Leadership Quarterly*, 6, 199-218.
- Bass, B. M., Cascio, W. F., & O'Connor, E. (1974). Magnitude of estimations of frequency and amount. *Journal of Applied Psychology*, 45, 5-34.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
- Bass, B. M., & Stogdill, R. M. (1997). *Bass & Stogdill's handbook of leadership: Theory, research, & managerial applications*. New York, NY: Free Press.
- Beavers, M. (2005). *Emotional intelligence, school leaders and high performing high poverty middle schools in the state of Virginia* (Unpublished doctoral dissertation). Virginia Commonwealth University, Richmond, VA.
- Benoit, P., & Graham, S. (2005) Leadership excellence: Constructing the role of department chair. *Academic Leadership: The Online Journal*, 3. Retrieved from <http://www.academicleadership.org/volume3/issue1/index.html>
- Bertrand, J. W. M., & Fransoo, J. C. (2002). Operations management research methodologies using quantitative modeling. *Operations Management Research*, 22(2), 241-264.
- Block, P. (1993). *Stewardship: Choosing service over self-interest*. San Francisco, CA: Berrett-Koehler.

- Bold Educational Software. (2011). *Writing the delimitation*. Retrieved from www.bold-ed.com/delimitation.htm
- Bosch, A. (2006). *The effect of a merger in higher education on staff members: The importance of change management* (Unpublished master's thesis). University of Johannesburg, Johannesburg, South Africa.
- Braun, S., Nazlic, T., Weisweiler, S., Pawlowska, B., & Peus, C. (2009). Effective leadership development in higher education: Individual and group level approaches. *Journal of Leadership Education*, 8(1), 195-206.
- Brennan, G. (2005). *Developing a dynamic school culture: The role of the school principal* (Unpublished master's thesis). University of Calgary, Alberta, Canada.
- Bryan, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education*, 32(6), 693-710.
- Bryman, A. (2004). Qualitative research on leadership: A critical but appreciative review. *Leadership Quarterly*, 15(6), 729-769.
- Buntrock, L. (2008). *Differences in emotional intelligence abilities between principals in high poverty AYP schools and principals in high poverty non-AYP schools in an urban school district* (Unpublished doctoral dissertation). University of Virginia, Charlottesville, VA.
- Buor, D. (2010, April). *Valley View University*. Presentation to selected leaders of Ohio State University at Ohio State University, Columbus, Ohio.
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- Butterfield, B. (2010). Higher education human resource leadership challenged in tough times. *Sibson Consulting*. Retrieved from www.sibson.com/news-and-events/hot-topics/?id=553
- Cherniss, C., & Goleman, D. (2001). *The emotionally intelligent workplace*. San Francisco, CA: Jossey-Bass.
- Christians, C. G. (1997). The ethics of being. In C.G. Christians & M. Traber (Eds.), *Communication ethics and universal values* (pp. 3-23). Thousand Oaks, CA: Sage.
- Ciarrochi, J. V., Chan, A. C., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28(3), 539-561.
- Clinton, J. R. (1983). *Leadership training models*. Colorado-Springs, CO: Nave.
- Covey, S. R. (1991). *Principle-centered leadership*. New York: Simon & Schuster.

- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Creswell, J. W., Wheeler, D. W., Seagren, A. T., Egly, N. J., & Beyer, K. D. (1990). *The academic chairperson's handbook*. Lincoln, NE: University of Nebraska Press.
- De Pree, M. (1989). *Leadership is an art*. New York: Doubleday.
- Dill, B.J., & Anderson, R. E. (2003). Ethics-related technology policies in schools. *Social Science Computer Review*, 21(3), 326-339.
- Dreistadt, M. (2008). Take the journey. *Technology for Worship Magazine*. Retrieved from <http://www.tfwm.com>
- DuBrin, A. (1995). *Leadership: Research findings, practice, and skills*. Boston, MA: Houghton Mifflin.
- Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45, 735-744.
- Eden, D. (1992). Leadership and expectations: Pygmalion effects and other self-fulfilling prophecies in organizations. *Leadership Quarterly*, 3, 271-305.
- Effah, P. (2006). Private higher education in Ghana. In N. V. Varghese (Ed.), *Growth and expansion of private higher education in Africa* (pp. 10-53). Paris: International Institute for Educational Planning.
- Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14(4), 532-550.
- Elliston, J. E. (1992). *Home grown leaders*. Pasadena, CA: William Carey Library.
- Faehner, F. M. (2007). *An exploration of the interest in and challenges of fostering undergraduate leadership-development at Andrews University* (Unpublished doctoral dissertation). Andrews University, Berrien Springs, MI.
- Fairholm, G. W. (1998). *Perspectives on leadership*. Westport, CT: Quorum Books.
- Farnsworth, K. A. (2007). *Leadership as service: A new model for higher education in a new century*. Westport, CT: Praeger.
- Fink, A. (2006). *How to conduct surveys* (3rd ed.). Thousand Oaks, CA: Sage.

- Flanagan, H. D., & Thompson, D. J. C. (1993). Leadership: The swing of the pendulum. *Leadership and Organization Development Journal*, 14(1), 9-15.
- 4International Colleges & Universities. (2013). *About us*. Retrieved from www.4icu.org/about.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- George, J. M. (2000). Emotions and leadership: The role of emotional leadership. *Human Relations*, 53(8), 1027-1055.
- Gilligan, C., Ward, J. V., & Taylor, J. M. (1988). *Mapping the moral domain*. Cambridge, MA: Harvard University, Graduate School of Education.
- Goleman, D. (1995). *Emotional intelligence*. New York, NY: Bantam Doubleday Dell.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School Press.
- Green, S., & Salkind, N. J. (2005). *Using SPSS for Windows and Macintosh: Analyzing and understanding data*. Upper Saddle River, NJ: Prentice Hall.
- Greenleaf, R. K. (1977). *Servant leadership: A journey in the nature of legitimate power and greatness*. New York, NY: Paulist Press.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-351.
- Hargreaves, A., & Fink, D. (2003). *The seven principles of sustainable leadership*. International Center for Educational Change, Ontario Institute for Studies in Education, University of Toronto.
- Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2003). *Effective leadership for school improvement*. New York: Routledge.
- Haydon, G. (2007). *Values for educational leadership*. Thousand Oaks, CA: Sage.
- Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, MA: Harvard Business School Press.
- Hencley, S. P. (1973). Situational behavioral approach to the study of educational leadership. In L. C. Cunningham & W. J. Gephart (Eds.), *Leadership: The science and art today* (pp. 139-164). Itaska, IL: FE Peacock Publishers.
- Herbst, T. H. H., & Conradie, P. D. P. (2011). Leadership effectiveness in higher education: Managerial self-perceptions versus perceptions of others. *SA Journal of Industrial Psychology*, 37(1), 1-14.

- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, leadership, and organizations: The Globe study of 62 societies*. Thousand Oaks, CA: Sage.
- Hoy, W. K., & Miskel, C. G. (1987). *Educational administration: Theory, research, and practice* (3rd ed.). New York: Random House.
- Hoy, W. K., & Miskel, C. G. (1987). *Educational administration: Theory, research, and practice* (3rd ed.). New York: Random House.
- Hoy, W. K., & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice* (8th ed.). New York: McGraw Hill.
- Hoyt, C. L., & Blascovich, J. (2003). Transformational and transactional leadership in virtual and physical environments. *Small Group Research*, 34(6), 678-715.
- Huczynski, A. A., & Buchanan, D. A. (2007). *Organizational behaviour: An introductory text* (6th ed.). Upper Saddle River NJ: Prentice Hall.
- Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2008). *Leadership: Enhancing the lessons of experience* (4th ed.). Boston, MA: Irwin/McGraw-Hill.
- Hunt, C. M., Oosting, K. W., Stevens, R., Loudon, D., & Migliore, R. H. (1997). *Strategic planning for private higher education*. New York, NY: Haworth Press.
- Hurst, V. (1996). The nomenclature of leadership. *Journal of Leadership Studies*, 3(1), 123-129.
- Jansen, B. (2004). Issues and observations: How we are failing our amazing workforce. *Leadership in Action*, 27(4), 19-21.
- Judge, T. A., & Bono, J. E. (2000). Five-factor model of personality and transformational leadership. *Journal of Applied Psychology*, 85, 751-765.
- Keller, R. (1995). Transformational leaders make a difference. *Research-Technology Management*, 38, 41-44.
- Kluchhohn, C. (1951). Values and value-orientations in the theory of action: An exploration in definition and classification. In T. Parsons & E. Shils (Eds.), *Toward a general theory of action* (pp. 388-433). Cambridge, MA: Harvard University Press.
- Kotter, J. P. (1990). What leaders really do. In *Harvard Business Review on Leadership* (pp. 103-111). Boston, MA: Harvard Business School Press.
- Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco, CA: Jossey-Bass.

- Lamb, L. F., & McKee, K. B. (2004). *Applied public relations: Cases in stakeholder management*. Mahwah, NJ: Lawrence Erlbaum.
- Larimer, L. V. (1997). How employees decide which way to go. *Workforce*, 76, 109-111.
- Lawrence, F. L. (2006). *Leadership in higher education: Views from the presidency*. New Brunswick, NJ: Transaction.
- Leontiades, M. (2007). *Pruning the ivy: The overdue reformation of higher education*. Charlotte, NC: Information Age Publishing.
- Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created social climates. *Journal of Social Psychology*, 10, 271-299.
- Locke, A. E., & Latham, G. P. (2002). Building a practical useful theory of goal setting and task motivation. *American Psychologist*, 57(9), 705-717.
- Lomax, G. R. C. (2007). *An introduction to statistical concepts* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
- Lovelace, K., Shapiro, D. L., & Weingart, L. R. (2001). Maximizing cross-functional new product teams' innovativeness and constraint adherence: A conflict communication perspective. *Academy of Management Journal*, 44(4), 779-793.
- Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.
- Martin, A. (2005). *The changing nature of leadership*. Retrieved from <http://www.ccl.org>
- Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Masi, R. J., & Cooke, R. A. (2000). Effects of transformational leadership on subordinate motivation, empowering norms, and organizational productivity. *International Journal of Organizational Analysis*, 8(1), 16-47.
- Maxwell, J. C. (1993). *Developing the leader within you*. Nashville, TN: Thomas Nelson.
- McCutcheon, D. M., & Meredith, J. R. (1993). Conducting case study research in operations management. *Journal of Operations Management*, 11(3), 239-256.
- Mendez-Morse, S. (2009). *Leadership characteristics that facilitate school change: Characteristics of leaders of change*. Retrieved www.sedl.org/pubs/catalog/items/cha02.html.

- Moon, S. (2007). *Empirical quantitative case study in operations management: A paper establishing the methodological framework for a research*. Newcastle University Business School, UK.
- Moore, B. (2007). *The emotional intelligence coaching of school administrators: A comparative case study* (Unpublished doctoral dissertation). Ashland University, Ashland, OH.
- Moore, B. (2009). *Inspire, motivate, collaborate: Leading with emotional intelligence*. Westerville, OH: National Middle School Association.
- Moses, I., & Roe, E. (1990). *Heads and chairs: Managing academic departments*. St. Lucia, Queensland: University of Queensland Press.
- Moss, M. (2008). *Implementing the middle school concept in the age of accountability: A field study of leadership decisions and practices in successful NYC public middle schools* (Unpublished doctoral dissertation). Teachers College, Columbia University, New York.
- Nachmias, D., & Nachmias, C. (1992). *Research methods in the social sciences*. New York: St. Martin's.
- Northouse, P. G. (1997). *Leadership theory and practice*. Thousand Oaks, CA: Sage.
- Northouse, P. G. (2007). *Leadership: theory and practice* (4th ed.). Thousand Oaks, CA: Sage.
- O'Connor, C. A. (1997). *Successful leadership*. Hauppauge, NY: Barron's Educational Series.
- O'Leary, Z. (2005). *Researching real-world problems: A guide to methods of inquiry*. Thousand Oaks, CA: Sage.
- Palanski, M. E., & Yammarino, F. J. (2009). Integrity and leadership: A multilevel conceptual framework. *Leadership Quarterly*, 20(3), 405-420.
- Parry, K. W., & Proctor-Thomson, S. B. (2002). Perceived integrity of transformational leadership in organizational settings. *Journal of Business Ethics*, 35(2), 75-96.
- Patti, J. (2007, September 21). *Smart school leaders: Leading with emotional intelligence*. Presentation at the First International Congress on Emotional Intelligence in Malaga, Spain.
- Perkins, P. S. (2008). *The art and science of communication: Tools for effective communication in the workplace*. Hoboken, NJ: John Wiley & Sons.
- Pfaff, C. A. (n.d). *Virtue ethics and leadership*. Retrieved from <http://www.usafa.af.mil/jscope/JSCOPE98/PFAFF98.htm>.

- Philliber, S. G., Schwab, M. R., & Samsloss, G.(1980). *Social research: Guides to a decision-making process*. Itasca, IL: Peacock.
- Popper, M., Landau, O., & Gluskinos, U. M. (1992). The Israeli defense forces: An example of transformational leadership. *Leadership and Organizational Development Journal*, 12, 3-8.
- Reid, M. (2009). *A critique of 'transformational leadership' theory*. MBA paper presented at University of Greenwich Business School, London.
- Rost, J. C. (1991). *Leadership for the twenty-first century*. New York, NY: Praeger.
- Rost, J. C., & Barker, R. A. (2000). Leadership education in college: Towards a 21st century paradigm. *The Journal of Leadership Studies*, 7(1), 3-12.
- Ryan, T. A. (1970). *International behavior*. New York: Roland Press.
- Sandmann, L. R., & Vandenberg, L. (1995). A framework for 21st century leadership. *Journal of Extension*, 33(6), 1-9.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research methods for business students* (4th ed.). Harlow, UK: Prentice Hall.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9(3), 185-211.
- Seale, O. (2004). *Rooting for management capacity in South African higher education*. Retrieved from <http://www.hesda.org.uk/activities/vents/sdev2004/workshop7.doc>
- Segal, J. (1997). *Raising your emotional intelligence: A hands-on program for harnessing the power of your instincts and emotions*. New York, NY: Henry Holt.
- Situational leadership theory. (2008). In *Wikipedia, the free encyclopedia*. Retrieved from www.en.wikipedia.org/wiki/Situational_leadership_theory
- Somekh, B., & Lewin, C. (2007). *Research methods in the social sciences*. Thousand Oaks, CA: Sage.
- Spears, L. (1995). *Reflections on leadership: How Robert K. Greenleaf's theory of servant-leadership influenced today's top management thinkers*. New York: Wiley.
- Stake, R. (1995). *The art of case research*. Thousand Oaks, CA: Sage.
- Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. New York: The Free Press.

- Stone, H., Parker, J. D., & Wood, L. M. (2005). *Report on the Ontario Principals' Council Leadership Study*. Rutgers University, The Consortium for Research on Emotional Intelligence in Organizations. Retrieved from <http://www.eiconsortium.org>
- Tejeda, M. J., Scadura, T. A., & Pillai, R. (2001). The MLQ revisited: Psychometric properties and recommendations. *Leadership Quarterly*, 12(1), 31-52.
- Tellis, W. (1997). Introduction to case study. In *The qualitative report* (Vol. 3). Retrieved from www.nova.edu/ssss/QR/QR3-2/tellis1.html
- Transformational leadership. (2012). In *Wikipedia, the free encyclopedia*. Retrieved www.en.wikipedia.org/wiki/Transformational_leadership
- Trocchia, P. J., & Andrus, D. M. (2003). Perceived characteristics and abilities of an effective marketing department head. *Journal of Marketing Education*, 25, 5-15.
- Valley View University. (2006-2011). *Valley View University strategic plan: 2006-2011*. Accra, Ghana: Advent Press.
- Valley View University. (2008). *EcoCampus: Ecological developments of Valley View University*. Retrieved from www.vvu.edu.gh/EcoCampus.
- Valley View University. (2011-2015). *Valley View University strategic plan: 2011-2015*. Accra, Ghana: Advent Press.
- Valley View Universities. (2013a). *Valley View University adjudged the best private university in Ghana*. Retrieved from www.vvu.edu.gh
- Valley View University. (2013b). *Valley View University: 19th congregation, July 7, 2013, Vice-Chancellor's report*. Accra, Ghana: Advent Press.
- Van Ameijde, J. D. J., Nelson, P. C., Billsberry, J., & Van Meurs, N. (2009). Improving leadership in higher education institutions: A distributed perspective. *Higher Education*. doi:10.1007.
- Van Aswegen, A. S., & Engelbrecht, A. S. (2009). The relationship between transformational leadership, integrity and an ethical climate in organizations. *SA Journal of Human Resource Management*, 7(1), 1-9.
- Varghese, N. V. (2004). Patterns in ownership and operation of private higher education Institutions. In N. V. Varghese (Ed.), *Private higher education* (pp. 1-30). Paris: IIEP-UNESCO.
- Varghese, N. V. (2006). *Growth and expansion of private higher education in Africa*. New Delhi: International Institute of Educational Planning.

- Warner, R. M. (2008). *Applied statistics: From bivariate through multivariate techniques*. Thousand Oaks, CA: Sage.
- White, R. (1995). From codes of ethics to public cultural truth. *European Journal of Communication*, 10, 441-460.
- Williams, H. (2008). Characteristics that distinguish outstanding urban principals: Emotional intelligence, social intelligence, and environmental adaptation. *Journal of Management and Development*, 27(1), 36-54.
- Yin, R. K. (2003). *Applications of case study research* (2nd ed.). Thousand Oaks, CA: Sage.
- Yin, R. K. (2009). *Case study research* (4th ed.). Thousand Oaks, CA: Sage.
- Yukl, G. A. (1994). *Leadership in organizations* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Yukl, G. A. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *Leadership Quarterly*, 10(2), 285-305.
- Yukl, G. A. (2002). *Power and influence in organization*. Retrieved from www.pages.towson.edu/yukl.
- Yukl, G. A. (2006). *Leadership in organizations*. New Delhi, India: Dorling Kindersley.