

Leadership Styles and Leadership Effectiveness in Higher Education

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Abstract

The aim of the current study was to determine the leadership style of heads of departments at Technological Educational Institution of Larissa and to explore the relationship between these leadership styles and the leadership effectiveness as perceived by the departmental lecturers. The study adopted a quantitative research method approach and data were collected by administering Multifactor Leadership Questionnaire (MLQ-5X) to all departmental lecturers. Descriptive statistics were obtained and correlations completed for the data, which indicated that heads of departments at Technological Institution of Larissa according to departmental lecturers' perception exhibit an amalgamation of Transformational and Transactional leadership styles and that they display more often Transformational than Transactional leadership behavior. Also, transformational and transactional leadership styles have been found to be positive correlated and laissez faire leadership style to be negative correlated to the leadership outcomes. the multiple regression showed that transformational leadership behaviors of Inspirational Motivation, Individualized Consideration, Intellectual Stimulation and transactional leadership behavior of Contingent Reward were significant predictors of job satisfaction, transformational leadership behaviors of Attributed Charisma, Inspirational Motivation, Intellectual Stimulation and transactional leadership behavior of Management by exception-Active were significant predictors of motivation toward extra effort and transformational leadership behaviors of Attributed charisma and Inspirational motivation were the most significant predictors of perception of effectiveness.

Dedication

I would like to dedicate this to Saint Eirini Chrisovalantou.

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CHAPTER 1

1.1 BACKGROUND

This chapter developed the rationale and the importance for the study of leadership styles and perceived leadership outcomes, outlined the research questions, and addressed the significance of the study. Additionally, the limitations and the assumptions of the study stated

In the 21st century the development imperative, the technological transformation, the intensification of global competition following trade and financial liberalization and the shift in political thinking towards greater reliance on markets are but a few of the forces reshape the world of work (International Labour Office, 2006) and drive remarkable and complex changes. The work environment is characterised by globalisation together with accelerating rates of change in markets, technologies, the work force, and work force expectations (Van der Colff, 2003). Today's global economy changed not only the competitive landscape of business creating a more complex and dynamic environment in which most firms must learn to compete effectively to achieve sustainable growth but also changed the way in which leaders must conduct business and the competencies leaders need to be successful (Paula Caligiuri, 2006). This new competitive and frequently ambiguous global environment was responsible for a fundamental shift in the ways in which businesses are managed and in leadership challenging the leader to play a variety of roles and to be prepared to cope with change if he is to be effective (Lewis, P.S et al., 1998). Contemporary worldwide environment increased the demands on management and leadership competencies at all organizational levels (Tiina Jokinen, 2004) and generated a move away from the heroic notion of the leader "out in front", to a more collective concept of the "leadership process" – where leadership is a shared responsibility to which everyone makes a contribution (Richard Bolden, 2004). Finally, it challenged organizations to place more emphasis on human resource as being the most vital and the most valuable factor of using, controlling and determining the efficient utilisation of all other resources, to be more people oriented realizing that human resource is the only factor that with the passage of time and use, appreciates in value through the acquisition of knowledge and experience (Swati Patra, 2004) to be more flexible, more nimble and more adept than ever before (Friedman, 2005).

Today, however, the environment becomes increasingly complex, uncertain, competitive and global. Although the management is necessary is not sufficient to ensure business success. What makes the difference in the modern era is the effective exercise of leadership (D. Bourantas, 2008). In a continuously changing world where change has become the norm of many organizations today, we need leadership nowadays instead of merely management (Daft et al., 2005). Leaders play a main role in bringing about change and provide the motivation and communication needed to keep change efforts moving forward. Thus, while management maintains stability and creates culture of efficiency, leadership creates change and a culture of integrity. To survive in the twenty-first century, we are going to need a new generation of leaders—leaders, not managers. The distinction is an important one. Leaders conquer the context—the volatile, turbulent, ambiguous surroundings that sometimes seem to conspire against us and will surely suffocate us if we let them—while managers surrender to it

(Warren G. Bennis,1989) Managers do things right, while leaders do the right things (Warren G. Bennis,2007) The most significant challenge, however, is creating effective leadership competent to lead the organization under this unpredictable turbulent environment into success, continuity and excellence (Suliman Ibraheem et al., 2011). In the era of accountability leadership is one of the significant elements in enhancing organizational performance. Being accountable for the expansion and implementation of strategic organizational decisions, leaders have to acquire, develop and deploy organizational resources optimally in order to bring out the best products and services in the best interest of stakeholders. In short, effective leadership is the main cause of competitive advantage for any kind of organization (Zhu et al., 2005). The turbulence that characterizes today's environment dictates constant transformation and even radical change for organizations. The process of radical change begins with a strategic vision that leaders have for their organization (U Leaders)

1.2 PROBLEM STATEMENT

Higher education systems due to the unquestionable changes in socio-political and socio-economic context caused by the impact of globalization, the new global infrastructures generated by capitalism and the progressively more important role that information technology has played in the global economy are in a constant state of change nearly everywhere (Joshua Ka-ho Mok & Michael Hiu-hong Lee, 2001).

Geoff Scott et al.,(2008) pointed out that higher education is at the crossroads confronting broader change forces (such as : the rapid emergence of the new, 'connected' global economy, the emergence of good examples of new world players economically as well as educationally, the global warming, the exit of the baby boomers, the CIT revolution, the cheaper travel) and the landscape of higher education is rapidly transforming due to change forces specifically connected with higher education (such as : the opening up of access, the changes in funding ,the pressure to generate new sources of income, the trend towards user-pays, the rapid growth in the 'higher education export market' the growing competition, the maintaining standards, the trend of student to shift institution if they do not experience the quality and value-for money they expect, the changing patterns of participation and the changing expectations from a new generation of students). Higher education has become a competitive enterprise as Universities compete for status, funding and ranking and an academic revolution has taken place in higher education in the past half century marked by transformations unprecedented in scope and diversity. (Unesco's report 2009) The central reality of the past half century, or more, involves the massification of higher education that includes an overall lowering of academic standards, greater social mobility for a growing segment of the population, new patterns of funding higher education, increasingly diversified higher education systems in most countries, and other tendencies (Altbach, 2007a). There is no doubt that higher education around the world is entering a period of crisis, unprecedented since World War II and the significant cutbacks crisis is likely to constraint significant the budgets of universities needed for their continued improvement. the cost-cut practices could led universities to establish or to increase the tuition fees for students and could result in a deterioration of quality and "freezes" on hiring, construction of new facilities, improving information technology, and purchasing books and journals (Unesco's report 2009)

Organization for Economic Cooperation and Development (2008) predicted that higher education will face some critical forces for development and reform—seem to prevail globally- for the period to 2030 such as : the substantial expansion of student participation

,an increase on womens' participation in higher education forming thus the majority of student populations , the expansion of a varied student population (with greater numbers of international students, older students, part-time students, and other types), the broadening of social base in higher education, the changes on attitudes and policies relating to access as well as the consciousness among disadvantaged groups, the changes in the orientation of academic profession , the diversification and spelialization of the activities and roles of the academic profession , the subjection to varied employment contracts and lastly the current reliance on part-time staff in many countries may be continued. All in all, the challenges faced by the sector are placing greater demands on institutions and senior figures within them, greater visibility and accountability and increasing emphasis on the importance of effective management and leadership processes (Georgy Petrov et al., 2006) .It is important to comprehend that the most essential challenge facing most institutions will be to develop the capability for change. Universities must seek to eliminate the constraints that prevent them from responding to the needs of a quickly changing society. They should strive to challenge, excite, and embolden all members of their academic communities to embark on what should be an immense adventure for higher education. Only a concerted effort to understand the important traditions of the past, the challenges of the present, and the possibilities for the future can enable institutions to thrive during a time of such change (James J. Duderstadt 2002).

In the past twenty years a revolution has occurred in the way leadership is conceptualized across most fields and disciplines. Leadership has moved from being leader centered, individualistic, hierarchical, focused on universal characteristics, and moreover leaders themselves are conceptualized quite differently. Task orientation is no longer seen as more important than developing relationships and being a strong communicator. Effective leadership is a combination of relational and task skills and involves both transformational and transactional qualities. (Kezar Adrianna et al., 2011)

Recently the focus of leadership in higher education has moved on leaders throughout the institution –deans, department chairs and directors (Kezar Adrianna et al.,2006) Universities are complex organizations. Leading universities may present a unique challenge. Because of the organizational complexity of the university, its multiple goals and its traditional values, the nature of leadership in higher education is ambiguous and contested (Petrov, 2006). Universities have to balance a variety of seemingly contradictory pressures and demands in order to perform effectively and in order to deal with the complexity involved in addressing competing criteria of organisational effectiveness, it is likely that university leaders need to avail themselves of a wide range of leadership characteristics drawing on dimensions of both transformational and transactional leadership (S. Pounder, 2001) university organisational effectiveness requires leaders that have the flexibility to utilise the array of leadership characteristics subsumed under the transformational and transactional leadership concepts (S. Pounder, 2001). To achieve their missions and goals, it is imperative for universities to have effective leadership that function at different levels (Gemechis File &Ayalew Shibeshi, 2012). Academic leaders are required to build and sustain the competitiveness of their institutions to be successful in the international education market. There is a necessitate for transformational leaders who are capable to craft and implement the required plans and have the vision to make Higher Educational Institutions more efficient while maintaining the core values of academia (Farhan B.,2013).

The success of institutions of higher education depends in a major degree on Academic departments as they are established to expand, preserve and transmit knowledge. "The most important leadership in the academy emanates from the center" "Deans and chairpersons seldom get the glory and the press," "but they and their units are the heart and soul of the modern college and university." (Johnson, M. J., Hanna, D. E., & Olcott, Jr., D. 2003) It is

believed that academic department is “the nexus of the university” (Leaming, 2007) is where the rubber meets the road. It is where change is generated, where change initiatives from above are transformed into what is good – and realistic – for the discipline” (Lucas, 2000). Academic middle leadership, placed in terms of role positions such as heads of academic department and other academic leaders has been described as a unique form of leadership that is recognised as central to the effectiveness of higher educational organisations (Steven Gregory Marshall, 2012). heads of departments play a key role in contributing to University’s strategic direction and to the achievement of its strategic objectives and that the success of each higher education institution depends on the success of its departments (Coats, 2000), have prominent role in institutional effectiveness (Fullan 2007) occupy front-line positions of leadership being catalysts for and implementers of needed change (Higgerson and Teddi, 2007) and are, in many ways, directly responsible for the vitality of their institutions” (Petty, 2008) Heads of departments “must be nimble, skilled, and courageous ... delegate authority, inspire leadership, and find ways to see that all faculty are engaged” (Leaming, 2007) and are considered to be the most important academic administrators- the first line leaders- who are responsible for leading a fundamental academic unit at University, who directly influence the quality of their departments and have to play the important role of facilitating the process of change in their departments (M Lyons, 2009)

1.3 PURPOSE OF THE STUDY

In industrial, educational, and military settings, and in social movements, leadership plays a critical, if not the most critical, role, and is therefore an important subject for study and research.

(Bernard M. Bass, Ruth Bass, 2009)

The literature concerning leadership has lately observe a move toward studying leadership in context (Antonakis *et al.*, 2003; Liden and Antonakis, 2009) and as a dispersed phenomenon across organizations (Gronn, 2002). Studies on transformational leadership have responded and have taken place to transfer focus towards identifying and understanding contextual and organizational variables (Zhu *et al.*, 2009).In today’s world of knowledge based economy, more than ever before, Higher Education – a major actor in economic development and growth- confronts multiple challenges and has been asked to reexamine its role in nation building. In this attempt effective Leadership that functions at higher, middle and lower level is a key issue playing a vital role in leading universities through change as this often involves ambiguity, uncertainty and risks (Gemechis File, Ayalew Shibeshi, 2012) .Many studies have been conducted resulting in the development of some important theories and concepts of leadership, but mainly in areas of business and industry organizations (Yukl, 1989). Very little research has been conducted on leadership in academia, and comparatively less research within academic colleges and departments (Whitsett, Glee, 2007).

Higher Education leadership is considered to be under-researched, in comparison with the extensive amount of studies on leadership in general (Ghada T Angawi ,2012) Although there is plethora of business researches that have established significant relationships between leader’s leadership styles and perceived leadership effectiveness there have been a small number of studies addressing the attributes of successful department head and research and literature about top level of management in higher education is relatively abundant (Amir Sadeghi, Zaidatol Akmaliah Lope Pihie, 2012). Despite the significance of the head of department’s position in institutions of higher education and important impact on higher education’s present and future state they may be the least studied and most misunderstood

management position anywhere in the world (Gemechis File, Ayalew Shibeshi, 2012). The amount of researches on academic head's leadership is surprisingly modest considering the enormous responsibilities that accompany the role (Cheah Yeh Ying, Shirley Ken Tzu Ting, 2012) and therefore, there is a knowledge gap associated to the position of heads of departments mainly their leadership role in the literature, which suggests that the topic should be considered more closely by researchers (Amir Sadeghi ,Zaidatol Akmaliah Lope Pihie (2012). However, research on relationship of heads' of departments leadership style to leadership effectiveness in higher education is practically non-existent and appears to be warranted.

This study was conducted to examine the correlation of the full range of leadership of Transformational Leadership, Transactional Leadership, and nontransactional Laissez-Faire or Passive/Avoidant Leadership styles of heads of departments of Technological Educational Institute of Larissa to the leadership effectiveness as perceived by departmental lecturers. This study examined the relationship of perceived leadership styles of heads of departments of Technological Educational Institute of Larissa to the departmental lecturers' Satisfaction with their heads of departments, the departmental lecturers' willingness to exert Extra Effort, and departmental lecturers' perception leadership Effectiveness .The main purpose of this study was to investigate if and how leadership styles of departmental leaders in higher Education are related to job satisfaction, extra effort and leadership effectiveness as they perceived by lecturers at Higher Education. The major research questions were briefly stated as follows:

- What are the leadership styles (transformational, transactional and Laissez Faire or Passive/Avoidance), as measured by the Multifactor Leadership Questionnaire (MLQ) Form 5X-Short, of heads of departments as perceived by the departmental lecturers?
- Is there any significant relationship between leadership styles (transformational, transactional and Laissez Faire or Passive/Avoidance) of heads of departments of Technological Educational Institution of Larissa to leadership effectiveness (motivation toward extra effort, effectiveness, job satisfaction) as perceived by departmental lecturers?

1.4 SIGNIFICANCE OF THE STUDY

The present study replies to Bass's (1999) call for research since "although the concepts of transformational and transactional leadership are found universally, much more still needs to be learned about how they are affected by the context in which the leadership occurs"

The results of this study may contribute to enhance the theoretical understanding of the correlations of leadership styles to leadership outcomes in Higher Education, may endorse added confidence in the relevance of transformational leadership style to perceived leadership effectiveness in Higher Education and may contribute to the existing body of literature assessing the usefulness of transformational leadership as a predictor of leadership effectiveness in Higher Education.

A better understanding of the relationship between leadership style of the heads of departments of Technological Educational Institute of Larissa and subordinates' perceptions of their effectiveness may induce self awareness and reflection in heads of departments of Technological Educational Institution of Larissa relating to their leadership practices and may direct heads of departments of Technological Educational Institute of Larissa to develop their leadership skills. According to Sypawka (2008), the academic community is known for studying a wide range of subjects; however, it is much less likely to study itself and even less

likely to study its position in the workplace. If academic leaders be aware of themselves and their leadership styles, they can be more flexible in their leadership approaches in the ever-changing educational environment (Goleman, Boyatzis, & McKee, 2004; Green, 2005; Martínez, 2007).

Also, could have implications for leadership development practices being a useful guide in creating leadership training and development programs in order to strengthen and enhance heads' of departments ability to lead the organization to greater success and more commendable "productivity".

Comprehending the relationship between leadership styles and perceived leadership outcomes may contribute empirically to the body of the existing knowledge in the areas leadership style and leadership effectiveness of heads of departments in higher education. And lastly, may provide, at least, a basis for further studies related to leadership styles and effectiveness of the Greeks universities leaders. Finally, researchers may find this study useful for future comparative studies.

The present study also responds to Bass's (1999) call for research since "although the concepts of transformational and transactional leadership are found universally, much more still needs to be learned about how they are affected by the context in which the leadership occurs". Furthermore, the intended study falls within the area of 'leading', one of the two under-represented areas, leading and leaders, of leadership (Ribbins and Gunter, 2002).

Definition of Terms

Transformational Leadership

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 (Bernard M. Bass & Bruce J. Avolio, 1999).

Transformational leaders are proactive: they seek to optimise individual, group and organisational development and innovation, not just achieve performance "at expectations". They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards (Bernard M. Bass & Bruce J. Avolio, 1999).

Idealised Attributes (IA):

Builds trust, confidence and attracts a following (Bernard M. Bass & Bruce J. Avolio, 1999).

Idealised Behaviours (IB):

Builds trust, confidence and attracts a following (Bernard M. Bass & Bruce J. Avolio, 1999).

Inspirational Motivation (IM):

Raises expectations and beliefs concerning the mission/vision (Bernard M. Bass & Bruce J. Avolio, 1999).

Intellectual Stimulation (IS):

Challenges old assumptions and stimulates idea generation (Bernard M. Bass & Bruce J. Avolio, 1999).

Individualised Consideration (IC):

Determines individual needs and raises them to higher levels (Bernard M. Bass & Bruce J. Avolio, 1999).

Transactional Leadership

Transactional leaders display behaviours associated with constructive and corrective transactions. The constructive style is labelled Contingent Reward and the corrective style is labelled Management-by-Exception (Bernard M. Bass & Bruce J. Avolio, 1999).

Transactional leadership defines expectations and promotes performance to achieve these levels. Contingent Reward and Management-by-Exception are two core behaviours associated with 'management' functions in organisations. Full range leaders do this and more (Bernard M. Bass & Bruce J. Avolio, 1999).

Contingent Reward (CR)

Clarifies objectives and exchanges rewards for performance (Bernard M. Bass & Bruce J. Avolio, 1999).

Management by Exception: Active (MBE-A):

Takes corrective actions when mistakes occur – leaders systematically monitor mistakes and deviations for standards and take corrective action when mistakes occur (Bernard M. Bass & Bruce J. Avolio, 1999).

Passive / Avoidant Leadership

Another form of Management-by-Exception leadership is more passive and "reactive": it does not respond to situations and problems systematically. This style is has a negative effect on desired outcomes - opposite to what is intended by the leader - manager. In this regard it is similar to laissez-faire styles - or "no leadership". Both types of behaviour have negative impacts on followers and associates (Bernard M. Bass & Bruce J. Avolio, 1999).

Management by Exception: Passive (MBE-P):

Takes corrective actions when mistakes occur – leaders only intervene to make corrections when something goes wrong. They do not search for mistakes (Bernard M. Bass & Bruce J. Avolio, 1999).

Laissez-Faire (LF):

Inactive or laissez-faire leadership is the absence of leadership, the avoidance of intervention, or both – not around when needed (Bernard M. Bass & Bruce J. Avolio, 1999).

Extra Effort (EE)

Get others to do more than expected, increase desire to succeed, increase others willingness to try harder (Bernard M. Bass & Bruce J. Avolio, 1999).

Effectiveness (EFF)

Meets others job related needs, represents the group to higher authority, leads a group that is effective, meets organizational requirements (Bernard M. Bass & Bruce J. Avolio, 1999)

Satisfaction with the leadership (SAT)

Uses methods that raise satisfaction, works with others in a satisfactory way (Bernard M. Bass & Bruce J. Avolio, 1999)

1.5 LIMITATIONS OF THE STUDY

The generalizability of this study's findings may be affected by the following factors:

A probably self-selection bias in the sample selection may limit the sample to those heads of faculties or departments which have the necessary time or the motivation to respond, while other possible participants may not have the time or preference to do so, distorting consequently the pattern of responses

The study uses quantitative methods, which highlight the limitations of techniques employed in order to pledge reliability instead of presenting explanations and theorisation (Robson, 2002). The technique used to gather data was questionnaires associated to several critical restrictions such as: low response rate, limited quantity of data for generalization and bigger risk for missing data (Bryman and Bell, 2003). Data in this study was collected using a single instrument for each variable (Kerlinger & Lee, 2000).

The evaluation of the leadership style of heads of departments at TEI of Larissa was based only on the subordinate's perception. This assessment could be may present a possible bias, either optimistic or pessimistic, depending on the quality of the relationship between the head of department or faculty and the subordinate evaluating the range of leadership behaviors exhibited.

The selection of only one institution to study allow the researcher to gain an in depth knowledge about the variables and their relationship to leadership effectiveness , to ensure manageability and cost efficiency of the research study but precludes him from generalizing the results to the larger population.

1.6 ASSUMPTIONS

It was assumed that:

- Transformational, Transactional, and Laissez-Faire or Passive/Avoidant Leadership factors as well as the outcomes of Extra Effort, Satisfaction, and Effectiveness were able to measure the performance of heads of departments at TEI of Larissa.
- Transactional and transformational leadership styles are suitable categories for explaining the approaches to leadership used by school principals. As a result, the research did not examine the possibility that principals use other approaches identified in leadership theories such as distributed leadership approaches (Spillane, 2006)
- Transformational Leadership was applicable to the study of heads of departments at TEI Of Larissa
- Participants in the study will answer all survey questions openly, honestly and accurately

CHAPTER 2

2.1 INTRODUCTION

In this chapter a brief history, the definitions, the models and the measurements of the concepts of leadership styles and leadership effectiveness will be discussed. Thereafter, before concluding the chapter, job satisfaction, motivation toward extra and perceived leadership effectiveness will be asserted.

2.2 Leadership

Leadership has been a subject of thought and debate since the time of Aristotle and Plato (McCaffery, 2004). Warren Bennis (1959) declared that “of all the hazy and confounding areas in social psychology, leadership theory undoubtedly contends for the top nomination. And, ironically, probably more has been written and less known about leadership than about any other topic in the behavioral sciences” Leadership can be defined through a number of ways. “it is much like the words democracy, love and peace” (Northouse, 2010) Leadership literature is characterised by an continuous proliferation of terms and definitions to deal with the construct, some researchers conceptualize leadership from the trait aspect, for others, it is the behaviour of the leader which enables him/her to accomplish the goals of the institution, for some theorists leadership is a relationship between the leader and followers in terms of power; whereas, some theorists view leadership from the leader’s capacity with respect to the skill and knowledge aspect (Northouse, 2010). According to Bass (1990) the universal phenomenon of defined leadership could be described as “an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members”. Yukl (2006) defines leadership as “the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” Northouse (2010) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” leaders involve others in pursuing common goals, and know how to influence others for the success of the organization, because “without influence, leadership does not exist” (Northouse, 2004)

These definitions suggest several components central to the phenomenon of leadership. Some of them are as follows:

- Leadership is a process, is a two-way, an interactive event in which leaders affect and are affected by their followers either positively or negatively, is available to everyone—not just a select few who are born with it and mostly is not restricted to just the one person in a group who has formal position power .
- Leadership involves influencing others,
- Leadership happens within the context of a group,
- Leadership involves goal attainment, and
- These goals are shared by leaders and their followers (Yukl, 2006).

According to Kouzes and Posner (2003), “Leadership is not a fad. It’s a fact. It’s not here today, gone tomorrow. It’s here today and here forever. True, the context has changed a bit over time, but leadership remains an understandable and a universal process”

2.2.1 Leadership vs Management

in Bass’s conceptualization (1985) managers carry out functions linked with planning ,investigating ,organizing and controlling while leaders inspire others ,provide emotional support and endeavour to get employees to do their best for the achievement of a common goal. Management can be considered as synonymous to transactional leadership (in which the leader promotes compliance of his followers through rewarding performance and penalizing for non performance), management and transformational leadership style (in which leader uses vision to motivate followers) are supplementary.

Yukl (2006) view the transactional leader as a “manager” and the transformational leader as a “leader” and asserted that asserted “effective leaders use a combination of both types of leadership”

In Kotter’s (2007 theoretical approach a manager is appointed by an organisation and is given official authority to direct the activity of others in fulfilling organisation goals while a leader is appointed formally by an organisation or may emerge informally as “the people's choice” and is a person who influences others because they willingly do what he or she requests

Managers are people who do things right and leaders are people who do the right things (Warren G. Bennis, Burt Nanus, 1985) If a manager is able to influence people to achieve company goals, without using his or her formal authority to do so, then the manager is demonstrating leadership (Warren G. Bennis, Burt Nanus, 2005) .being a good manager involves leadership and effective organisational leadership requires a proper managerial foundation (Jaques & Clement, 1991). Despite their different functions and attributes, leadership and management are not opposing, but complementary and both sets of skills are required with each set of qualities existing in a mutually reinforcing relation with the other (Ahn et al., 2004)

Table 1.Comparisons between Leadership and Management

Category	Leadership	Management
Thinking Process	Focuses on people	Focuses on things
	Looks outward	Looks inward
Goal Setting	Articulates a vision	Executes plans
	Creates the future	Improves the present
	Sees the forest	Sees the trees
Employee Relations	Empowers Colleagues	Controls Subordinates
	Trusts & develops	Directs & coordinates
Operation	Does the right things	Does things right

	Creates change	Manages change
	Serves subordinates	Serves superordinates
Governance	Uses influence	Uses authority
	Uses conflict	Avoids conflict
	Acts decisively	Acts responsibly

Source: Fred C. Lunenburg (2011)

2.2.2 Leadership in higher education

The literature on leadership is as plentiful as it is diverse. Several definitions of leadership as well as theories of leadership exist (Eddy, VanDerLinden, 2006). Ramsden (1998) defined leadership in higher education as the every day process of supporting, managing, developing and inspiring academic colleagues. Leadership is about change, about looking forward and outward, about ensuring the enterprise stays in alignment with a constantly changing environment. It is about establishing direction, about ‘doing the right thing’; it enables people to adapt to, work with change rather than resist it. From a post-modern perspective, leadership in higher education is a collective activity among organisational members, a social relationship that focuses on the quality of leading (Rost & Barker, 2000) and leadership has been recognized as an activity that can “bubble up” in various places within institutions and no longer is only focused on formal leadership roles and (the term leadership) implies movement, taking the organization or some part of it in a new direction, solving problems, being creative, initiating new programs, building organizational structures, and improving quality (Davis, 2003),

Kotter (1990) proposed that the two systems – management and leadership – are complementary and equally necessary to a work unit or organisation’s success provided a helpful classification of leadership and management. Both leadership and management engage determining what should be done, engaging people to accomplish the task or tasks, and ensuring that the work is actually completed

Table 2. Differences between leadership and management

The Essence of Leadership	The Essence of Management
<ul style="list-style-type: none"> • Coping with change • Setting direction: envisioning the future; developing strategy • Aligning people: communicating a vision; gaining buy in from a broad range of stakeholders • Motivating and inspiring: focusing on shared values; role modeling; establishing a culture characterized by a sense of belonging, recognition, and 	<ul style="list-style-type: none"> • Coping with complexity • Planning and budgeting: developing predictable processes and procedures • Organizing and staffing: ensuring the fit between people and jobs; implementing a plan • Controlling and problem-solving: ensuring that processes and procedures are working efficiently; monitoring essential tasks to make certain they are getting done day

achievement

after day

Source Robert W. Comer et al.,(2002)

Scott et al., (2008) in their study investigated the capabilities of effective leaders in Higher Education proposed that leadership in Higher Education is concerning with managing change on both a personal and institutional level and that management in Higher Education is more operationally focused while leadership is more strategically focused.

2.2.3 Distinctions between leadership and management in the context of higher education.

The general consensus in the literature on leadership and management in higher education is that 'Management' is generally seen as being more about routine tasks in the context of existing practice and sustaining what is currently working well while 'Leadership' is seen as having more focus on setting and motivating new directions—so leadership (the new) and management (the current) go hand in hand (Scott et al., 2008)

Table 3. Distinctions between leadership and management in the context of higher education

Management	Leadership
More operational – a focus on day to day matters – HR, budget, facilities	More strategic
More focus on the present	More focus on the future
Ensuring the unit functions efficiently and effectively	Setting the vision for where the unit will head
Managers do things right	Leaders do the right thing
Usually a formal position	Can be formal or informal
Managers ask how	Leaders ask why
Skill (competency) based	Diagnostic (capability) based

Source: Scott et al., (2008) p.2

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2.2.4 Middle managers in higher education

According to Steven Gregory Marshall, (2012) "During feudalism, middle managers were the king's comptrollers (selected to examine and verify accounts) and protectors. In terms of class structure, they fell into the workspace between the "haves" and the "have nots" but to survive, ultimately their loyalties needed to be with the "haves" and at the expense of the "have nots". The established vision of the middle management job as just listening to, considerate and interpret the strategic plans of senior management and then seeing that these plans are communicated to, and implemented by, the rank and file, is becoming obsolescent if not obsolete (Hancock & Hellawell, 2003) Lapp C. and Carr A. (2005), claimed that today's middle management resonates with Aristotle's notion of "intermediaries" between "contraries" of master and slave. The more one desires to be master, the more one desires not to be slave. During anxiety causing organizational change, the means by which managers elevate themselves above slavery is to increase the number of intermediaries between themselves and front-line workers

While the terms "manager" and "leader" are often used indiscriminately and interchangeably throughout the literature, many commentators suggest that they refer to different functions and have their own sets of characteristics (Kanter et al., 2005), while some go so far as to suggest that they are mutually exclusive and diametric opposites (Bennis, 2009)

Departmental leaders may be seen as analogous to the concept of the master craftsman, operate in environments in which teamwork is valued, as "motivator, moderator, or coach" and are at the forefront of change in key areas such as learning and teaching and in the advancement of core pedagogical and academic, as well as organisational, goals (S. Clegg and J. McAuley, 2005). must be continually and coherently thinking about the future, the ends, the greater good, the best benefits, and superior purposes of each activity taking place in the learning community (Walker, 2006) This can be attained by educational organisations creating rather than merely responding to the environment. According to Steve Marshall (2008) for organisational transformation to be achieved and for the organisation to survive and eventually prosper from the change, inter-personal and intra-personal communications essential to leading and managing change are seen as complementary change leadership activities. By developing strong operational and relational skills with particular focus on the ability to listen, observe, identify, and report; to form relationships and inspire trust; and to manifest a high degree of behavioural flexibility, middle leaders are better able to minimise the potential negative impact of change.

Studies examining requirements for, and characteristics of, departmental leaders found that the main leadership behaviors associated with leadership effectiveness at departmental level is the following (A.Bryman, 2007)

Table 4. The main leadership behavior associated with leadership effectiveness at departmental level

Leader behavior	main literature items demonstrating effectiveness
Clear sense of direction/ strategic vision	Benoit & Graham (2005); Bland, Center et al. (2005); Bland, Weber-Main et al. (2005) Clott & Fjortoft (2000); Creswell et al. (1990); Harris et al. (2004); Lorange (1988); Mitchell (1987); Moses & Roe (1990); Stark et al. (2002); Trocchia & Andrus (2003)
Preparing department arrangements to facilitate the direction set	Bland, Weber-Main et al. (2005); Creswell & Brown (1992); Creswell et al. (1990); Knight & Holen (1985); Lindholm (2003); Lorange (1988); Stark et al. (2002)
Being considerate	Ambrose et al. (2005); Brown & Moshavi (2002); Fernandez & Vecchio (1997); Gomes & Knowles (1999); Knight & Holen (1985); Mitchell (1987); Moses & Roe (1990)
Fostering a supportive environment for staff to engage in their research and teaching	Ambrose et al. (2005); Benoit & Graham (2005); Bland, Center et al. (2005); Bland, WeberMain et al. (2005); Creswell et al. (1990); Harris et al. (2004); Moses & Roe (1990); Ramsden (1998a)
Treating academic staff fairly and with integrity	Ambrose et al. (2005); Bareham (2004); Gomes & Knowles (1999); Harris et al. (2004); Mitchell (1987); Moses & Roe (1990); Murry & Stauffacher (2001); Trocchia & Andrus (2003)
Allowing the opportunity to participate in key decisions/encouraging open communication	Barge & Musambira (1992); Bland, Center et al. (2005); Bland, Weber-Main et al. (2005); Copur (1990); Creswell et al. (1990); Harris et al. (2004); Lorange (1988); Mitchell (1987); Moses & Roe (1990); Murry & Stauffacher (2001); Ramsden (1998a)
Communicating well about the direction the department is going	Ambrose et al. (2005); Bland, Center et al. (2005); Creswell et al. (1990); Gordon et al. (1991); Harris et al. (2004)
Acting as a role model/having credibility	Bareham (2004); Benoit & Graham (2005); Bland, Center et al. (2005); Bland, Weber-Main et al. (2005); Brown & Moshavi (2002); Creswell & Brown (1992); Creswell et al. (1990); Gordon et al. (1991); Harris et al. (2004); Stark et al. (2002)
Creating a positive/collegial work atmosphere in the department	Ambrose et al. (2005); Benoit & Graham (2005); Bland, Weber-Main et al. (2005); Clott & Fjortoft (2000); Gomes & Knowles (1999); Johnsrud & Rosser (2002); Lindholm (2003); Mitchell (1987); Moses & Roe (1990); Trocchia & Andrus (2003)
Advancing the	Bland, Weber-Main et al. (2005); Benoit & Graham

department's cause with respect to constituencies internal and external to the university and being proactive in doing so	(2005); Creswell & Brown (1992); Creswell et al. (1990); Harris et al. (2004); Mitchell (1987); Moses & Roe (1990); Murry & Stauffacher (2001); Stark et al. (2002); Trocchia & Andrus (2003)
Providing feedback on performance	Ambrose et al. (2005); Bland, Center et al. (2005); Creswell et al. (1990); Harris et al. (2004); Trocchia & Andrus (2003)
Providing resources for and adjusting workloads to stimulate scholarship and research	Ambrose et al. (2005); Bland, Center et al. (2005); Bland, Weber-Main et al. (2005); Creswell & Brown (1992); Creswell et al. (1990); Lindholm (2003); Moses & Roe (1990)
Making academic appointments that enhance department's reputation	Bland, Weber-Main et al. (2005); Bolton (1996); Snyder et al. (1991)

Source: A. Bryman (2007)

Recently effective leadership in a higher education context has evolved to be more explicitly associated with specific indicators and practices. A. Bryman (2009) suggests that effective leadership in higher education at both departmental and institutional levels entails the following:

- Providing direction
- Creating a structure to support the direction
- Fostering a supportive and collaborative environment
- Establishing trustworthiness as a leader
- Having personal integrity
- Having credibility to act as a role model
- Facilitating participation in decision-making; consultation
- Providing communication about developments
- Representing the department/institution to advance its cause(s) and networking on its behalf
- Respecting existing culture while seeking to instil values through a vision for the department/institution
- Protecting staff autonomy

There is some evidence to show that universities having no differences from most other organisations (Quinn and Cameron, 1988) in order to deal with the complexity involved in addressing competing criteria of organisational effectiveness, it is likely that university leaders need to avail themselves of a wide range of leadership characteristics drawing on dimensions of both transformational and transactional leadership (Pounder, 1999, 2001). In particular, it appears that transformational leadership is suitable for generating and effecting change (Neumann and Neumann, 1999; Ramsden, 1998) a charismatic or transformational leadership style may be more effective in an educational setting (Muijs et al., 2006). A distinctive feature of 'leading' in the Higher Education context is supported by research

literature, where is established the argument that effective leadership in higher education involves an individual's or group's capacity to influence "the goal-directed behaviour of others" (Bryman, 2007; Gibbs et al, 2009) or "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members" (House ,2004). James S. Pounder, (2001) proposed that "Therefore, should university environments become rather more stable than they have been over recent decades, the exercise of transformational leadership by academic leaders of the "smaller and more autonomous academic organizational units" referred to by McInnis could be the key to "herding cats".

Middlehurst, Goreham and Woodfield. (2009) identified the importance and need for transformational leadership in higher education and asserted that is most relevant at the institutional level while transactional leadership is most relevant at Departmental level.

Dominique Parrish (2011) after a research on literature proposed that leadership in Higher Education aligns to principles of Situational leadership theory and that the leadership styles that have been most commonly viewed as appropriate for leadership in Higher Education are transformational leadership, transactional leadership and distributed leadership.

2.3.1 Leadership theories

Over the years there have been a number of theories addressing the understanding of leadership, including trait theory of leadership, contingency theory, path-goal theory, leader-member exchange theory.

a significant amount of these theoretical approaches have common elements that have been synthesized in a number of reviews focusing on successful and effective leadership behaviours (e.g., Conger & Kanungo, 1998) and at the same time researchers on Organizational leadership has evolved from the trait, behavioral, and contingency approaches to the newly appointed neocharismatic theories of leadership (House & Aditya, 1997).

Table 5. An overview of leadership theories

Theory	Description
Great Man Theories	Were content theories, focusing on 'what' an effective leader is, rather than on 'how' to effectively lead (Northouse, 1997).
Trait Theories	Attempted to identify specific personal characteristics, which contribute to a person's ability to assume and function in positions of successful leadership. This early work identified traits such as drive, the desire to lead, honesty and integrity, self-confidence, intelligence, and job-relevant knowledge (Kirkpatrick & Locke, 1991).
Behavioural (style) theories	Examine leaders' patterns of activity, managerial roles, and categories of behaviour – that is, by considering what it is that leaders actually do (Gill, 2006). The most important contribution of

	behavioural theory is the development of a classification of leadership styles that provides a leader with an analytical tool with which to consciously build successful leadership (Owens, 1973).
Contingency (situational) theories	Emphasise the importance of situational factors, such as the nature of the task performed by a group or the nature of the external environment to understand effective leadership (Northouse, 1997). Leadership styles were either relationship or task oriented and that the right style needed to be matched with the right situation taking into consideration leader-member relations, task structure and position power (Fiedler, 1978).
Cognitive theories	Suggest leadership is a social attribution that permits people to make sense of an equivocal, fluid, and complex world and are closely related to symbolic approaches in that they emphasise leadership as arising from the social cognition of organisations and ask the question 'does leadership reside in the leader, or does leadership emanate from the social system in which leaders and followers interact?' (Lord & Emrich, 2000)
Cultural and symbolic theories	Examine the influence of leaders in maintaining or reinterpreting the system of shared beliefs and values that give meaning to organisational life (Bensimon, Neumann & Birnbaum, 1989). Cultural and symbolic views of leadership suggest that organisational participants come, over time through their interactions, to develop and to re-create shared meanings that influence their perceptions and their activities (Elkin & Inkson, 2000).
Servant leadership theories	Encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment (Russell, 2001). Servant leadership can also be seen as a form of cultural and moral leadership (Joseph & Winston, 2005) as servant leaders must first and foremost meet the needs of others as they value human equality and seek to enhance the personal development and professional contributions of all organisational members (Northouse,

1997).

Dispersed and participative theories

Suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. The key to this is a distinction between the notions of 'leader' and 'leadership'. The importance of social relations in the leadership contract, the need for a leader to be accepted by their followers and a realisation that no one individual is the ideal leader in all circumstances has given rise to approaches such as 'informal', 'emergent' or 'dispersed' leadership (Bolden, Gosling, Marturano & Dennison, 2003)

Source: Steve Marshall, (2008)

According to A Matveev, Elena Lvina (2007) the mainly broadly recognized neocharismatic theories are

- the theory of charismatic leadership (House, 1977),
- the strategic theory of charismatic leadership (Conger & Kanungo, 1987), and
- the full range theory of leadership (Bass, 1985).

The full range theory of leadership (Bass, 1985) may be used for a number of reasons

- it makes available a comprehensive theoretical framework and a number of refined tools to measure the various leadership constructs and leadership outcomes
- It has been widely applied to a variety of settings which provides high constructs validity to the concepts and measures
- It has been the dominant paradigm for leadership research in the last few decades (JC Pastor, 2006)

2.3.2 The full range theory of leadership

The new theories of leadership evolved in reaction to the increasingly sophisticated traditional models, which became difficult to implement (Bass, 1990; Carlton, 1993). This new leadership approach enjoying importance and continuous research and development suggests that there are two views of leadership – transactional leadership and transformational leadership (Bass, 1990). Antonakis and House (2002) argued that Bass and Avolio's model of leadership holds some promise as a potential platform for developing an even broader theory of leadership practices and is called "cutting-edge leadership theory" by Professor Robbins (2005). The Full-Range Model of Leadership, as suggested by Bernard Bass (1985), has now availed scholarly recognition in the research community and considered now a days the

mainstream in leadership research (Stordeur, D'hoore, & Vandenberghe, 2001) and is probably the most researched and validated leadership model in use world wide today (Kirkbride 2006)

2.3.2.1 Transformational dimension

The development of the new integrative transformational leadership theoretical approach is based on the combination of the pre-existing trait, behavioral, and contingency approaches of leadership (Abu Daud Silong, 2009; Lussier & Achua, 2007). The concept of transformational leadership, an important construct of Bass and Avolio's "full range leadership theory" (Antonakis & House, 2002), has fascinated an enormous part of scholarly attention over the past, not only in the business world (Bass & Avolio, 1990; Bass; Bommer, Rich & Rubin, 2005) but also in educational settings (Hallinger, 2003; Leithwood & Jantzi, 2000), is viewed by the researchers as a valid predictor of leadership outcomes and effectiveness ratings in addition to follower satisfaction, performance and motivation (Judge & Piccolo, 2004). Transformational leadership (producing higher-order changes in subordinates, such as changes in knowledge, understanding or attitude (Burns, 1978), defines the people-oriented characteristic (Bass & Riggio, 2006) represents the mainly active/effective form of leadership, a form in which leaders are intimately engaged with followers, motivating them to do more than what is expected of them (Panagopoulous and Dimitriadis, 2009) is concerned with "emotions, values, ethics, standards, and long-term goals" which allow the leader to influence his or her followers more effectively (Northouse, 2004) is a vital construct to develop the collective confidence or force that is essential for groups to be successful when confronting difficult challenges (Bass et al, 2003). Effective transformational leadership results in performances that exceed organizational expectations transformational leadership has an "additive" effect because managers must pull together the components to reach "performance beyond expectations" (Northouse, 2001). Transformational leadership style occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group (Bass, 1990). Representative behaviors of this type include:

- providing vision,
- expressing idealism,
- using inspirational communication,
- having high performance expectations,
- challenging the status quo, and
- providing intellectual stimulation (Craig L. Pearce, Henry P. Sims Jr, 2002).

Transformational leadership style refers to the leader's ability to move the follower beyond immediate self-interests and get him involved into work activities through the following four underlying dimensions, known as the 'Four I's' (Bass, 1990) that are seen by Bass and Avolio (1994) as the most active and effective behaviours of leadership

- **Idealized influence** is the charismatic element of transformational leadership that occurs when leaders do the "right thing" and thereby engender the trust and respect of their followers (Kara A. Arnold et al., 2007) is the emotional component of leadership, which is "used to describe leaders who by the power of their person have profound and extraordinary effects on their followers" (David V. Day, John Antonakis, 2011). Followers idealize these leaders, who are role models and who provide them with a vision and purpose, seem powerful and confident, and consider the moral and ethical implications of their decisions. Theoretically, these leaders focus followers on the

mission of the group by arousing their need for achievement, affiliation, or power motives (David V. Day, John Antonakis, 2011). Charismatic leaders due to their exceptional competence, persistence and willpower are admired, respected, and trusted because of their values, beliefs and attitudes and followers want to emulate their leaders because of the strong emotional attachment and personal identification with the leader (Avolio, Waldman and Yammarino, 1991). Among the things the leaders do to earn credit with followers is to consider followers' needs over their own needs. The leaders share risks with followers, are consistent in conduct with underlying ethics, principles, and values (Bernard M. Bass et al., 2003) and inspire confidence in their followers which is viewed as a foundation for accepting them (radical) organizational change (Gellis, 2001). Idealized influence is distinguished in: **Idealized influence (attributed)** that refers to the socialized charisma of the leaders and whether or not they are perceived as being charismatic, confident and committed to high-order ideals (P. D. Harms, Marcus Credé, 2010) refers to attributions of the leaders made by followers as a result of how they perceive the leaders (David V. Day, John Antonakis, 2011) **Idealized influence (behavioral)** that refers to charismatic actions by the leaders that are based on values, beliefs, or ideals (P. D. Harms, Marcus Credé, 2010) refers to specific behaviors of the leaders that followers can observe directly (David V. Day, John Antonakis, 2011).

- **Inspirational motivation** includes behaviour that motivates and inspires followers by communicating high expectations and expressing purposes in simple ways, which provides meaning and challenge to their followers' work (Bass, 1997). These leaders evoke the spirit of the group, communicate clear expectations which subordinates are ready to fulfil and exhibit dedication to aims and collective vision (Bass and Riggio, 2006) Leaders who exhibit inspirational motivation usually challenge followers with high standards and reach ambitious goals, that may have previously seemed unreachable (David V. Day, John Antonakis, 2011) communicate optimism about future goal attainment, inspire action, encourage them, remain optimistic during times of crisis, set an example of being hard workers and of searching for the means to reduce barriers and improve the work environment (Avolio et al, 1991). Inspirational motivation is related to idealized influence but whereas charisma is held to motivate individuals, inspirational leadership is about motivating the entire organization. (Avolio et al, 1991). Here, the leader elevate followers' potentials and encourage action by communicating assurance that they can accomplish these ambitious goals—described as the Pygmalion effect by Bass. By expecting that followers are capable to attain ambitious goals, and demonstrating complete confidence and resolve that this outcome will happen, followers are inspired to reach the required level of performance beyond normal expectations, and a self-fulfilling prophecy occurs (David V. Day, John Antonakis, 2011).
- **Intellectual stimulation.** This is mostly a “rational” and “nonemotional” component of transformational leadership, distinct from the other transformational components (David V. Day, John Antonakis, 2011). The goal of intellectual stimulation is to continuously generate the highest levels of creativity from the subordinates (Avolio, 2005) and the basic premise behind it is the leader's ability to create an atmosphere that encourages followers' creativity and intuition by ‘questioning and assumptions, by reframing problems’ and by seeking new ways of approaching issues (Bass 1998) and by empowering followers to propose new and controversial ideas without fear of punishment or ridicule (Stone, Russell & Patterson, 2003). Leaders who are intellectually stimulating welcome creative ideas from the followers, even if these ideas oppose their views (Bass and Avolio, 1994) and see the advantages of creating

unity through diversity. By bringing together and integrating a diverse range of perspectives, they are able to create genuinely new ideas and initiatives (Bruce J. Avolio, 2004).

- **Individualized consideration is an important leadership behaviour in the workplace** (Sarro, Gray, & Densten, 2002) that occurs when leader pays attention to the developmental needs and requirements of their followers considering them as important contributors to the organization, create relevant learning opportunities in a supportive atmosphere and are attentive to the unique needs, capabilities and concerns of individual persons (Bass, 1985). A leader possessing the full range of individualized consideration also advises, listens effectively, uses two-way communication, and mentors to determine how to meet his followers' developmental needs (Bass, 1985; Bass, 1990) remove 'roadblocks' in the system, which inhibit both the development of the followers and their achieving optimum performance (Avolio et al., 1991; Bass, 1990) help their subordinates in fulfilling their potential talents and increasing their responsibilities in the organization (Jandaghi, 2009).

Transformational leadership approach is widely researched (using well-known leaders), effectively influence associates on all levels (from one-on-one to the whole organization), and strongly emphasize associates' needs and values but has many components that seem too broad, treat leadership more as a personality trait than as a learned behavior, and has the potential for abusing power (Northouse, 2001)

Table 6. Transformational leader vs. Transactional leader.

TRANSFORMATIONAL LEADER

Charisma: Provides vision and sense of mission, instils pride, gains respect and trust.

Inspiration: Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.

Intellectual Stimulation: Promotes intelligence, rationality, and careful problem solving.

Individualized Consideration: Gives personal attention, treats each employee individually, coaches, advises.

TRANSACTIONAL LEADER

Contingent Reward: Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments.

Management by Exception (active): Watches and searches for deviations from rules and standards, takes corrective action.

Management by Exception (passive): Intervenes only if standards are not met.

Laissez-Faire: Abdicates responsibilities, avoids making decisions.

Source: B.M Bass (1990)

2.3.2.2 Transactional dimension

According to Craig L. Pearce, Henry P. Sims Jr (2002) the bases of transactional leadership style lie in expectancy theory (Vroom, 1964), exchange/equity theory (Adams, 1963; Homans, 1958, 1961), and reinforcement theory (Luthans & Kreitner, 1985; Scott &

Podsakoff, 1982). Transactional leadership producing lower-order changes in subordinates such as behavioral changes (Burns, 1978) defines the task-oriented characteristic of positive leadership (Bass & Riggio, 2006) is based on traditional bureaucratic authority and legitimacy, emphasizes the clarification of goals, work principles and standards, assignments and equipment (Tapomoy Deb, 2009) is an exchange process based on the fulfillment of contractual obligations and is typically represented as setting objectives and monitoring and controlling outcomes (Mahmood Ahmad Sahiwal, Muhammad Musarrat Nawaz, 2010). This is the model of leadership widespread in for the most part of organizations and organizational situations because it contains an essential mechanism of "exchange relations" which becomes possible when there is no outstanding sense of impending threat or anxiety (Noordin Yahaya, 2011). This type of leadership seeks to preserve stability (Lussier and Achua, 2001) aims on maintaining the status quo and motivating people through contractual agreement (Bass, 1985; Jung et al., 2008) and has been viewed same to management in which it involves usual and organized activities (Griffin & Moorhead, 2006). Transactional leadership behaviors are aimed at monitoring and controlling employees through rational or economic means (Joyce E. Bono, Timothy A. Judge, 2004) and leaders who exhibit a transactional leadership style are interested in the marginal improvement and preservation of the performance, on the replication of one goal to another, on the diminution of impedance to particular actions, and on the classification and communication of the work that must be done by their followers, of the way that will be done, and of the rewards that their followers will receive for completing the stated objectives (Bass and Avolio, 1990a; Avolio, Waldman and Yammarino, 1991; Meyer and Botha, 2000)

Bass (1990) describes the transactional leader's relationship with the subordinates as having three phases.

- Firstly, he recognises what subordinates want to get from their work and ensures that they get what they want given that their performance is satisfactory.
- Secondly, rewards and promises of rewards are exchanged for employee's effort.
- Lastly, the leader responds to his employee's immediate self interests if they can be met through completing the work.

Representative behaviors of transactional leadership include:

- providing personal rewards,
- providing material rewards,
- managing by exception (active), and
- managing by exception (passive) (Craig L. Pearce, Henry P. Sims Jr, 2002).

Bass and Avolio (1994) & Antonakis, et al. (2003) identified some sub-factors of transactional leadership:

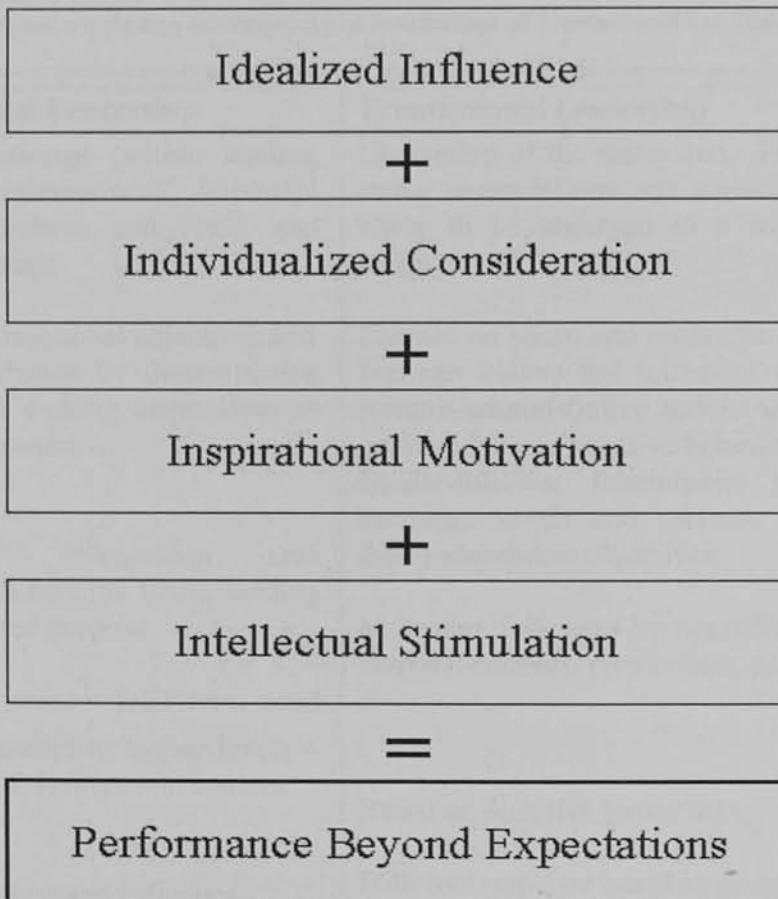
- **Contingent reward** is labelled by Bass, (1998) as a constructive transaction, that is reasonably efficient in motivating followers, but to a less significant degree than the transformational leadership behaviors (David V. Day, John Antonakis, 2011). Here, the leader assigns tasks to followers, provides assistance for their efforts, and praises and recognizes followers for goal achievement (Bass & Avolio, 1997). Transactional leader by providing contingent rewards might inspire a reasonable degree of involvement, loyalty, commitment and performance from subordinates and by making and fulfilling promises of recognition, pay increases and advancement for employees who perform well is able to get things done (Bass, 1995).
- **management-by-exception** is labelled the corrective style of transactional leadership behavior that is related to a situation where the leader watches and searches for instances where subordinates deviate from rules and standards for the purpose of correction and occurs when the leader monitors followers to ensure mistakes are not

made, but otherwise, allows the status quo to exist without being addressed (Bass & Avolio, 1995). management-by-exception includes

- **management-by-exception active** refers to monitoring performance and taking corrective action as necessary (Joyce E. Bono, Timothy A. Judge 2004) The focus of management by exception is on setting standards and monitoring deviations from these standards and refers to such leaders who actively appraisal and monitor the work of subordinate and followers and make it sure that predefined standards are met (Antonakis, et al. 2003)
- **Management by exception Passive** refers to a situation where leaders only intervene after noncompliance has occurred or when mistakes have already happened. (Antonakis, Avolio, & Sivasubramaniam, 2003).

The difference between management by exception—active and management by exception—passive lies in the timing of the leader’s intervention. Active leaders monitor follower behavior, anticipate problems, and take corrective actions before the behavior creates serious difficulties. Passive leaders wait until the behavior has created problems before taking action (Timothy A. Judge and Ronald F. Piccolo, 2004)

A “fundamental” (Bass & Avolio, 1993) proposition of transformational–transactional leadership theory is that transformational leadership adds to the effect of transactional leadership and the view that transformational leadership must be built on the foundation of transactional leadership (Timothy A. Judge and Ronald F. Piccolo,2004).



Source: John Hall et al., (2001) the Additive effect of transformational leadership.

In Bass's (1998) conceptualization "transformational leadership styles build on the transactional base in contributing to the extra effort and performance of followers" and "the best leaders are both transformational and transactional".

2.3.2.3 Laissez faire dimension

An ultimate form of leadership actually nonleadership, is **laissez faire leadership** that has been included by Bass (1985) under the transactional leadership label and that generally considered the most passive and ineffective form of leadership. (Antonakis, Avolio, & Sivasubramaniam, 2003). Laissez faire leadership refers to a situation where the leader abdicates responsibility and avoids making decisions, hesitates to take action, abdicates his authority, and is typically absent when he is needed, and where feedback, rewards and involvement are absent and there is no attempt to motivate followers or to recognize and satisfy their needs (Bass et Avolio, 1993) and although laissez-faire being viewed as the avoidance or absence of leadership (Bass & Riggio, 2006) is conceptually similar to management-by-exception (passive), this form of leadership resulting in a lack of action even when correction is needed, a situation where no one is in control creates a lawless environment (Bass 1998) and presenting an absence of any leadership (transformational or transactional) led researchers to treat it separately from the other transactional dimensions (Avolio, 1999; Bass, 1998).

Table 7. Comparing and contrasting contemporary understandings of Transactional and Transformational Leadership

Transformational Leadership	Transactional Leadership
Leadership of change (within leaders, followers and organisations). Important in times of distress and rapid and destabilising change.	Leadership of the status quo. Effective in stable organisations and contexts. More likely to be observed in a well-ordered society.
Focuses on organisational objectives and organisational change by disseminating new values and seeking alternatives to existing arrangements.	Focuses on social and economic exchanges between leaders and followers, contingent rewards/administrative actions to reinforce positive /reform negative behaviours.
Leader-follower relationship sees purposes of both become fused, leading to unity and shared purpose.	Leader-follower relationship sees each exchange needs and services to satisfy their independent objectives.
Attempts to raise follower need (Maslow's hierarchy) to higher levels – self esteem, and followers into leaders.	Motivates followers by appealing to their own self-interests (promotion, pay).
Based on interaction and influence	Based on directive power acts.
Follower response based on commitment.	Follower response based on compliance. Supervision likely to be important.
Supervision may be minimal.	Leadership "act" takes place but leaders

Leaders and followers raise one another to higher levels of motivation and morality. Founded on people's need for meaning

Focuses on personal power, values, morals, and ethics. May be demonstrated by anyone in an organisation in any type of position.

Transcends daily affairs, concentrating on long term issues.

May take time for leader-follower bonds to develop. A personal relationship that may persist when costs outweigh benefits.

and followers not bound together in mutual pursuit of higher purpose. Founded on people's need to make a living by completing tasks.

Focuses on situational authority, politics and perks. Involves values, but typically those required for successful exchange relationships (reciprocity, integrity).

Emphasis on day-to-day affairs, business needs, short term goals.

Leader-follower relationship may be established quickly. A relatively impersonal relationship maintained only as long as

Source: Lynette Ena Hand (2010)

2.3.3 Criticism on the Full Range Leadership Theory

Bass and Avolio's (1997) "full range" goes from the highly avoidant to the highly inspirational and idealized. Bass and Riggio (2006) described a hierarchy of leadership models, with laissez-faire leadership being characterized as sub-optimal, transactional leadership being characterized as a mid-level or base level of acceptable leadership, and transformational leadership representing the highest level of the leadership structure and the most effective leadership process. Clearly, there are other leadership constructs that are not contained in this range that need to be further explored (Antonakis et al., 2003). Antonakis and House (2002) argued that the FRLT does not address the strategic leadership and follower work-facilitation functions of leaders—which they referred to as instrumental leadership—and suggested adding four more factors to the theory. Parry W.Ken, Alan Bryman (2006) claimed that

- The New Leadership approach can be accused of concentrating excessively on top leaders.
- the New Leadership has little to say about informal leadership processes,
- There has been little situational analysis. Much effort was exerted in the late 1990s to testing the situational validity of the New Leadership, transformational leadership in particular.
- Bass's research approach probably suffers from some of the technical problems identified in relation to the Ohio research, such as problems of direction of causality and of implicit leadership theories
- There is a tendency for New Leadership writers to emphasize the exploits of successful leaders, and insufficient examination of the reasons for the loss of charisma.

Northouse (2010) criticize the transformational and transactional leadership approach for having numerous shortcomings, for being theoretically ambiguous because it is a combination

of various leadership theories for being complicated to delineate the definite boundaries of this approach, as it aims to perform a number of functions with reference to the followers, organisation and society

2.4 Leadership Effectiveness

Leadership effectiveness is an evolutionary process of interconnected events and responses to events (Kim, 2007) and refers to a leader's success in influencing followers toward achieving organizational objectives (Vardiman et al., 2006; Bodinson, 2005). The essential roles of effective organizational leaders include establishing and reinforcing values and purpose, developing a vision and the strategies needed to accomplish the vision, building the community necessary to put into practice the strategies, and initiating and managing the changes required to assure development and continued existence (Block and Manning, 2007). In order to determine leadership effectiveness many and varied indicators have been included in the literature such as: Personal perceptions and personal judgments of others, followers' perceptions, subordinates' satisfaction, goal attainment, preparedness to address challenges or crises, types of decisions (L. David Weller, Sylvia J. Weller 2001) or such as performance and growth of the leader's group or organization, its preparedness to deal with challenges or crises, follower satisfaction with the leader, follower commitment to the group objectives, the psychological well-being and development of followers, the leaders' possession of high status in the group, and the leader's advancement to higher positions of authority in the organization (Abujarad, 2011). In this study the effectiveness of leader was measured based on three major outcomes from leadership styles including extra effort, effectiveness and satisfaction.

2.4.1 Job satisfaction

job satisfaction is a somewhat recent term that has been closely related with many organizational phenomena such as motivation, performance, leadership, attitude, conflict, moral (Mosammad Mahamuda Parvin, M M Nurul Kabir, 2011). Ellickson and Logsdon (2002) defined job satisfaction as the extent to which employees like their work and Sempene et al., (2002) claimed that job satisfaction involves employees' emotions and feelings, it has a major impact on their personal, social and work lives. Job satisfaction and dissatisfaction not only depend on the nature of the job, they also depend on the expectation what's the job supply to an employee (Spector, 1997; Hussami, 2008) on environmental aspects (the variety of job-related features that impact on job satisfaction, e.g. job characteristics and job tasks, as well as various aspects of the organization), on personality variables (e.g. job characteristics, role variables, work-family conflict, age, gender, race, cognitive ability, job experience, use of skills, job congruence, and occupational level), or on a combination of these, serve as antecedents to job satisfaction (Spector, 2003).

Because Job satisfaction is regarded as correlated to important employee and organizational outcomes, ranging from job performance to wellbeing and longevity organisations recognize that having a workforce that derives satisfaction from their work contributes hugely towards organisational effectiveness and ultimate survival (Spector, 2003) Job satisfaction is more likely to enlarge productivity which in turn impacts the organization's bottom line (Stone and Patterson, 2005).

Transformational leaders have more satisfied followers than non transformational leaders (Bass & Avolio, 2006) and the level of followers' satisfaction is critical to successfully bringing about change. "To successfully bring about change, leaders necessitate to be

representative and there should be social immediacy between leaders and followers” (McGuire & Hutchings, 2007).

At higher education sector the job satisfaction of the lecturers is an vital factor that influence the quality of the lecturers’ performance in teaching, in conducting researches and also in public devotion activities enhancing the spirit and enthusiasm in their work activities, and also help the organization to operate effectively and efficiently in reaching its goals (Chen, Yang, Shiau and Wang ,2006).

Contemporary research in this area indicates that two important factor which could influence job satisfaction of the lecturers and could provide positive impact to the organization’s performance as a whole are transformational leadership (Oshagbemi, 2000; Shieh, Mills and Waltz ,2001) and compensation system (Chen et al. ,2006)

2.4.2 Motivation toward extra effort

According to Spector (2003) motivation is an internal condition that induces an individual to engage in particular behaviours. Motivation encompasses direction, where a particular behaviour is selected from a choice of behaviours, intensity, referring to the amount of effort put into a task, and persistence, which denotes the person’s continuing engagement in the selected behaviour. Motivation is also concerned with a desire to achieve a certain goal, which derives from the particular individual’s own needs and desires. Greenberg & Baron, (2009) defined motivation “The set of processes that arouse direct, and maintain human behavior toward attaining some goals” and Williams, (2009) defined motivation as “The set of forces that initiates, directs, and make people persists in their efforts to accomplish a goal” The employee motivation and organizational effectiveness are directly related because the motivated employees’ works best in the interest of the organizations which leads them towards growth, prosperity and productivity (Quratul-Ain Manzoor, 2012). Bass (1997) via examples like Mahatma Gandhi and John F. Kennedy, proposed that transformational leaders boost followers’ confidence and the intrinsic value of performance, resulting in higher levels of motivation and claimed that while transactional leadership may lead to expected performance, transformational leadership has the potential to result in performance beyond expectations (Gang Wang,2011).

2.4.3 Perceived leadership effectiveness

Most researchers define leadership effectiveness in terms of the consequences or results of the leader’s actions for followers and other organizational stakeholders. To be effective, leaders must be able to motivate and direct followers towards group or organizational goals, mission, or vision, and be able to maintain stability and group harmony even when acting as agents of change (e.g. Chemers, 2001; Yukl, 2001).

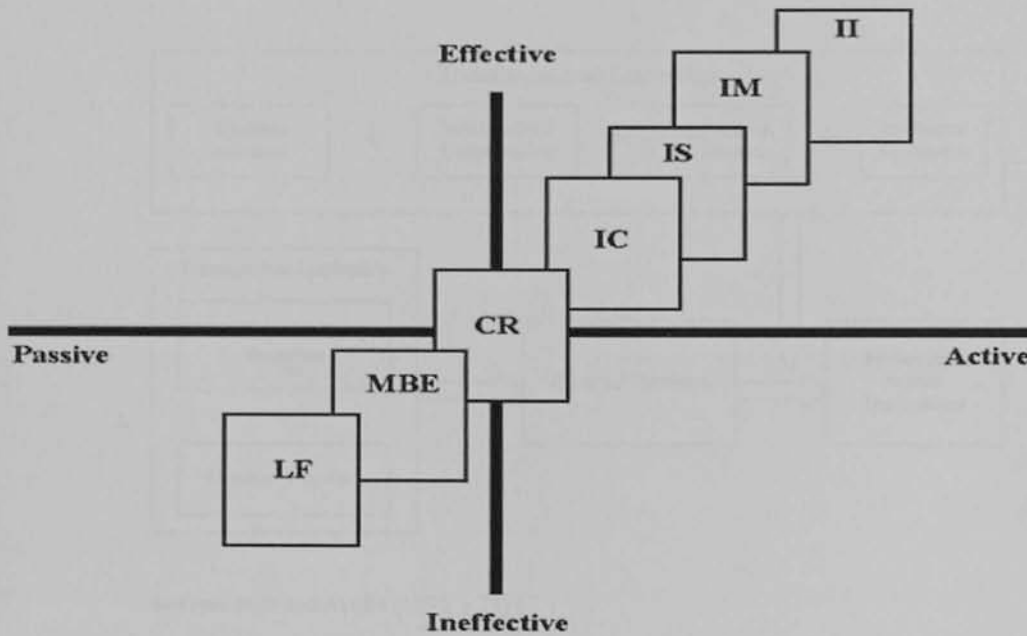
(Robert Hogan et al., 1994) searching the definition and evaluation of leadership effectiveness, presented the following five categories in order to determine the extent of leadership effectiveness.

- The first category rates the effectiveness based on the evaluation of the leader's impact on the general organizational profitability. Careful examination of the bottom line productivity of an organization can reveal the extent of the leadership effectiveness.
- The second category founded strongly on the leadership and motivational theories views leadership effectiveness as founded on the perceptions and evaluation of the subordinate, peer, or supervisors. Evaluation of leadership effectiveness is believed to be a social process and is derived from the leaders' general characteristics and behaviors along with contextual factors (Barrow, 1976). One implication of this

research is that subordinates are often in a unique position to evaluate leadership effectiveness. Hegarty (1974) found that university department chairs who received feedback from subordinates improved their performance, both as judged by subordinates and in comparison with control participants who received no subordinate evaluations. Similarly, Bernardin and Klatt (1985) found that managers who were involved in multirater appraisal systems received significantly higher mean effectiveness ratings than those who received no subordinate feedback.

- The third evaluates the leadership potential of strangers on the basis of their performance in interviews, simulations, assessment centers, or leaderless group discussions
- Fourth, Self-ratings of leadership have also been used as evaluative criteria
- In the fifth category of research, effectiveness is defined by the low end of the continuum—by persons whose careers are in jeopardy or who have derailed (Robert Hogan et al., 1994).

As Yukl (1998) proposed, measuring leadership effectiveness has a wide-ranging from one study to another, frequently is affecting by researcher's philosophy and implicit assumptions toward leadership. As such, the choice of what constitutes leadership effectiveness has been somewhat arbitrary, potentially affecting the predictive validity of models (Lowe et al., 1996).



Source: John E. Barbuto, Lance L. Cummins-Brown (2007)

B. J. Avolio et al, (2004) looking at prior research on leadership and effectiveness, classified three different sets of measures:

- perceived (subjective or process-oriented) versus actual (objective or outcome-oriented) measures;
- short-term versus long-term measures; and

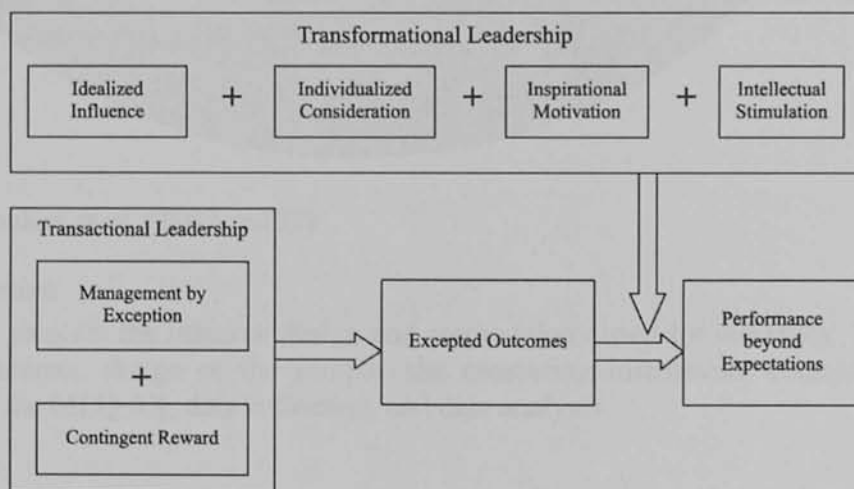
- leadership effectiveness measures derived from above (i.e., performance evaluation by superiors) versus below (i.e., performance evaluation of and by followers).

B. J. Avolio et al, (2004) in literature review found that prior studies have used perceived and actual measures of leadership effectiveness evenly, a large number of leadership studies measured actual performance, most leadership studies used more immediate or short-term outcomes such as followers' efforts, commitments, and supervisory ratings, rather than longer term measures

According to Bass (1997) there is a hierarchy of correlations among the range of leadership styles and outcomes in effectiveness, effort and satisfaction.

- Transformational leaders are more effective than those leaders practising Contingent Reward
- Contingent Reward is to some extent more effective than Active Management by Exception which in turn is more effective than Passive Management by Exception and
- Laissez-Faire Leadership has the slightest amount of effectiveness (Bass, 1997)

Perceived effectiveness of the leader is advantageous to both the follower and the leader. The benefits for followers which are under effective leaders consist of feeling greater satisfaction with their tasks and their job, an advanced level of engagement and commitment to the organization's goal, enhanced preparation to react effectively with challenges, and superior overall psychological well-being. The perceived effective leader's benefits include retention of support and commitment of the followers, of higher status within the group and more opportunities for advancement within the group that is more likely to carry out well and attain their goals (Yukl, 1994).

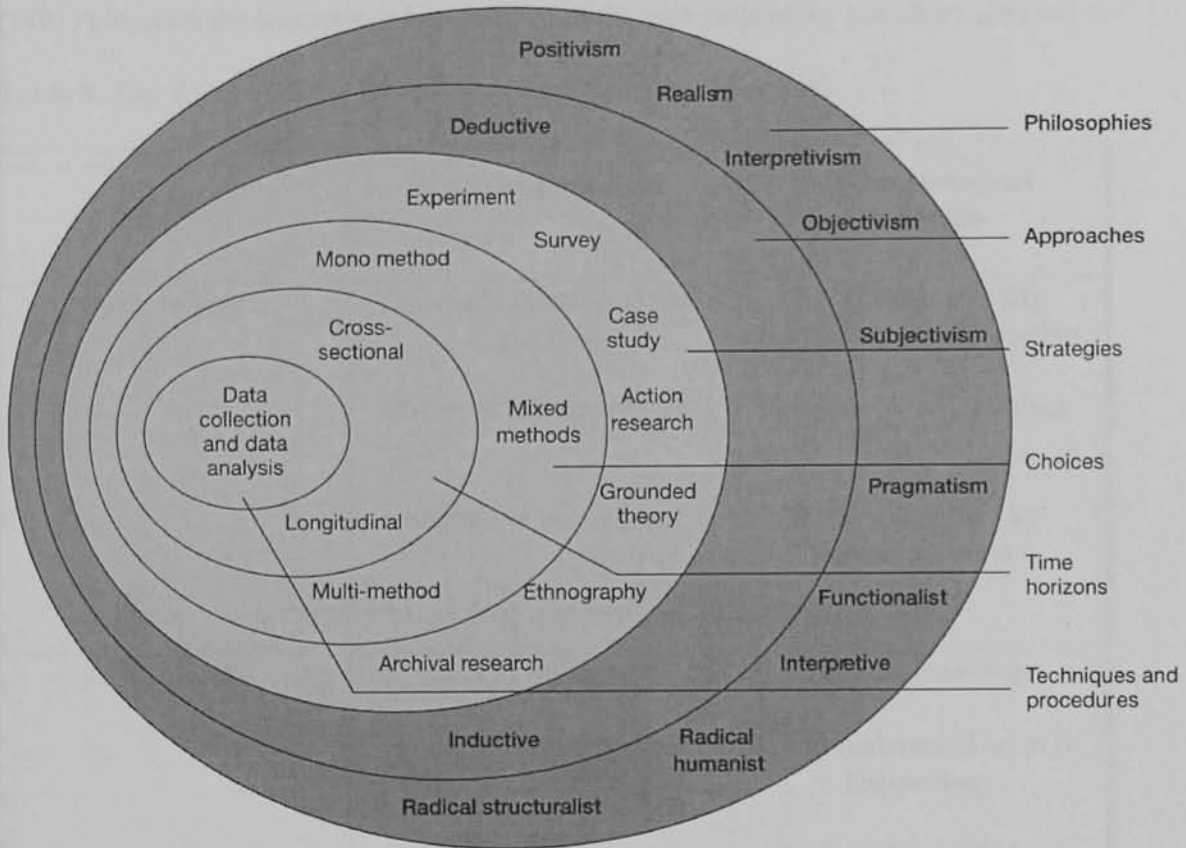


Source: Bass and Avolio (1990, p.231)

Source: Hakan Erkutlu, (2008)

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY



Source: Saunders et al. (2007, p.132)

3.1 Introduction

This chapter presents the research design and methodology used for our study. It includes the research questions, design of the sample, the measuring instrument, content validity and reliability of the MLQ-5X, data collection, and data analysis.

3.2. Research philosophy

Easterby-Smith et al (1997) recognize three reasons why the investigation of philosophy may be important with careful suggestion to research methodology:

- It can assist the researcher to refine and specify the research methods to be used in a study, that is, to make clear the overall research strategy to be used.
- Knowledge of research philosophy will allow and help the researcher to appraise different methodologies and methods and stay away from unsuitable use and unnecessary work by identifying the borders of particular approaches at an early stage.
- It may help the researcher to be creative and innovative in either collection or adaptation of methods that were previously outside his or her experience.

Creswell (2003) asserted “individual researchers have freedom of choice. They are “free” to choose the methods, techniques, and procedures of research that best meet their needs and purpose”

For this study, selecting an overall research philosophy is the choice between two primary alternatives: between a positivist or a phenomenological philosophy. Easterby-Smith et al. (1991) proposed the subsequent key features of the two philosophy paradigm alternatives:

Table 8. Key features of the two philosophy paradigm alternatives

	Positivist paradigm	Phenomenological paradigm
Basic beliefs	<p>The world is external and Objective</p> <p>Observer is independent</p> <p>Science is value-free</p>	<p>The world is socially constructed and subjective</p> <p>Observer is part of what Observed</p> <p>Science is driven by human interests</p>
Basic beliefs	<p>Focus on facts</p> <p>Look for causality and fundamental laws</p> <p>Reduce phenomenon to simplest elements</p> <p>Formulate hypotheses and then test them</p>	<p>Focus on meanings</p> <p>Try to understand what is Happening</p> <p>Look at the totality of each situation</p> <p>Develop ideas through induction from data</p>
Preferred methods include	<p>Operationalising concepts so that they can be measured</p> <p>Taking large samples</p>	<p>Using multiple methods to establish different views of phenomena</p> <p>Small samples investigated in depth or over time</p>

Source: PKJ Tobin – 2006

Given the research problem as outlined in Chapter 1, the best fit was to follow the Positivist paradigm assuming that an objective reality exists which is independent of human behaviour and is therefore not a creation of the human mind

Table 9.Core Implications of the Positivist Research Methodology

Independence: the observer must be independent of the observed
Value-freedom: the object of study and the corresponding method is determined by objective criteria, rather than beliefs and interests
Causality: the aim of social sciences is to identify causal explanations and fundamental laws that explain regularities in human social behavior
Hypothesis and deduction: science proceeds through a process of hypothesizing fundamental laws and then deducing which observations demonstrate the truth or falsity of these hypotheses
Operationalization: concepts need to be operationalized to enable quantitative measurement
Reductionism: problems as a whole are better understood after complexity is reduced to simplicity
Generalization: samples of sufficient size, from which inferences concerning the wider population may be drawn, must be selected to generalize about human behavior
Cross-sectional analysis: such regularities are identified by making comparisons of variations across samples

Source Eric Van Genderen (2008) as adapted from Easterby-Smith et al., 2002)

According to Eric Van Genderen (2008) the Stages in Positivist Research are the following:

Table 10. Stages in Positivist Research

Stages in Positivist Research
1. review of the relevant literature;
2. assess the established theoretical framework
3. identify research question or problem;
4. formulate hypotheses/empirical framework;
5. identify measuring instrument;
6. address sampling issues;
7. test hypotheses with appropriate methods;
8. confirm theory; discuss findings; propose further research.

Source: Eric Van Genderen (2008) as adapted from Remenyi et al., 2000)

3.3 Research Design

Creswell (2005) stated that four reasons exist for doing research: adding knowledge, improving practice, helping with policy debates, and improving skills, and all four apply to the dissertation study

Research design is a blueprint that enables researchers to find answers to the questions being studied for any research project. Along with clear research plan it provides, constraints and ethical issues that a study will inevitably encounter must also be taken into account (Saunders et al. 2007)

3.3.1 The quantitative research approach

To achieve the research objectives and to address the research problem the conduction of a quantitative research was found to be appropriate and effective, well-suited for the testing of theories and hypotheses, useful to quantify opinions, attitudes and behaviors and suitable to explain the understudied phenomena. A quantitative research generates quantifiable data and lends itself to investigating phenomena that require precise measurement and quantification often involving a rigorous and controlled design (Polit & Beck, 2004) The quantitative research method is considered a traditional research approach that emerged from the philosophical theory of positivism, of which systematic, methodical, and rational approaches are compatible (Walker, 2005) is used to examine the relationship among variables.

Correlational design

In a quantitative study, the research design is usually one of the following three: descriptive, experimental, or correlational (Salkind, 2003; Walker, 2005).

The descriptive research approach is a basic research method that examines the situation, as it exists in its current state involving identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena.

During **the experimental research**, the researcher investigates the treatment of an intervention into the study group and then measures the outcomes of the treatment.

In **the causal comparative research**, the researcher examines how the independent variables re affected by the dependent variables and involves cause and effect relationships between the variables providing the researcher the opportunity to examine the interaction between independent variables and their influence on dependent variables (Carrie Williams, 2007). There are three types of exploratory approaches:

- Preexperimental involves an independent variable that does not vary or a control group that is not randomly selected.
- True experimental provides a higher degree of control in the experiment and produces a higher degree of validity.
- Quasi-experimental design involves nonrandom selection of study participants. Therefore, control is limited and true experimentation is not possible. (Carrie Williams, 2007).

Researchers use correlational research designs to study the association between variables (Johnson & Christensen, 2004). Since our research purpose was to describe the relationship between the leadership behaviors and effectiveness a quantitative correlational research design was viewed as appropriate. The research study consisted of an inquiry into the degree of relationship between variables for which there were available quantitative measurement tools, an appropriate application of a correlational research design (Anderson et al., 2006)

The research design was non-experimental and cross-sectional because it was not achievable to utilize a control group or to randomly assign participants to a test or control group. All data were collected from the same group of participants, which consisted lecturers of Technological Educational Institution of Larissa. A non-experimental research design can be used when the research does not have the objective of establishing a cause-and-effect relationship between the variables under investigation (Cohen, Manion, & Morrison, 2000).

The research design was cross-sectional because it collected data to identify the perceived leadership styles and leadership effectiveness of heads of departments of Technological

educational institution of Larissa at a single time. The alternative longitudinal design was not suitable for this research because the research questions do not examine changes over time.

3.4 Research strategy

Our research strategy will be the survey strategy, that according to Mark Saunders et al., (2009) will allow the collection of a large amount of data from a sizeable population. The survey strategy is usually associated with the deductive approach. It is a popular and common strategy in business and management research, is most frequently used to answer who, what, where, how much, and how many questions and is perceived as authoritative by people in general and is both comparatively easy to explain and to understand. Using the survey strategy we will have more control over the research process, and we could to suggest possible reasons for particular relationships between the variables and to produce models of these variables (Mark Saunders, Philip Lewis, Adrian Thornhill, Research methods for business students, 2009)

3.5 Research questions

This study conducted to examine the correlation of the full range of leadership of Transformational Leadership, Transactional Leadership, and nontransactional Laissez-Faire or Passive/Avoidant Leadership styles of heads of departments of Technological Educational Institute of Larissa to the leadership effectiveness as perceived by departmental lecturers. This study examined the relationship of perceived leadership styles of heads of departments of Technological Educational Institute of Larissa to the departmental lecturers' Satisfaction with their heads of departments, the departmental lecturers' willingness to exert Extra Effort, and departmental lecturers' perception leadership Effectiveness. The main purpose of this study was to investigate if and how leadership styles of departmental leaders in higher Education are related to job satisfaction, extra effort and leadership effectiveness as they perceived by lecturers at Higher Education. The major research questions were briefly stated as follows:

- 1) What are the leadership styles (transformational, transactional and Laissez Faire), as measured by the Multifactor Leadership Questionnaire (MLQ) Form 5X-Short, of heads of departments as perceived by the departmental lecturers?
- 2) Is there any relationship between leadership styles (transformational, transactional and Laissez Faire) of heads of departments of Technological Educational Institution of Larissa to departmental lecturers' job satisfaction?
- 3) Is there any relationship between leadership styles (transformational, transactional and Laissez Faire) of heads of departments of Technological Educational Institution of Larissa to departmental lecturers' motivation toward extra effort?
- 4) Is there relationship between leadership styles (transformational, transactional and Laissez Faire) of heads of departments of Technological Educational Institution of Larissa to departmental lecturers perceived leadership effectiveness?

The independent variables in our study were:

- **Transformation leadership style**
- Attributed charisma
- inspirational motivation
- idealized influence
- individualized consideration
- intellectual stimulation
- **transactional leadership style**
- Contingent Reward
- Management-by-Exception (Active)
- **Laissez Faire /Passive-avoidance leadership style**
- Management-by-Exception (Passive)
- laissez-faire leadership style

The depended variables in our study were:

- **job satisfaction,**
- **motivation toward extra effort, and**
- **effectiveness**

3.5.1 Instrumentation

The Multifactor Leadership Questionnaire-Form 5X

The MLQ5x (Bass & Avolio, 2000) survey was administered to the lecturers of each head department. The Multifactor Leadership Questionnaire (MLQ 5x) was used to collect data on the three dependent variables of transformational, transactional, and laissez-faire leadership and to report results in the areas of job satisfaction, motivation toward extra effort, and perceived leadership effectiveness (Bass & Avolio, 1990). Antonakis et al. (2003) and Barge and Schlueter (1991) support the current MLQ-5X as being a valid and reliable Instrument, Kirkbride (2006) claimed that the MLQ is the most widely used instrument to assess transformational leadership theory and Ozaralli, (2003) that “is considered the best validated measure of transformational and transactional leadership” Over the past 2 decades the Multifactor Leadership Questionnaire-Form 5X (MLQ) has emerged as the primary means of quantitatively assessing leadership styles in scores of research studies involving military, educational, health care, and commercial organizations, and used in multiple countries in which the validity has been challenged and subsequently demonstrated (Antonakis, Avolio, & Sivasubramaniam, 2003; Bass & Avolio, 2004; Ellis, Wade, & Plemons, 2008). Nuttawuth Muenjohn ,Anona Armstrong, (2008) claimed that “after acknowledging the MLQ criticisms by refining several versions of the instruments, the version of the MLQ, Form 5X (Bass and Avolio, 1997), is successful in adequately capturing the full leadership factor constructs of transformational leadership theory and this should provide researchers with confidence, to some certain extent, in using the MLQ 5x version to measure the nine leadership factors representing transformational, transactional, and non-leadership behaviours”. Schriesheim, Joshua, & Scandura (2009) protested that it has received its place as the most accepted measure of transformational and transactional leadership through the effort and diligent labors of its developers and several other researchers in the field.

The MLQ, (5x-short), version is comprised of 45 items using a five response Likert scale. The rating scale for the MLQ 5x items includes: Not at all (0), Once in a while (1), Sometimes (2), Fairly often (3), Frequently, if not always (4) and is recommended for organizational survey purposes and research by its authors (Avolio & Bass, 2004). The items were utilized to measure nine leadership attributes (Bass and Avolio, 1995). These nine variables represent a full range of leadership from transformational to transactional to laissez-faire leadership. Four items are dedicated to each of the nine variables.

Bass and Avolio, (2004) proposed that contingent reward and management-by-exception (active) could be labelled as transactional leadership, and management-by-exception (passive) and laissez-faire could be labelled as 'passive/avoidant leadership' whereas, while Northouse (2010), proposed that contingent reward, management-by-exception (active) and management-by-exception (passive) could be labelled as transactional leadership aspects, and separated laissez-faire as a non-leadership behaviour. The present study follows the classification of Bass and Avolio, (2004), which is not broadly used, but it supports better its focus and conceptual framework.

Twenty of the items measure five variables that represent transformational leadership.

Transformational leadership as measured by the MLQ5x (Bass & Avolio, 2000) consisted of five active factors of (Studies conducted on the validity of the MLQ found that idealized influence can be viewed as a behavior *and* as an impact on others as it is linked to the relationship between the leader and the follower. With this information, the MLQ authors chose to divide idealized influence into an attributed and a behavior scale, thus adding a fifth score to the transformational scores (Elizabeth B. Hebert,2011)

- **Attributed charisma** is measured by items 10 ,18 ,21,25
- **inspirational motivation** is measured by items 9,13 ,26,36
- **idealized influence** is measured by items 6 ,14,23 ,34
- **individualized consideration** is measured by items 15,19,29,31 and
- **intellectual stimulation** is measured by Items 2, 8,30 ,32

Twelve statements measure three **transactional leadership** factors. Transactional leadership as measured by the MLQ5x (Bass & Avolio, 2000) consisted of the active factors of:

- **Contingent Reward** is measured by items 1, 11 ,16 ,35
- **Management-by-Exception (Active)** is measured by items 4, 22 24 ,27
- **Management-by-Exception (Passive)** is measured by items 3,12,17 ,20

laissez-faire leadership is measured by items 5 ,7 ,28 ,33

The last nine items measure **job satisfaction, motivation toward extra effort, and perceived effectiveness** as a leader.

- **job satisfaction** is measured by items 38,41
- **motivation toward extra effort** is measured by items 39,42 ,44 and
- **perceived effectiveness** is measured by items 37 ,40 ,43 ,45

Scoring: The MLQ scale scores are average scores for the items on the scale. The score can be derived by summing the items and dividing by the number of items that make up the scale. All of the leadership style scales have four items, Extra Effort has three items, Effectiveness has four items, and Satisfaction has two items (Bass & Avolio, 2000).

According to a higher order factor analysis, the factors can be ordered from highest to lowest in activity as follows:

- Transformational leadership
- Contingent Reward

- Active Management by Exception
- Passive Management by Exception and
- Laissez-Faire Leadership (Bass, 1985)

Bass and Avolio (2000b) documented the construct validation process associated with the MLQ 5X and report reliabilities for each of the scales ranging from .74 to .91. The nine factor model has been demonstrated as being superior with a goodness-of-fit index of .91 for a follower rating (Avolio & Bass, 2004). Regardless of the theoretical or measurement shortcomings, our results indicate that the current version of the MLQ (Form 5X) is a valid and reliable instrument that can adequately measure the nine components comprising the full-range theory of leadership. Although the MLQ (Form 5X) and indeed, any leadership survey instrument, will never account for all possible leadership dimensions, it represents a foundation from which to conduct further research and to expand our understanding of the “new models of leadership (John Antonakis et.,al 2003). Written permission to use the MLQ (5x-short) was obtained from Bernard Bass and Bruce Avolio through Mind Gardens, Inc.(Appendix...)

The MLQ has been widely studied and has been found to exhibit internal consistency, retest-retest reliability, external predictive validity, and construct validity (Eid et al., 2004; Garman et al., 2003; Howell & Avolio, 1993; Lowe & Kroeck, 1996) and David V. Day, John Antonakis (2011) pointed out that although there has been much debate about the factor structure of the MLQ model, there is little or no controversy about the predictive (concurrent) validity of this MLQ, which has been supported by numerous metaanalyses (DeGroot, Kiker, & Cross, 2001; Dumdum, Lowe, & Avolio, 2001; Gasper, 1992; Judge & Piccolo, 2004; Lowe, Kroeck, & Sivasubramaniam, 1996) and Ozaralli, (2003) protested that MLQ is considered the best validated measure of transformational and transactional leadership” (Reliability and validity of the MLQ 5X instrument were established by the authors.

Table 11. Definitions of Transformational, Transactional, and Laissez-Faire Leadership Styles in the MLQ-5X

MLQ-5X scales with subscales	Description of leadership style
Transformational	
Idealized Influence (attribute)	Demonstrates qualities that motivate respect and pride from association with him or her
Idealized Influence (behavior)	Communicates values, purpose, and importance of organization’s mission
Inspirational Motivation	Exhibits optimism and excitement about goals and future states
Intellectual Stimulation	Examines new perspectives for solving problems and completing tasks
Individualized Consideration	Focuses on development and mentoring of followers and attends to their individual needs
Transactional	
Contingent Reward	Provides rewards for satisfactory performance by followers
Management by Exception (active)	Attends to followers’ mistakes and failures to meet standards

Management by Exception (passive)	Waits until problems become severe before attending to them and intervening
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Laissez-Faire	Exhibits frequent absence and lack of involvement during critical junctures
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Source: MLQ-5X Multifactor Leadership Questionnaire—Form 5X. as adopted by C.J. Vinkenburg et al. (2011)

The norms for the MLQ (Form 5X). Bass and Avolio (1999) provided the norms for the MLQ (Form 5X), based on a normative sample of n=2080, which indicates that for transformational leaders to be effective and active, the frequency scores should be >3.0. For constructive transaction, scores should be >2.0 while for Laissez-faire, the scores should be <1 (Bass & Avolio, 1997).

Table 12. Norm table for the MLQ (Form 5X) (N=2080) (adapted from Bass & Avolio, 1999)

Description	Key Descriptors	Value
Idealised influence (attributes)	Proud Faith Respect	>3
Idealise influence (behaviour)	Sense of mission Trust	>3
Inspirational motivation	Sets high standards Present vision Communicates high expectations	>3
Intellectual stimulation	Challenges assumptions	>3
Individualised consideration	Personal Attention Learning Opportunities Treat as individual	>3
Constructive transaction	Sets agreements	>2
Management by exception active	Attention to failures Focus on mistakes	<1.5
Management by exception passive	Avoids change Waits for mistakes to occur	<1
Laissez-faire	Avoids, absent, indifferent	<1
Extra effort	No norm provided	No norm provided

Effectiveness	No norm provided	No norm provided
Satisfaction	No norm provided	No norm provided

Source: JE Dibley (2009)

Schutte Self Report Emotional Intelligence Test.

One method that has been used in over 200 publications listed in the PsycINFO database (Schutte et al.,) that has been used widely in research to measure EI is the Schutte Emotional Intelligence Scale (SEIS) (Carmeli, 2003; Dimitriades, 2007; Grant & Cavanagh, 2007; Hakanen, 2004) also known as the Schutte Self Report Emotional Intelligence Test or the Emotional Intelligence Scale. The brevity of the scale and its accumulating reliability and validity evidence makes this scale a reasonable choice for those that are seeking a brief self-report measure of global EI (Cara Jonker, Christel Vosloo, 2008). First, this method is based on Salovey and Mayer’s (1990) framework of emotional intelligence Second, prior study established some limitations in early self-report measures of emotional intelligence such as deficient reliability and relations with personality factors (Davies *et al.*, 1998). Third, studies that assessed the **Schutte Self Report Emotional Intelligence Test** show that this method appears to overcome the observed difficulties in other measures of emotional intelligence (Ciarrochi *et al.*, 2001). Finally, in macro level studies, self report measure of emotional intelligence which is brief, validated and based on a cohesive and comprehensive model of emotional intelligence (Salovey and Mayer, 1989-1990; Mayer and Salovey, 1997) is very useful. the Schutte Self Report Emotional Intelligence Test is based on Salovey and Mayer’s (1990) original model of emotional intelligence, having the following key components of Emotional Intelligence:

- Appraisal and expression of emotion
- Regulation of emotion
- Utilization of emotion (YoungHee (Sylvia) Hur, 2009)

The SEIS comprises 33 self-referencing statements and requires subjects to rate the extent to which they agree or disagree with each statement on a five-point scale (1 = strongly disagree; 5 = strongly agree) (Ciarrochi *et al.*, 2000). Participants reply on a Likert scale and (Petrides & Furnham, 2000) and total scale scores are calculated by reverse coding items 5, 28 and 33, and then summing all items. Scores can range from 33 to 165, with higher scores indicating more characteristic emotional intelligence (Nicola S. Schutte et al., 2009).

According to Ciarrochi et al., (2001) the items comprising the subscales based on these factors are as follows:

- Perception of Emotion is measured by items 5, 9, 15, 18, 19, 22, 25, 29, 32, 33,
- Managing Own Emotions is measured by items 2, 3, 10, 12, 14, 21, 23, 28, 31,
- Managing Others’ Emotions is measured by items 1, 4, 11, 13, 16, 24, 26, 30, and
- Utilization of Emotion in problem solving is measured by items 6, 7, 8, 17, 20, 27.

The SEIS has demonstrated high internal consistency in a number of studies (Ciarrochi, et al., 2001; Petrides & Furnham, 2000a; Austin et al., 2004; Schutte et al., 2001) was observed to have a Cronbach’s alpha of 0.90 (Schutte et al., 1998) a Cronbach’s alpha of the overall EI scale of 0.92, with a mean of 129.16 and a standard deviation of 15.82 (Palmer,2003) a Cronbach’s alpha coefficient of 0.91 with an average score of 127 (Stone, 2004).The SEIS has also been identified as reliable for measuring both adolescents and adults (Ciarrochi et al., 2001; Matthews et al., 2003; Palmer, 2003)

Written permission to use the **Schutte Self Report Emotional Intelligence Test** was obtained from Nicola Schutte (Appendix A)

3.5.2 .Sample, Sample size, sampling techniques sampling strategy.

Non-random sampling techniques can be used in quantitative studies. Indeed, although this adversely affects the external validity (i.e., generalizability) of findings, the majority of quantitative research studies utilize non-random samples (cf. Leech & Onwuegbuzie, 2002) the method of nonprobability applied in our research was a combination of convenience sampling and purposive sampling. Convenience sampling involves drawing samples that are both easily accessible and willing to participate in a study (Charles Teddlie, Fen Yu, 2007) is the least rigorous technique, involving the selection of the most accessible subjects (Martin N Marshall, 1996). Purposive sampling or Judgement sample techniques have also been referred to as nonprobability sampling or purposeful sampling or “qualitative sampling.” involve selecting certain units or cases “based on a specific purpose rather than randomly” (Tashakkori & Teddlie, 2003a) allows the researcher to select suitable respondents who have the knowledge of the research topic so that it would be of most benefit to the study exercise (Sarantakos, 1998) A key concern when we sample a population is to make sure that our sample is a “good” sample and is representative of the population from which it was selected. Punch (2005) argues that it is often not possible to survey the entire population due to costs, time, quality of information and difficult population groups and Gorard (2003) contends that even though it may be preferable to use the entire population under study, using a carefully selected sample in a study is as good as using the entire population and even better than using ‘inaccurate set of figures’ for a population According to Bless and Higson-Smith (2000) a representative sample must have the same properties as the population from which it is drawn. Fraenkel and Wallen (2006) also concur that a sample should be taken from the accessible population rather than using the target population. They assert that while the target population is ‘ideal’ in research, the accessible population is ‘realistic’.

Sowell (2001) defines a target population as a group of people that share common characteristics from which the researcher aims to generalize his/her results. She stresses the need for the researcher to portray an accessible population within the target population from which a sample is taken.

The target population for this survey was all lectures of departments of Technological Educational Institute of Larissa. According to Avolio and Bass (2004), the number of raters evaluating a single leader can vary in size from three to more although it is recommended that all persons working above, below and directly at the same organization level as the leader, rate the leader. Antonakis et al (2003) suggest that homogeneity in the sample will bring more reliable results if the Multifactor Leadership Questionnaire form 5x is implied while in case of heterogeneous sample the context will be changed which will bring unexpected results.

Participants were recruited via an e-mail message with a brief description of the study and (later) a link to the on-line data collection site. Following the recommended practices cited by Kaplowitz, Hadlock and Levine (2004), each invitation was personalized with a greeting including the recipient’s first name, invitations were phrased as a request for assistance, and a personalized reminder was sent later.

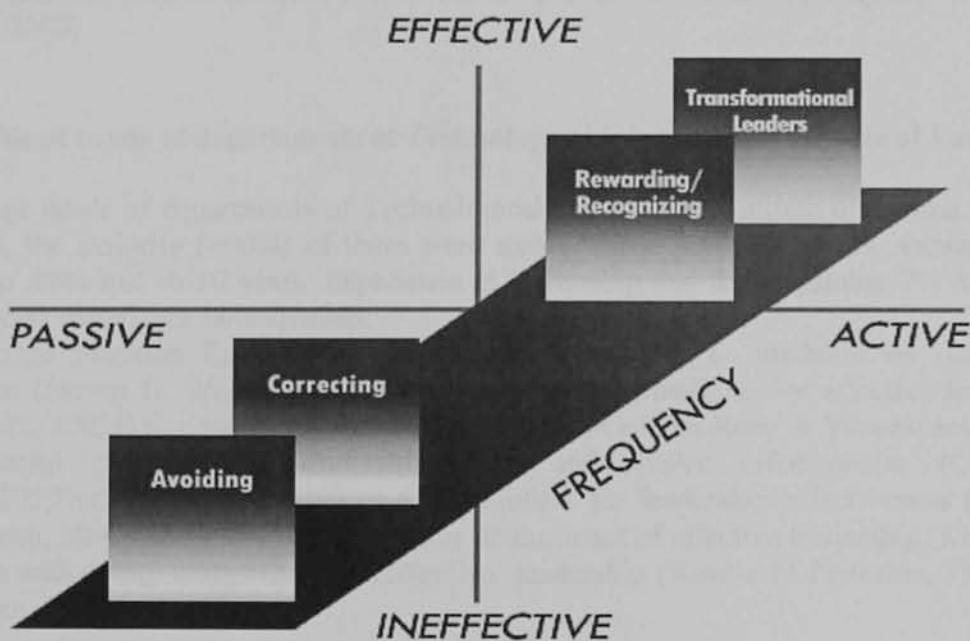
By online administration of the MLQ5x (Bass & Avolio, 2000) the lecturers who work at departments of Technological Educational Institution of Larissa evaluated how frequently they have observed the head of department engage in specific behaviors .

Also, in order to describe the profile of the heads of departments of Technological Educational Institute of Larissa the Schutte Self Report Emotional Intelligence Test, (Schutte et al., 1998) was administered to them with added demographic questions.

The scored results were inputted into a statistical software package and were analyzed using descriptive and correlational statistics.

Of the distributed MLQ surveys questionnaires, 42 were submitted online in response to e-mail requests, 36 were returned via a Google link and 22 were handed over to me personally. The low response rate is noted by Cho and LaRose (1999), who pointed out that Internet data collection, can raise privacy concerns that bar potential subjects from participating. In the present study, lectures of departments of Technological Educational Institute of Larissa were asked to report on heads of departments behaviors. Given concerns over the actual anonymity of the data, many direct reports may have chosen not to provide data for their leaders, rather than risk their responses becoming known by their supervisors (S. Webb, 2005)

Leadership and Performance



Source: MLQ Coaching

CHAPTER 4 .RESULTS

4.1. Data analysis

The data for the completed questionnaires was processed by transferring it to Microsoft Excel spreadsheets and was entered into the Statistical Package for the Social Sciences (SPSS) programme. Missing values were analysed and replaced where possible by substituting a mean. Descriptive statistics were conducted to describe the data collected (Keller & Warrack, 2000). The purpose of descriptive statistics is to arrange, summarise and present data in such a way to make the data meaningful and to extract and use the data meaningfully (Keller & Warrack, 2000).

The profile of heads of departments at Technological Educational Institute of Larissa

On average heads of departments of Technological Educational Institute of Larissa were 52 years old, the majority (>90%) of them were male . 73% had 1-5 years experience in leadership ,20% had 6-10 years experience in leadership and the remaining 7% had more than 15 years experience in leadership.

In leadership literature Emotional Intelligence is viewed as a predictor of leadership emergence (Steven B. Wolff et al.,) as an indispensable condition for effective leadership (Prati et al's, 2003a) as a valuable predictor of performance (Van Rooy & Viswesvaran, 2004) as a useful predictor of leadership style and leader effectiveness (Coetzee& Schaap,2005;Harms & Crede,2010) as a prerequisite for leadership effectiveness (Barbuto and Burbach, 2006; Kerr et al., 2006) as a key determinant of effective leadership (Kerr et al., 2006) an underlying competency of effective leadership (Natalie M Pretorius, Theuns FJ Oosthuizen, 2009).

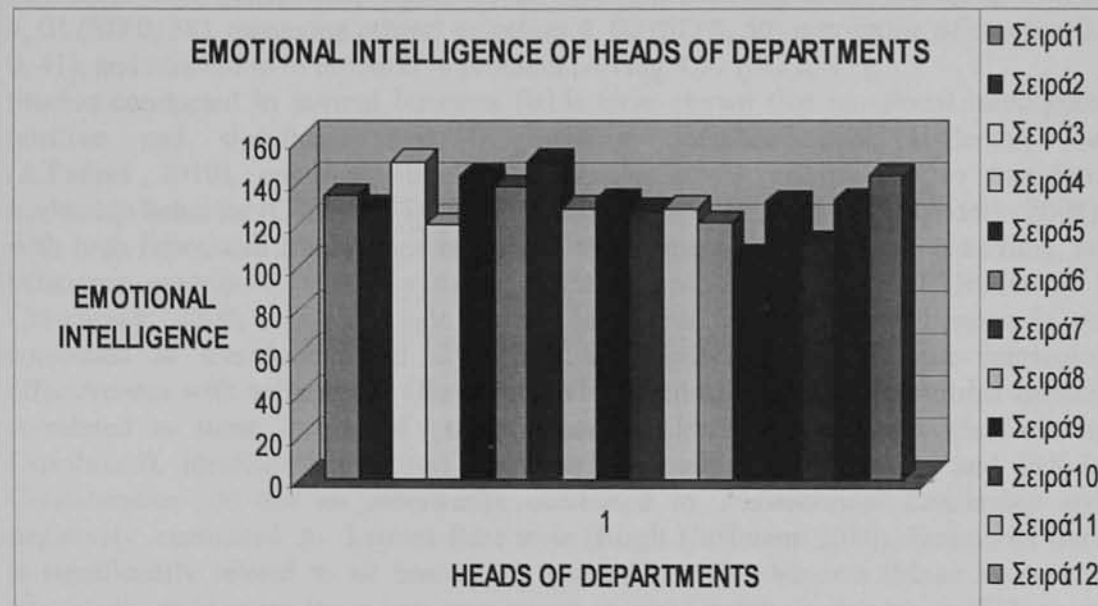


Table 13. Descriptive Statistics for the variable -emotional intelligence (Total Sample, N= 15)

Variable	Mean	STD. DEV	Minimum	maximum
total emotional intelligence	129,86	11,98	106	150
Perception of Emotion	3,81	0,41	1	5
Managing Own Emotions	4,01	0,58	1	5
Managing Others' Emotions	4,00	0,50	1	5
Utilization of Emotion in problem solving	3,77	0,47	1	5

Descriptives Statistics of head of departments on the Schutte Self Report Emotional Intelligence Test indicate that the average total score was 129,86 (SD 11,98). The minimum score was 106 and the maximum was 150. The higher scores of heads of departments are indicative of more characteristic emotional intelligence (Nicola S. Schutte et al., 2009)

Emotional intelligence components scores were in descending order, managing own emotions 4, 01 (SD 0, 58), managing others' emotions 4, 00 (SD 0, 50) perception of emotion 3,81 (SD 0, 41), and utilization of emotion in problem solving 3,77 (SD 0, 47),

Studies conducted in several business fields have shown that emotional intelligence plays positive and significant role in creating transformational leadership behaviors (A.Fatima ,2010), emotional intelligence has a strong relationship to transformational leadership behavior (Colleen J. Butler , Paul S. Chinowsky ,2006; MA Syndell - 2008) leaders with high Emotional Intelligence engage in transformational leadership behaviors, and these behaviors contribute positively to organization success (Colleen J. Butler & Paul S. Chinowsky ,2006; L.A. Downey, 2006), Managers' emotional intelligence is positively correlated to transformational style and to employees' performance increasing team effectiveness with subordinate (Panagiotis V. Polychroniou,2009), Emotional Intelligence is correlated to some factors of transformational leadership such as Idealised Influence (Attributed), Idealised Influence (Behaviour), Inspirational Motivation and Individualised Consideration ,do not no specifically correlated to Transactional Leadership styles and negatively correlated to Laissez-faire style (Birgit Hoffmann,2010), Emotional Intelligence is significantly related to all innovative leadership style elements (Elnaz Imanzadeh,2012) emotional intelligence is a key component in charismatic leadership as it is related to a leader's ability to inspire, and presumably motivate, followers via the emotional contagion

process (Ronald E. Riggio and Rebecca J. 2008). Emotional Intelligence correlates positively with one Transactional Leadership component, namely Contingent Rewards that appears to relate strongly to Effective Leadership behaviour (C Coetzee, P Schaap,2006) has a direct effect on leaders' collaborative Capabilities (Laura Guillén, 2011) and finally that Employee perceptions of supervisor effectiveness are strongly related to the EI of the supervisor (Kerr et al., 2006)

According to Jennifer M. George (2000) Emotional intelligence has the potential to contribute to effective leadership in multiple ways:

- Development of a collective sense of goals and objectives and how to go about achieving them
- Instilling in others knowledge and appreciation of the importance of work activities and behaviors
- Generating and maintaining excitement, enthusiasm, confidence, and optimism in an organization as well as cooperation and trust
- Encouraging flexibility in decision making and change
- Establishing and maintaining a meaningful identity for an organization

Descriptive Statistics for the dependent and independent variables –Multifactor Leadership Questionnaire-Form 5x

Means and standard deviations were generated for each of the variables, and Reliability coefficients were produced for the sample using Cronbach's alpha.

The MLQ (5x-short) questionnaire were scored using the MLQ (5x-short) Scoring Key. The MLQ contains 45 items and each item can be rated using a five-point Likert scale. The scale ranges from 0 – 4, where "0" represents "Not at all," "1" denotes "Once in a while," "2" signifies "Sometimes," "3" indicates "Fairly often," and "4" means "Frequently, if not always." The final scores were then used to categorize the perceived leadership style of heads of departments at TEI of Larissa as transformational, transactional, or laissez-faire, and the perceived job satisfaction, motivation toward extra effort, and perceived effectiveness. Mean of each scores are obtained by totaling all subcomponent scores, and dividing them by the number of subcomponents in order to obtain the summed leadership style mean score. The full range of leadership, as measured by the Multifactor Leadership Questionnaire (MLQ) implies that every leader displays a frequency of both the transactional and transformational factors, but each leader's profile involves more of one and less of the other. Those leaders who are more satisfying to their followers and who are more effective as leaders are more transformational and less transactional (Avolio & Bass, 1991)

Table 14 describes the mean, standard deviation and minimum and maximum scores for the sample of lectures when rating their Heads of Departments , using the MLQ (Form 5X). In our study we concluded and the norms for the MLQ (Form 5X) for Europe provided by Bass and Avolio (2004) as cited by Muhammad Amin (2012) p.106.

Table 14. Descriptive Statistics for the dependent and independent variables –Multifactor Leadership Questionnaire-Form 5x.

Variables	Mean	STD. DEV	Interpretation	MLQ Norms
Transformational¹	2,81	0,94	Fairly often	2.74
Attributed charisma	2,81	1,07	Fairly often	2.72
Idealized Influence (behavior)	2,86	0,80	Fairly often	2.69
Inspirational Motivation	2,88	0,94	Fairly often	2.83
Intellectual Stimulation	2,77	1.03	Fairly often	2.82
Individualized Consideration	2,75	0,87	Fairly often	2.66
Transactional leadership²	2,18	0,85	Sometimes	2.06
Transactional leadership³	2,63	0,88	Fairly often	2,55
Contingent Reward	2,81	0,95	Fairly often	2.77
Management-(active)	2,46	0,82	Fairly often	2.33
Management-(passive)	1,27	0,78	Once in a while	1.10
Laissez Faire	0,71	0,81	Not at all	0. 79
Motivation toward Extra effort	3,11	0.90	Fairly often	No norm provided
Perceived Effectiveness	3,03	0.97	Fairly often	No norm provided
Job Satisfaction	3.10	0.86	Fairly often	No norm provided

Interpretation Score: Not at all=0-.8; Once in a while=.81-1.6; sometimes=1.61-2.4; fairly often=2.41-3.2; frequently if not always=3.21-4

¹ summed Transformational Leadership Style score divided by number of components (5) (Michael A. Syndell,2008, p81)

² summed Transactional Leadership Style score divided by number of components (3) (Muhammad Amin (2012)

³ summed Transactional Leadership Style score divided by number of components (2) (Cristina Mora, Tudor Taclau,2012)

4.1.1. Research Question One

- What are the leadership styles (transformational, transactional and laissez-faire), as measured by the Multifactor Leadership Questionnaire (MLQ) Form 5X-Short, of heads of departments as perceived by the departmental lecturers?

As seen in the table 14 the results of the study showed that head of departments use a amalgamation of transformational and transactional leadership styles in the implementation of their duties and exhibit all the behavioural components of transformational and transactional leadership styles. Comparing the results of the present study with the established norms for the MLQ within the Europe, provided by Bass and Avolio (2004), the perceived mean values for all leadership styles and their dimensions are the same in a high degree to the MLQ established norms for Europe.

The descriptive statistics of this study indicated that the mean of transformational leadership was 2, 81 (SD 0, 94) and lecturers perceived that heads of departments exhibit transformational behaviour fairly often.

The results demonstrated that among the dimensions of transformational leadership, inspirational motivation received the highest mean score (M=2.88) and was rated as “fairly often” which is consistent with MLQ norm. Inspirational motivation received the highest mean score (M=2,88), Idealized influence behavior received the second highest mean score (M=2, 86), with a frequency of ‘fairly often’ which is consistent with MLQ norm. Attributed charisma behavior received the third highest mean score (M=2, 81) with a frequency of very often and is consistent with MLQ. Intellectual stimulation behavior received the fourth highest mean score (M=2, 77) with a frequency of very often is consistent with MLQ. Individualized consideration behavior received the minimum mean score (M=2, 75) with a frequency of very often that is consistent with MLQ.

4.1.2. Transactional leadership.

The descriptive statistics of this study indicated that the mean of transactional leadership was 2, 63 (SD 0, 85) and lecturers perceived that heads of departments exhibit transactional behaviour fairly often.

The research findings demonstrated that amongst the dimensions of transactional leadership, contingent reward received the highest mean score 2.81 (SD 0.95) and was perceived as fairly often exhibited by the heads of departments. Empirical evidence offers support for Bass’s view that to maximize their effectiveness, leaders should exhibit transformational and transactional behaviors (Avolio, Waldman, & Einstein, 1988; Waldman, Bass, & Yammarino, 1989). In other words, transformational leaders should be capable of engaging in transactional behavior. Hence, transformational leadership does not serve as a substitute for transactional leadership; rather, it builds upon and augments transactional leadership in achieving desired goals (Bass & Avolio, 1990). Transactional leadership style had mean 2, 18 (SD 0, 85) and Heads of departments are perceived by lecturers as exhibiting transactional leadership style sometimes.

Active management by Exception behavior received the second higher score 2, 46 –greater than the MLQ norms- (SD 0.82) was perceived as “fairly often” displayed by the heads of departments.

It is obvious from this study that departmental lecturers at Technological Educational Institution of Larissa perceived their Heads of departments as demonstrated a combination of transformational (M=2.81) and transactional (M=2.13) leadership styles in the execution of

their duties. It is also observable that the most demonstrated leadership style was transformational.

4.1.3. Scale Reliability

After scores on each of the measures had been calculated, and outliers had been examined, coefficient alpha was computed for each of the leadership scales.

Cronbach's α (alpha) coefficients were used to determine the internal consistency, homogeneity and unidimensionality of the measuring instrument (Clark & Watson, 1995)

Table 15. MLQ Reliability Scores (Follower Rating)

Attributed charisma	.83	.86
Idealized Influence (behavior)	.84	.87
Inspirational Motivation	.84	.91
Intellectual Stimulation	.85	.90
Individualized Consideration	.84	.90
Contingent Reward	.83	.87
Management By Exception- (Active)	.85	.74
Management By Exception - (Passive)	.89	.82
Laissez Faire Leadership style	.91	.83
Extra effort	.84	.91
Effectiveness	.83	.91
Satisfaction	.84	.94

Bass and Avolio (1997) found, in their research, that the reliability coefficients for the MLQ rater form yielded a range of 0.81 through 0.96. Comparing Bass and Avolio's (1997) (as shown at the last column -adapted from K.Webb, 2007) findings, the results in table 14 seem to confirm their research. The lowest reliability ($\alpha=.837$) was associated with the effectiveness and the highest reliability ($\alpha=.912$) was associated with the Laissez Faire leadership style.

4.2. Regression Models

Following the descriptive statistical analyses on the respective instruments, the data was further analyzed to answer the study's research questions and their associated hypotheses. Several linear regressions were run. Correlations between leadership type subscales and dependent variables were calculated. The present study -consisted to K.Webb's (2007) methodology- employed all nine factors into a combined regression model and then identified the significant subscales before collecting them into a combined four-factor model. This method approved the interaction effects between all nine subscales before generating a combined model.

4.2.1. Research Question Two

is there any relationship between leadership styles (transformational, transactional and laissez-faire) of heads of departments of Technological Educational Institute of Larissa to departmental lecturers' job satisfaction?

4.2.1.1. Correlations

Table 16 shows the correlations of leadership styles to leadership outcome and indicates that transformational and transactional leadership style were strongly correlated and Laissez Faire leadership style was negative correlated to leadership outcomes

Table 16. Correlations

	TFLS1	TSL2	LFS	JS	MTEE	PE
Pearson Correlation	1	,781**	-,454**	,806**	,794**	,806**
TLS1 Sig. (2-tailed)		,000	,000	,000	,000	,000
N	100	100	100	100	100	100
Pearson Correlation	,781**	1	-,460**	,705**	,721**	,673**
TLS2 Sig. (2-tailed)	,000		,000	,000	,000	,000
N	100	100	100	100	100	100
Pearson Correlation	-,454**	-,460**	1	-,594**	-,503**	-,503**
PALS Sig. (2-tailed)	,000	,000		,000	,000	,000
N	100	100	100	100	100	100
Pearson Correlation	,806**	,705**	-,594**	1	,764**	,706**
JS Sig. (2-tailed)	,000	,000	,000		,000	,000
N	100	100	100	100	100	100
Pearson Correlation	,794**	,721**	-,503**	,764**	1	,805**
MTEE Sig. (2-tailed)	,000	,000	,000	,000		,000
N	100	100	100	100	100	100
Pearson Correlation	,806**	,673**	-,503**	,706**	,805**	1
PE Sig. (2-tailed)	,000	,000	,000	,000	,000	
N	100	100	100	100	100	100

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

		AC	IM	II	I	IS	CR	MBA	MBP	LFL	JS	MTEE	PE
AC	Pearson Correlation	1	,651**	,634**	,739**	,409**	,694**	,493**	-,119	-,414**	,674**	,700**	,766**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,239	,000	,000	,000	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100
IM	Pearson Correlation	,651**	1	,698**	,641**	,548**	,685**	,481**	-,330**	-,545**	,746**	,728**	,771**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,001	,000	,000	,000	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100
II	Pearson Correlation	,634**	,698**	1	,778**	,557**	,658**	,541**	-,187	-,445**	,633**	,617**	,602**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,062	,000	,000	,000	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100
I	Pearson Correlation	,739**	,641**	,778**	1	,476**	,712**	,488**	-,196	-,526**	,715**	,635**	,653**
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,051	,000	,000	,000	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100
IS	Pearson Correlation	,409**	,548**	,557**	,476**	1	,573**	,431**	-,204**	-,365**	,571**	,594**	,530**
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,042	,000	,000	,000	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100
CR	Pearson Correlation	,694**	,685**	,658**	,712**	,573**	1	,609**	-,309**	-,564**	,752**	,721**	,696**
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,002	,000	,000	,000	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100
MBA	Pearson Correlation	,493**	,481**	,541**	,488**	,431**	,609**	1	-,193	-,368**	,496**	,562**	,497**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000		,054	,000	,000	,000	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100
MBP	Pearson Correlation	-,119	-,330**	-,187	-,196	-,204**	-,309**	-,193	1	,570**	-,411**	-,383**	-,305**
	Sig. (2-tailed)	,239	,001	,062	,051	,042	,002	,054		,000	,000	,000	,002
	N	100	100	100	100	100	100	100	100	100	100	100	100
LFL	Pearson Correlation	-,414**	-,545**	-,445**	-,526**	-,365**	-,564**	-,368**	,570**	1	-,638**	-,507**	-,581**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000		,000	,000	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100
JS	Pearson Correlation	,674**	,746**	,633**	,715**	,571**	,752**	,496**	-,411**	-,638**	1	,764**	,706**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000		,000	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100
MTEE	Pearson Correlation	,700**	,728**	,617**	,635**	,594**	,721**	,562**	-,383**	-,507**	,764**	1	,805**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000		,000
	N	100	100	100	100	100	100	100	100	100	100	100	100
PE	Pearson Correlation	,766**	,771**	,602**	,653**	,530**	,696**	,497**	-,305**	-,581**	,706**	,805**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,002	,000	,000	,000	
	N	100	100	100	100	100	100	100	100	100	100	100	100

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

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

Data demonstrate that there was a strong correlation between Transformational Leadership style to job satisfaction (Pearson's $r=0.806$, $p > .01$). All five components of Transformational Leadership style, attributed charisma (Pearson's $r=0.674$, $p > .01$), Inspirational motivation (Pearson's $r=0.746$, $p > .01$), Idealized influence (Pearson's $r=0.633$, $p > .01$), Individualized consideration (Pearson's $r=0.715$, $p > .01$), Intellectual stimulation (Pearson's $r=0.571$, $p > .01$) were strongly positive related to job satisfaction.

Table 18 Regression Analysis of heads of departments Transformational leadership style variables on departmental lecturers Job Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,827 ^a	,684	,668	,51912	40,788	,000 ^b

a. Dependent Variable: JS

b. Predictors: (Constant), IC, IS, IM, AC, II

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	,596	,202		2,956	,004
AC	,131	,077	,156	1,704	,092
II	-,138	,117	-,123	-1,181	,240
IM	,385	,086	,404	4,479	,000
IS	,166	,063	,190	2,619	,010
IC	,353	,110	,345	3,227	,002

a. Dependent Variable: JS

The data demonstrate that the linear combination of transformational leadership variables have strong positive effect on the departmental lectures' job satisfaction and account for a noteworthy percent (66%) of the variance in job satisfaction (Adjusted R Square = 0,668). The F test statistics for the adjusted R square is 40.78 and the associated p -value is 0.000. Of the five independent variables, inspirational motivation (has the stronger positive effect on job satisfaction) ($\beta = 0.40$, $t = 4, 47$ and $p < .01$), Individualized consideration ($\beta = 0.34$, $t = 3, 22$ and $p < .01$) and Intellectual Stimulation ($\beta = 0.19$, $t = 2, 61$ and $p = .01$), were identified as statistical significant predictors of departmental lecturers' Job Satisfaction at the 99 % confidence level.

Transactional leadership style was strongly correlated to Job Satisfaction (Pearson's $r=0,673$, $p > .01$). All components of Transactional leadership style, Contingent Reward and Management by exception- active were positively correlated to job satisfaction. Contingent Reward was strongly correlated to job satisfaction (Pearson's $r=0,752$, $p > .01$) and Management by exception active was moderately (Pearson's $r=0,496$, $p > .01$) related to job satisfaction.

Table 19.Regression Analysis of heads of departments Transactional leadership style variables on departmental lecturers Job Satisfaction

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,753 ^a	,567	,558	,59849	63.576	,000 ^b

a. Dependent Variable: JS

b. Predictors: (Constant), MBA, CR

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,043	,208		5,018	,000
	CR	,678	,080	,714	8,482	,000
	MBA	,067	,092	,061	,727	,469

The data demonstrate that the linear combination of transactional leadership variables on job satisfaction account for a noteworthy percent (55%) of the variance in job satisfaction (Adjusted R Square = 0,558). The F test statistics for the adjusted R square is 63.57 and the associated p-value is 0.000. Of the two independent variables, Contingent Reward (has the stronger positive effect on job satisfaction) ($\beta = 0.71$, $t = 8.48$ and $p < .01$) and was identified as statistical significant predictor of departmental lecturers' Job Satisfaction at the 99 % confidence level.

Passive/Avoidance leadership style had strongly negative (Pearson's $r = -0.594$, $p > .01$) relationship to job satisfaction and Management by exception passive was moderately negative (Pearson's $r = -0.411$, $p > .01$) related to job satisfaction.

Table 20.Regression Analysis of heads of departments Laissez Faire leadership style on departmental lecturers Job Satisfaction

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,641 ^a	,411	,398	,69846	33,791	,000 ^b

a. Dependent Variable: JS

b. Predictors: (Constant), LFL,MBP

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3,686	,134		27,608	,000
1 MBP	-,080	,109	-,070	-,737	,463
LFL	-,663	,105	-,598	-6,308	,000

The data demonstrate that the linear combination of Laissez Faire leadership variables on job satisfaction account for a noteworthy percent (39%) of the variance in job satisfaction (Adjusted R Square = 0.398). The *F* test statistics for the adjusted R square is 33.79 and the associated *p*-value is 0.000. Laissez Faire leadership style has a strong negative relation to job satisfaction ($\beta = -.598$, $t = -6.30$ and $p < .01$) and is identified as statistical significant predictor of departmental lecturers' Job Satisfaction at the 99 % confidence level.

Table 21.Regression analysis of heads of departments leadership style (Transformational, Transactional, Laissez Faire) on departmental lecturers Job Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,863 ^a	,744	,719	,47761	29,108	,000 ^b

a. Predictors: (Constant)LFL, IS, MBA, MBP, AC, II, IM, CR, IC

b. Dependent Variable: JS

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,208	,269		4,489	,000
AC	,125	,075	,148	1,654	,102
IM	,244	,085	,257	2,882	,005
II	-,104	,110	-,092	-,945	,347
1 IC	,226	,107	,220	2,112	,037
IS	,120	,061	,137	1,969	,052
CR	,174	,093	,184	1,882	,063
MBA	-,004	,076	-,004	-,056	,955
MBP	-,134	,077	-,117	-1,748	,084
LFL	-,159	,087	-,143	-1,826	,071

The data demonstrate that the linear combination of transformational, transactional Passive/Avoidance leadership components account for a noteworthy percent (71%) of the variance in job satisfaction (Adjusted R Square = 0,719). The *F* test statistics for the adjusted R square is 29,108 and the associated *p*-value is 0.000. Of the nine independent variables, inspirational motivation (has the stronger positive effect on job satisfaction) ($\beta = 0.257$, $t = 2,88$ and $p < .01$), Individualized consideration ($\beta = 0.220$, $t = 2,11$ and $p > .01$) and Intellectual Stimulation ($\beta = 0.137$, $t = 1.96$ and $p > .01$), and Contingent reward ($\beta = 0.184$, $t = 1.88$ and $p > .01$) were identified as statistical significant predictors of departmental lecturers' Job Satisfaction at the 99 % confidence level.

Table 22.Regression analysis of heads of departments leadership style (transformational, transactional, Laissez Faire) on departmental lecturers Job Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,837 ^a	,701	,688	,50270	55,678	,000 ^b

a. Dependent Variable: JS

b. Predictors: (Constant), CR, IS, IM, IC

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,482	,186		2,588	,011
	IM	,316	,079	,332	3,996	,000
	IC	,253	,086	,247	2,945	,004
	IS	,094	,062	,107	1,514	,133
	CR	,272	,087	,287	3,131	,002

The data demonstrate that the linear combination of Inspirational Motivation, Individualized consideration, Intellectual Stimulation and Contingent Reward leadership behavior account for a noteworthy percent (68%) of the variance in job satisfaction (Adjusted R Square = 0,688). The *F* test statistics for the adjusted R square is 55,67 and the associated *p*-value is 0.000. Inspirational motivation (has the stronger positive effect on job satisfaction) ($\beta = 0.332$, $t = 3,99$ and $p < .01$), Individualized consideration ($\beta = 0.247$, $t = 2,94$ and $p < .01$) and Contingent reward ($\beta = 0.287$, $t = 3,13$ and $p < .01$) were identified as statistical significant predictors of departmental lecturers' Job Satisfaction at the 99 % confidence level.

4.2.2. Research question three

Is there any relationship between leadership styles (transformational, transactional and laissez-faire) of heads of departments of Technological Educational Institute of Larissa to departmental lecturers' motivation toward extra effort?

There was a strong positive correlation of transformational leadership style to departmental lecturers' motivation toward extra effort (Pearson's $r = 0.794$, $p > .01$). All five components of transformational leadership style were positive and significantly correlated to motivation toward extra effort. Attributed charisma (Pearson's $r = 0.700$, $p > .01$) Inspirational motivation (Pearson's $r = 0.728$, $p > .01$), Idealized influence ($r = 0.617$, $p > .01$), Individualized consideration (Pearson's $r = 0.635$, $p > .01$) and Intellectual stimulation (Pearson's $r = 0.594$, $p > .01$) were strongly related to motivation toward extra effort.

Table 23. Regression Analysis of heads of departments Transformational leadership style variables on departmental lecturers' motivation toward extra effort

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
,815 ^a	,664	,646	,57515	37,105	,000 ^b

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	,405	,223		1,812	,073
AC	,311	,085	,344	3,640	,000
IM	,356	,095	,349	3,747	,000
II	-,043	,129	-,036	-,334	,739
IC	,072	,121	,065	,593	,555
IS	,236	,070	,251	3,354	,001

a. Dependent Variable: MTEE

b. Predictors: (Constant), IS, AC, II, IM, IC

The data demonstrate that the linear combination of transformational leadership style variables account for a noteworthy percent (64%) of the variance departmental lectures' motivation toward extra effort (Adjusted R Square = 0,646). The F test statistics for the adjusted R square is 37.10 and the associated p -value is 0.000. Of the five independent variables, attributed charisma (has the stronger positive effect on motivation toward extra effort) ($\beta = .344$, $t = 3.64$ and $p < .01$), inspirational motivation (has a positive effect on motivation toward extra effort) ($\beta = 3.49$, $t = 3.74$ and $p < .01$), Intellectual Stimulation has a positive insignificant effect to departmental lecturers' motivation toward extra effort ($\beta = .251$, $t = 3.35$ and $p = .001$). and were identified as statistical significant predictors of departmental lecturers' motivation toward extra effort at the 99 % confidence level.

There was a strong positive correlation of transactional leadership style to departmental lecturers' motivation toward extra effort (Pearson's $r = 0.721$, $p > .01$). All components of transactional leadership Contingent Reward and Management by exception active were positive correlated to motivation toward extra effort. Contingent Reward (Pearson's $r = 0.721$, $p > .01$) Management by exception active (Pearson's $r = 0.562$, $p > .01$) were strongly positively correlated to motivation toward extra effort

Table 24. Regression Analysis of heads of departments Transactional leadership style variables on departmental lecturers' motivation toward extra effort.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,737 ^a	,544	,534	,65948	57,802	,000 ^b

a. Predictors: (Constant), MBA, CR

b. Dependent Variable: MTEE

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,747	,229		3,261	,002
	CR	,613	,088	,602	6,966	,000
	MBA	,228	,101	,195	2,253	,027

The data demonstrate that the linear combination of transactional leadership variables account for a noteworthy percent (53%) of the variance in motivation toward extra effort (Adjusted R Square = .534). The F test statistics for the adjusted R square is 57.80 and the related p -value is 0.000. Of the two independent variables, Contingent Reward (has the stronger positive effect on motivation toward extra) ($\beta = .602$, $t = 6.96$ and $p < .01$) and was identified as statistical significant predictor of departmental lecturers' motivation toward extra effort at the 99 % confidence level. Management by exception active has a statistical insignificant positive effect on motivation toward extra ($\beta = .195$, $t = 2.25$, and $p = .027$)

Laissez Faire leadership style had strongly negative (a Pearson's $r = -0.503$, $p > .01$) relationship to motivation toward extra effort. Management by exception passive (Pearson's $r = -0.570$, $p > .01$) was strongly negatively related to motivation toward extra effort

Table 25. Regression Analysis of heads of departments Passive/Avoidance leadership style on departmental lecturers' motivation toward extra effort

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
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1	,519 ^a	,270	,255	,83426	17,927	,000 ^b
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a. Predictors: (Constant), MBP, LFL

b. Dependent Variable: MTEE

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3,612	,159		22,648	,000
1 MBP	-,172	,130	-,140	-1,322	,189
LFL	-,508	,126	-,427	-4,045	,000

a. Dependent Variable: MTEE

The data demonstrate that the linear combination of Passive/Avoidance leadership variables account for a notable percent (25%) of the variance perception of motivation toward extra effort (Adjusted R Square = .255). The *F* test statistics for the adjusted R square is 17.92 and the related *p*-value is 0.000. Laissez Faire leadership style has a negative relation to motivation toward extra effort ($\beta = -.427$, $t = -4.04$ and $p < .01$) and is identified as statistical significant predictor of departmental lecturers' motivation toward extra effort at the 99 % confidence level .Management by exception passive (has a negative effect on motivation toward extra) ($\beta = -.140$, $t = -1.322$ and $p = .189$).

Table 26.Regression analysis of heads of departments leadership style (transformational, transactional, Laissez Faire) on departmental lecturers motivation toward extra effort

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,846 ^a	,715	,686	,54120	25,077	,000 ^b

a. Dependent Variable: MTEE

b. Predictors: (Constant), LFL, IS, MBA, MBP, AC, II, IM, CR, IC

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	,632	,305		2,072	,041
1 AC	,293	,085	,325	3,438	,001
IM	,256	,096	,251	2,662	,009
II	-,063	,124	-,052	-,506	,614
IC	,025	,121	,023	,208	,836

IS	,187	,069	,199	2,714	,008
CR	,126	,105	,124	1,203	,232
MBA	,138	,086	,118	1,598	,113
MBP	-,239	,087	-,193	-2,738	,007
LFL	,059	,099	,049	,594	,554

The data demonstrate that the linear combination of all nine leadership variables account for a noteworthy percent (68) of the variance in motivation toward extra effort (Adjusted R Square = .686). The *F* test statistics for the adjusted R square is 25,077 and the related *p*-value is 0.000. Of the nine independent variables, Attributed charisma (has the stronger positive effect on motivation toward extra) ($\beta = .325$, $t = 3.43$ and $p = .01$) Inspirational motivation has a strong positive effect on motivation toward extra ($\beta = .251$, $t = 2.66$, and $p = .009$), Intellectual Stimulation has a strong positive effect on motivation toward extra ($\beta = .199$, $t = 2.71$, and $p = .008$) and Management by exception passive (has a negative effect on motivation toward extra) ($\beta = -.193$, $t = -2.738$ and $p = .007$) were identified as statistical significant predictors of departmental lecturers' motivation toward extra effort at the 99 % confidence level.

Table 27.Regression analysis of heads of departments leadership style (transformational, transactional, Laissez Faire) on departmental lecturers' motivation toward extra effort

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,835 ^a	,697	,684	,54350	54,508	,000 ^b

Predictors: (Constant), MBP, AC, IS, IM

.Dependent Variable: MTEE

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,901	,243		3,707	,000
	AC	,364	,068	,403	5,348	,000
	IM	,273	,087	,267	3,133	,002
	IS	,228	,064	,243	3,578	,001
	MBP	-,243	,075	-,197	-3,265	,002

The data demonstrate that the linear combination of four leadership variables account for a noteworthy percent (68%) of the variance in motivation toward extra effort (Adjusted R Square = .684). The *F* test statistics for the adjusted R square is 54,508 and the related *p*-value is 0.000. the four independent variables, Attributed charisma (has the stronger positive effect on motivation toward extra) ($\beta = .403$, $t = 5,34$ and $p = 000$) Inspirational motivation has a strong positive effect on motivation toward extra ($\beta = .267$, $t = 3,13$, and $p = .002$), Intellectual Stimulation has a strong positive effect on motivation toward extra ($\beta = .243$, $t = 3,57$, and $p = .001$) and Management by exception passive (has a negative effect on motivation toward extra) ($\beta = -.197$, $t = -3,26$ and $p = .002$) were identified as statistical significant predictors of departmental lecturers' motivation toward extra effort at the 99 % confidence level.

4.2.3. Research question four

Is there any relationship between leadership styles (transformational, transactional and laissez-faire) of heads of departments of Technological Educational Institute of Larissa to departmental lecturers perceived leadership effectiveness?

Transformational leadership style (Pearson's $r = 0.806$, $p > .01$) was strongly related to perception of effectiveness. All five components of transformational leadership were positive and significantly correlated to effectiveness, Attributed charisma (Pearson's $r = 0.766$, $p > .01$) Inspirational motivation (Pearson's $r = 0.771$ $p > .01$), Idealized influence (Pearson's $r = 0.603$, $p > .01$) Individualized consideration (Pearson's $r = 0.653$, $p > .01$), Intellectual stimulation (Pearson's $r = 0.530$, $p > .01$).

Table 28. Regression Analysis of heads of departments Transformational leadership style variables on departmental lecturers' perception of leadership effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.854 ^a	.730	.715	.46071	50,722	.000 ^b

a. Dependent Variable: PE

b. Predictors: (Constant), IS, AC, II, IM, IC

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.798	.179		4,462	.000
	AC	.361	.068	.448	5,279	.000
	IM	.406	.076	.446	5,334	.000

II	-,129	,103	-,120	-1,248	,215
IC	,063	,097	,064	,644	,521
IS	,116	,056	,139	2,071	,041

The data demonstrate that the linear combination of transformational leadership variables have strong positive effect on the departmental lecturers' perception of leadership effectiveness and account for a noteworthy percent (71%) of the variance in perception of leadership effectiveness (Adjusted R Square = .715). The *F* test statistics for the adjusted R square is 50.72 and the associated *p*-value is 0.000. Of the five independent variables, Attributed charisma (has the stronger positive effect on job satisfaction) ($\beta = 0.44$, $t = 5.27$ and $p < .01$), Inspirational motivation ($\beta = .44$, $t = 5.33$ and $p < .01$) were identified as statistical significant predictors of departmental lecturers' perception of leadership effectiveness at the 99 % confidence level. Intellectual Stimulation has a non significant statistical correlation ($\beta = .139$, $t = 2.07$ and $p > .01$).

Transactional leadership style was strongly positive related to perception of effectiveness (Pearson's $r = 0.673$, $p > .01$).all components of transactional leadership, Contingent Reward and Management by exception active, were positively correlated to perception of effectiveness. Contingent Reward was strongly (Pearson's $r = 0.696$, $p > .01$) correlated to perception of effectiveness while Management by exception active was moderately (Pearson's $r = 0.497$, $p > .01$) related to perception of effectiveness.

Table 29.Regression Analysis of heads of departments Transactional leadership style variables on departmental lecturers' perception of effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,702 ^a	,493	,483	,62072	47,247	,000 ^b

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1,211	,216		5,617	,000
1	CR	,569	,083	,626	6,868	,000
	MBA	,122	,095	,116	1,273	,206

a. Dependent Variable: PE

b. Predictors: (Constant), MBA, CR

The data demonstrate that the linear combination of transactional leadership variables account for a percent (48%) of the variance in perception of effectiveness (Adjusted R Square = 0,48). The *F* test statistics for the adjusted R square is 47.24 and the associated *p*-value is 0.000. Of the two independent variables, Of the two independent variables, Contingent Reward (has the stronger positive effect on perception of effectiveness) ($\beta = .626$, $t = 6.86$ and $p < .01$) and was identified as statistical significant

predictor of departmental lecturers' perception of leadership effectiveness at the 99 % confidence level. Management by exception -Active has a non significant statistical correlation ($\beta = .116, t=1.27$ and $p > .01$).

Laissez Faire leadership style had strongly negative relationship to effectiveness and had a Pearson's $r = -0.503$ $p > .01$ to perception of effectiveness. Management by exception passive was moderately negative (Pearson's $r = 0.305, p > .01$) related to perception of effectiveness

Table 30.Regression Analysis of heads of departments Laissez Faire leadership style on departmental lecturers perception of leadership effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,582 ^a	,339	,325	,70908	24,872	,000 ^b

a. Dependent Variable: PE

b. Predictors: (Constant), LFL, , MBP

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,511	,136		25,901	,000
	MBP	,044	,111	,040	,395	,694
	LFL	-,642	,107	-,604	-6,011	,000

The data demonstrate that the linear combination of Laissez Faire leadership variables account for a notable percent (32%) of the variance perception of leadership effectiveness (Adjusted R Square = .325). The F test statistics for the adjusted R square is 24.87 and the related p -value is 0.000. Passive/Avoidance leadership style has a negative relation to perception of leadership effectiveness ($\beta = -.604, t = -6.01$ and $p < .01$) and is identified as statistical significant predictor of departmental lecturers' perception of leadership effectiveness at the 99 % confidence level.

Table 31.Regression analysis of heads of departments leadership style (transformational, transactional, Laissez Faire) on departmental lecturers perception of leadership effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,868 ^a	,754	,729	,44905	30,655	,000 ^b

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,235	,253		4,884	,000
AC	,367	,071	,455	5,180	,000
IM	,330	,080	,362	4,146	,000
II	-,113	,103	-,105	-1,097	,276
IC	-,015	,100	-,015	-,147	,883
IS	,099	,057	,118	1,734	,086
CR	,021	,087	,023	,236	,814
MBA	,033	,072	,031	,457	,649
MBP	-,020	,072	-,018	-,278	,782
LFL	-,183	,082	-,172	-2,236	,028

The data demonstrate that the linear combination of all nine leadership variables account for a noteworthy percent (72%) of the variance in perception of effectiveness (Adjusted R Square = .729). The *F* test statistics for the adjusted R square is 30,655 and the related *p*-value is 0.000. Of the nine independent variables, Attributed charisma (has the stronger positive effect on perception of effectiveness) ($\beta = .455$, $t = 5,18$ and $p = .000$) Inspirational Motivation has a strong positive effect on perception of effectiveness ($\beta = .362$, $t = 4,14$, and $p = .000$) and Laissez faire leadership style has a strong negative effect on perception of effectiveness ($\beta = -.172$, $t = -2,23$, and $p = .028$)

Table 32. Regression analysis of heads of departments leadership style (transformational, transactional, Laissez Faire) on departmental lecturers perception of leadership effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,865 ^a	,748	,738	,44215	70,603	,000 ^b

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1,154	,212		5,447	,000
1	AC	,347	,055	,430	6,300	,000
	IM	,304	,072	,334	4,224	,000
	IS	,088	,052	,105	1,687	,095
	LFL	-,195	,066	-,183	-2,958	,004

a. Dependent Variable: PE

The data demonstrate that the linear combination of four variables Attributed Charisma, Inspirational Motivation, Contingent Reward and Laissez-faire leadership account for a noteworthy percent (73%) of the variance in perception of leadership effectiveness (Adjusted R Square = .731). The *F* test statistics for the adjusted R square is 70,603 and the related *p*-value is 0.000. The two independent variables, Attributed charisma ($\beta = .430$, $t = 6,30$ and $p = .000$) Inspirational motivation ($\beta = .334$, $t = 4,22$ and $p = .000$) were identified as statistical significant predictors of departmental lecturers' perception of effectiveness at the 99 % confidence level. Laissez faire leadership style was identified as significant negative predictor of departmental lecturers' perception of effectiveness at the 99 % confidence level.

Chapter 5

5.1 Summary of findings

5.2 Leadership Styles

This study found that that departmental lecturers at Technological Educational Institution of Larissa perceived their Heads of departments as demonstrated, a combination of transformational ($M=2.81$) and transactional ($M=2.18$) leadership styles in the execution of their duties. It is also observable that the most demonstrated leadership style was transformational. Bass and Sleidlmeier (1998) found in their studies that it is possible for a person to exhibit characteristics that include both transformational and transactional leadership styles. Bass (1985) argued that transformational and transactional leadership are separate concepts, and further argued that the best leaders are both transformational and transactional. The best leadership is that which both, transformational and transactional is. Although transformational and transactional leadership are at different points on the leadership continuum, the two can be complimentary (Bass & Avolio, 2004) and Transformational leadership augments the effectiveness of transactional leadership (Bass & Yammarino, 1990). The transactional components deal with the basic needs of the organization, while the transformational practices encourage commitment and foster change (Stewart, 2006). Dulewicz and Higgs (2005) suggested that effective leadership to some extent includes the ability of a leader to select the most appropriate style based on the relevant situations and Chen & Silverthorne, (2005) recommended that leaders, in order to boost the productivity level of their organization, do not rely on one single leadership style.

this study indicated that lecturers perceived that heads of departments exhibit transformational behaviour fairly often being able to inspire them to raise their criteria for success, (Bass, 1985). These leaders, due to their extraordinary ability, persistence and willpower, are appreciated, recognised and believed to be trustworthy (Avolio et al., 1995) and being role models motivate followers to perform extra-role behaviors (Bass, 1985). According to Bass (1985), three basic leadership processes are required for followers to reach outcomes that exceed expectations:

- increase followers awareness about the importance of the goals and means to achieve them;
- align and unify followers' self interest with that of the organization as a whole; and
- stimulate followers' higher order needs.

They provide importance to subordinates' requests rather than their own, are ethical and moral, are risk-takers (Bass and Avolio, 1994) are correct decisiontakers, and those who communicate the vision and mission properly (Northouse, 2010) are not afraid of confronting challenges, and they are ready to sacrifice themselves for their organizations "survival" (Parameshwar, 2006). they possess good visioning, rhetorical, and impression management skills and use them to develop strong emotional bonds with followers (Hughes et al. 2008) seek to develop leadership in followers, typically engender higher levels of commitment focusing themselves and followers on objectives

that transcend the more immediate needs of the work group (Avolio,1999).According to Bass's conceptualisation (1985) Head of departments as 'transformational leaders' may:

- expand a follower's portfolio of needs
- transform a follower's self-interest
- increase the confidence of followers
- elevate followers' expectations
- heighten the value of the leader's intended outcomes for the follower
- encourage behavioural change
- motivate others to higher levels of personal achievement (Maslow's 'self-actualisation')

Our findings are somewhat different to Christina Boateng's (2012) research findings, which examining the Leadership Styles and Effectiveness of Principals of Vocational Technical Institutions in Ghana found that Principals used a combination of transformational and transactional leadership styles in the execution of their duties but they were perceived to be more transactional than transformational in most cases .Our findings are somewhat different to findings of research conducted by Amir Sadeghi & Zaidatol Akmaliah Lope Pihie (2012) are also different to findings of research conducted by Zaidatol Akmaliah Lope Pihie et al (2011) which aiming to determine head of departments' leadership style and its correlation with lecturers' job satisfaction found that based on lecturers' perception head of departments applied a combination of three distinct leadership styles in terms of transformational leadership (fairly often), transactional leadership (sometimes), and laissez-faire (once in a while). In addition are different to results of Khoury & As-Sadeq's (2005) study which found that transactional leadership style was the most frequently used leadership style while transformational leadership was exhibited less frequently and laissez-faire was noted as the least commonly occurring leadership style and more frequently among the leaders with low educational background, low previous managerial experience, and employee leaders.

Our findings are consistent to findings of meta-analytical studies conducted by Lowe, Kroeck, Sivasubramaniam, (1996) and by Dum Dum, Lowe, Avolio (2002) that have found that transformational leadership behavior is at least as common and effective in public organizations as it is in private ones. One possible explanation is that public organizations are generally seen by theorists as more bureaucratic than they actually are Mora Cristina, Ticlau Tudor (2012). Current studies recommend that, on average, government organizations exhibit only moderate levels of bureaucratic control mechanisms such as centralization, formalization, and routinization (Wright and Pandey, 2009)

Further, data indicate that heads of departments demonstrate the transformational leadership behaviors of Attributed Charisma, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration with a high degree of frequency, according to ratings of departmental lecturers.

Utilizing inspirational motivation behavior, Heads of Departments articulate an appealing vision of the future, challenge their followers with high standards and inspire them by preparing challenges and meaning for followers' work (Avolio et al, 2004). It means that heads of departments encourage lecturers, support them to get done their tasks, and visualize the future of departments by communicating optimism with regard to goal attainment. They articulate challenging goals, talk confidently about accomplishing future goals, motivate followers to reach the best possible level of performance (Antonakis et al., 2003) remain optimistic during times of crisis, set an

example of being hard workers and of searching for the means to reduce barriers and improve the work environment (Avolio et al, 1991)

Idealized influence behavior refers to charismatic actions by the leader that are based on values, beliefs, or ideals (Bass & Avolio, 1997). This revealed that the heads of departments exhibit conviction, give emphasis to trust, take stands on difficult and complicated issues and present their most imperative values (BM Bass, 1997). are leaders who focus on attractive and worthwhile visions and the ethical aspects of their activities as values are very important for them (Zaidatol Akmaliah et al, 2011) are leaders who build confidence and trust and by being "admired, respected, and trusted" provide a role model that followers seek to emulate (Bono & Judge, 2004) generate pride, loyalty, and alignment around a shared purpose (BM Bass, 1997) in lecturers that reduce the resistance to change.

Utilising Attributed charisma behavior head of departments are perceived by lecturers as leaders who engage in such behaviours as self-expression and ensuring behavioural consistency in order to motivate followers to identify with the organization's mission (Bass, 1990) display a sense of confidence make personal sacrifices for others' benefit and go beyond their self-interests for the good of the group, reassure them that obstacles will be overcome and that the goals will be achieved (Bass, 1985). Such behaviours rely heavily on the verbal and nonverbal communication skills of the leaders (Shamir, Zacay, Breinin, & Popper, 1998).

Utilizing Idelectual stimulation behavior Heads of Departments as leaders question old assumptions, the status quo, traditions and beliefs, stimulate in others new perspectives and ways for doing things and encourage the expression of ideas and reasons (BM Bass, 1997) Intellectual stimulation characterize leaders who values the intellectual ability of followers, support innovation, increase creativity and create readiness for change (Bass and Avolio, 1995).

Utilizing Individualized consideration behavior head of departments as leaders deal with others as individuals, consider their individual needs, abilities and aspirations, listen attentively, further their development advise teach and coach (BM Bass, 1997) help fulfill the needs of followers and focus more attention on followers personal growth and recognition.

Our findings are consistent with findings of research conducted by Zaidatol Akmaliah et al., (2011) which attempted to determine heads of academic departments' leadership styles and its relationship with leadership effectiveness at Malaysian Research Universities (RUs). Are also consistent with findings of research conducted by Amir Sadeghi, Zaidatol Akmaliah Lope Pihie(2012) which attempted to investigate the relationship between heads of departments' leadership styles and lecturers' job satisfaction at Malaysian Research Universities (RUs) found that among the transformational constructs Inspirational Motivation received the highest mean 2.73 (SD .84) Idealized Influence (behavior) the second higher score 2.61 (SD.8) Idealized Influence (attribute) received the third higher score 2.55 (SD .82) Intellectual Stimulation received the fourth higher score 2.37 (SD .76) and finally Individualized Consideration received the lower score 2.33 (SD .79)

Transactional leadership.

Empirical evidence offers support for Bass's view that to maximize their effectiveness, leaders should exhibit transformational and transactional behaviors (Avolio, Waldman, & Einstein, 1988; Waldman, Bass, & Yammarino, 1989). In other words, transformational leaders should be capable of engaging in transactional behavior. Hence, transformational leadership does not serve as a substitute for transactional leadership; rather, it builds upon and augments transactional leadership in achieving

desired goals (Bass & Avolio, 1990). Heads of departments are perceived by departmental lecturers as exhibiting transactional leadership style fairly often. The model of transactional leadership implies a development of social exchange where leaders and followers influence each other develop a deal in which the followers accept obedience, provide support and respect to the executives as a counterpart for their creative dispense of coordination. In this “give and take”, the executive gains the power to impose, if necessary, unpopular decisions, on the strength of his/her performance (Felfe, 2002)

The research findings demonstrated that heads of departments demonstrate the transactional leadership behaviors of contingent reward and management by exception –active with a high of frequency. Departmental leaders utilizing Contingent reward behavior clarify expectations and present recognition when goals are accomplished (Bass et al, 2003) engage in a constructive path-goal transaction of reward for performance, arrange mutually satisfactory agreements, negotiate for resources ,exchange assistance for effort and provide commendations for successful follower performance(BM Bass,1997) Contingent reward entitles a task-oriented leadership behavior, that provides followers with rewards (materialistic or psychological) depending on the fulfillment of certain tasks (Jens Rowold ,Wolff Schlotz,2009)

In our study contingent reward is the most effective of the transactional leadership dimensions and appeared to have validity levels comparable with those of transformational leadership. Our findings are similar to findings of meta-analytic test conducted by Timothy A. Judge and Ronald F. Piccolo (2004) which pointed out that “this is troublesome as it clearly is not predicted by transformational–transactional leadership theory (Bass and Avolio, 1994) in which contingent reward “has been found to be reasonably effective, although not as much as any of the transformational components”. On the other hand, the fact that contingent reward leadership possesses validity does nothing, per se, to diminish the validity of transformational leadership. Both are valid, and the superiority of one relative to the other seems to depend on the context (Timothy A. Judge and Ronald F. Piccolo, 2004).

It is interesting to note that although Timothy A. Judge and Ronald F. Piccolo (2004) in a meta-analytic test of transformational and transactional relative validity found that “across the four study settings (business, college, military, and public sector), contingent reward worked best in business settings. It is possible that this is so because contingent reward leadership is resource dependent’. In the present study contingent reward behavior has been found to have validity levels comparable with those of transformational leadership although is examined in public sector. The findings of this study are consistent with findings of Rupinder Kaur’s (2012) research conducted to determine the perception of employees towards transformational and transactional leadership behavior across private and public sector banks found that employees of public sector banks have more positive perception towards transactional leadership than employees of private sector banks. the findings of this study were also similar to those of Christina Boateng (2012) study conducted to assess the leadership styles and effectiveness of principals of vocational technical institutions in Ghana found that the component “contingent reward” was exhibited frequently if not always ($M=3.6$, $SD=.198$) in public sector. Research shows that contingent reward has two distinct aspects. In two studies (Antonakis, 2001; Goodwin, Wofford, & Whittington, 2001) contingent reward was transformational when there were psychological rewards such as recognition and praise but transactional when involving material reinforcement through rewards such as increased pay.

Active management by Exception behavior received the second higher score 2,46 – greater than the MLQ norms- (SD 0.82) and was perceived as “fairly often” displayed by the heads of departments. Utilizing Active management by Exception behavior heads of departments monitor lecturers’ performance and take corrective action if deviations from standards occur, they enforce rules to avoid mistakes (BM Bass, 1997) look for deviations from rules and standards and acts before problems become serious, (Barbuto, 2005; Bass, Avolio, Jung & Berson, 2003; Judge & Piccolo, 2004)

Laissez –Faire leadership behavior exceeded the MLQ nom and received score 0,71 , (SD 0.81). The low scores for laissez-faire leadership are consistent with the high scores for transformational leadership, since these leadership styles are fundamentally contradictory. the avoidance of leadership, such as “is absent when needed”, and “takes no action even when problems become chronic” perceived by lecturers as not at all displayed. departmental leaders don’t avoid take their responsibilities, don’t fail to follow up requests for assistance and do not resist expressing their views on important issues (BM Bass, 1997). Passive Management by Exception behavior received the score 1,27 (SD 0,78) indicating that departmental leaders are perceived by lecturers as Once in a while displayed Passive Management by Exception behavior that is indicative of leaders who fail to intervene until problems become serious and wait to take action until mistakes are brought to their attention (BM Bass, 1997)

It is obvious from this study that departmental lecturers at Technological Educational Institution of Larissa perceived their Heads of departments as demonstrated a combination of transformational (M=2.81) and transactional (M=2.18) leadership styles in the execution of their duties. It is also observable that the most demonstrated leadership style was transformational.

5.3. Research question 2

The findings of research question two suggest that according to ratings of departmental lectures heads of departments at Technological institution of Larissa exhibit transformational leadership very often and of all three leadership styles transformational leadership style had the strongest relationship to lectures job satisfaction indicating that the more heads of departments at technological institution of Larissa are transformational, the more departmental lectures like their work. Bass, (1998) point out that the correlation between transformational leadership and job satisfaction is well established. Because transformational leaders encourage their followers to transcend their self interests for the sake of the organization, leaders are capable to get a deeper insight and appreciation of input received from each one member. Followers on the other hand are focused and look for new approaches to do their jobs. This challenge given to followers motivates them to become more involved in their tasks which result in an increase in the degree of satisfaction with their work and commitment to the organization.

Our findings are in accordance with previous research findings that show that transformational leadership significantly influences employee job satisfaction. Tondokdan Andarika (2004) pointed out that transformational leadership have a positive and significant impact on job satisfaction, Bass & Avolio, (2006) protested that transformational leaders have more satisfied followers than non transformational leaders and Marnis Atmojo (2012) claimed that the higher transformational leadership quality of middle management, the higher employee job satisfaction. Grosso (2008) as cited by Muhammad Amin (2012) explored the relationship between job satisfaction and leadership styles in the higher education context and found that there is a considerably positive relationship between the transformational leadership style and

faculty job satisfaction. Muhammad Amin (2012) examined the relationship between the leadership styles and the faculty's job satisfaction in a public University found that the transformational leadership style, in relation to the other two leadership styles, has a strong positive and statistically significant effect on faculty's intrinsic, extrinsic and overall job satisfaction has and that this is statistically significant at the 99.9% confidence level.

The five transformational subscales account for 66% of the variance in job satisfaction at the 99 % confidence level and were strongly correlated to job satisfaction. Inspirational motivation (had the stronger positive effect on job satisfaction), and Individualized consideration and Intellectual Stimulation were identified as statistical significant predictors of departmental lecturers' Job Satisfaction at the 99 % confidence level. The high correlations between the attributes of transformational leadership are documented as a characteristic of the transformational leadership construct (Barruso et al, 2008). The findings of the present study are consistent with Bass and Riggio (2006) that state in their book of transformational leadership "there is exceptionally high correlation between components of transformational leadership and satisfaction" and with Bekele Shibr, G.M Darshan's (2011) research results that appeal all scales of transformational leadership were strongly correlated with subordinate satisfaction. It is noteworthy that the five transformational dimensions account for 66% of the variance in job satisfaction while all leadership styles account for the same percent of the variance in job satisfaction.

The transactional leadership subscales account for 55% of the variance in job satisfaction at the 99 % confidence level .Of all two components of Transactional leadership style, Contingent Reward and Management by exception- active were strongly positively correlated to job satisfaction and Management by exception passive was moderately negative related to job satisfaction. Contingent Reward (has the stronger positive effect on job satisfaction) and Management by exception passive (has a negative effect on job satisfaction) were identified as statistical significant predictors of departmental lecturers' Job Satisfaction. Heads of departments are perceived by departmental lectures as transactional leaders who through Contingent reward set work objectives and performance standards and ensure they are clear, provide feedback on progress towards them or achievement of them, and exchange rewards and recognition - e.g. money or praise - for such progress or achievement (Avolio and Bass, 1990; (Gill Roger at al., 1998, Gill Roger ,2012) and through the active form of management-by-exception define performance objectives and standards, watch for deviations and mistakes and then correct them, and enforce rules and procedures (Gill Roger ,2012).

Contingent Reward appeared to be a stronger predictor of job satisfaction than Attributed Charisma. This raises questions concerning the interaction effect between Attributed Charisma and Contingent Reward, such as whether or not these subscales may be measuring some of the same constructs (Webb K, 2009). Podsakoff *et al.* (2003) claimed that contingent reward as proposed by Bass has a much broader theoretical area than how other researchers have measured contingent reward, and contains aspects that relate to negotiation behaviour, clarification of the leader's expectations, rewards based on effort, support for the leader, and good work.

Both transformational leadership and transactional leadership help in predicting subordinates' satisfaction with their leaders (Bennett, 2009).our findings are consistent with findings of Chen et al., (2005) who examined nursing faculty job satisfaction and their perceptions of nursing deans' and directors' leadership styles and found that followers were satisfied with deans or directors who practiced the transactional leadership style of contingent reward and the transformational style of individualized

consideration and with Adnan Riaz, Mubarak Hussain Haider (2010) who claimed that Transactional leadership is found significantly related to job success while transformational leadership and job success are found highly related with career satisfaction.

Laissez Faire leadership style has a strong negative relation to job satisfaction, accounted for the least amount of variance (39%) in predicting job satisfaction and is identified as statistical significant predictor of departmental lecturers' Job Satisfaction at the 99 % confidence level. Heads of departments are perceived by departmental lectures as not at all exhibiting Laissez Faire leadership behavior and they do wish to be bothered; they do care (Avolio and Bass, 1990; Gill Roger at al., 1998, Gill Roger, 2012) they do not avoid taking a stand, do not ignore problems, do follow up, and do not refrain from intervening (Gill Roger at al., 1998, Gill Roger, 2012).

Inspirational Motivation, Individualized consideration, Intellectual Stimulation and Contingent reward leadership behavior account for a noteworthy percent (68%) of the variance in job satisfaction . inspirational motivation (has the stronger positive effect on job satisfaction), Individualized consideration and Contingent reward were identified as statistical significant predictors of departmental lecturers' Job Satisfaction at the 99 % confidence level. Heads of departments are perceived by departmental lectures as transformational leaders which through Inspirational motivation communicate a comprehensible and rational vision of where we need to be, they support individual and organizational goals, giving an attractive meaning to the achievement of organizational goals, treat threats and problems as opportunities for learning and achievement., and they use appealing words and symbols: "I have a dream" (Martin Luther King); "We will fight them on the beaches..." (Winston Churchill) (Gill Roger at al., 1998, Gill Roger ,2012). through Individualized consideration recognize and react to individuals' distinctive needs and abilities, they allow or make time to work with each individual who needs it ,afford matching challenges, make available opportunities to learn, and give developmental feedback (Gill Roger at al., 1998, Gill Roger ,2012). They pay attention to the individual, recognize their strengths and weaknesses while helping to nourish abilities and confidence acting as a coach or mentor (Avolio, Waldman and Yammarino,1991). Finally through Intellectual Stimulation stimulate the intellect and imagination of departmental lecturers, question the status quo, they support imagination and encourage creativity and they do not publicly criticize failures, mistakes (Gill Roger at al., 1998, Gill Roger,2012).Socrates through the well known question –and answer dialogues was probably one of the greatest examples of an intellectually stimulating leader (Avolio and Bass, 1990; Gill Roger at al.2012).

5.4.Research question three

The findings of research question three suggest that according to ratings of departmental lectures heads of departments at Technological institution of Larissa exhibit transformational leadership with a high degree of frequency, sometimes display transactional leadership behaviors and not at all exhibit laissez faire leadership behaviors. Of all three leadership styles transformational leadership style had the strongest relationship (Pearson's $r = .794$, $p > .01$) and all five components of transformational leadership style were positive and significantly correlated to lecture's motivation toward extra effort indicating that the more heads of departments at technological institution of Larissa are transformational, the more departmental lectures are motivated toward extra effort. The five transformational subscales account for a

noteworthy percent (64%) of the variance in motivation toward extra effort at the 99 % confidence level. inspirational motivation (had the stronger positive effect motivation toward extra effort), and Attributed charisma were strongly correlated to motivation toward extra effort. According to Bass,(1990) motivation is a sub-dimension of transformational leadership and leaders who display transformational leadership behaviour increase their workers' motivation. Robbins', (1996) research proved that in an organisation with transformational leaders, there is higher productivity and Jackson, & Slocum, (2005) proposed that Subordinates of transformational leadership are more likely to move forward with ambitious goals, be familiar with and agree on the strategic goals of the organization, and believe that the goals they are pursuing are personally important to them . Densten (2002) argues transformational leadership accounts for high performance through its inspirational motivation behaviour unlike transactional leadership.

Transactional leadership style has an also strong positive relationship to motivation toward extra effort. Of all two components of transactional leadership Contingent Reward and Management by exception active were strongly positive correlated to motivation toward extra effort while Management by exception passive was strongly negatively related to motivation toward extra effort. Judge and Piccolo (2004) documented that contingent reward transactional leadership has a positive, nonzero relationship with the motivation of a follower, management by exception – passive, has a negative, nonzero relationship with motivation. Fleur Kappen (2010) protest that the contingent reward dimension of transactional leadership relates positively with employees motivation, management by exception – passive correlates negatively with motivation and management by exception – active can be considered as somewhere in between. The two transactional leadership subscales account for 53% of the variance in motivation toward extra effort at the 99 % confidence level and Contingent Reward and Management by exception passive were identified as statistical significant predictor of departmental lecturers' motivation toward extra effort and . Transactional leadership involves conditional reinforcement. Supporters are motivated by praise, or promises by the leader for reward. Transactional leadership is based on exchange, transactional leadership does not seek to motivate followers beyond the level that is required to avoid punishment or gain extrinsic rewards. In sum, complete dependence on this leadership style may cause performance and satisfaction to suffer (Bass, 1985). Kalar & Wright, (2007) protested that extrinsic motivation can be seen as the foundation of the transactional leadership theory and Reward and punishment are the tools for transactional leaders wishing to encourage and motivate their subordinates to do what is needed. The great difference that exists in the degree of correlation between transactional and transformational leadership style to motivation toward extra effort could be explained by the nature of exchanges between the leader and the follower. Transformational leaders who motivate followers based on social exchange and use economic exchange to complement leadership practices develop followers' intrinsic and extrinsic motivations (Cardona, 2000). Moreover, transformational leadership using "soft" influence tactics, such as inspirational appeals and ingratiation, in addition to hard tactics, such as exchange and authority, is more effective in motivating followers than transactional leadership using only hard tactics (Charbonneau, 2004). Passive leaders tend to get involved only when necessary and refuse to set a plan of action. Such leaders expect only the status quo from subordinates, do not encourage exceptional work (Hater & Bass, 1988), and wait to be notified of failures. Leaders who exercise management by exception due to start contacting with subordinates when failures arise

usually provide negative feedback stimulating thus subordinates to preserve the status quo and strive for perfection at their job.

In a management-by-exception environment, leader intervention it is more required in any non-routine circumstances because employees have not been confident in their ability to solve problems and have not been given the autonomy to learn from experiences (Bass, 1990)

Laissez Faire leadership style had a strongly negative relationship to motivation toward extra effort and have been found as non significant style that enhance the motivation level of departmental lecturers as compare to transformational and transactional leadership. Laissez Faire leadership style accounted for the least amount of variance (25 %) in predicting motivation toward extra effort and is identified as non statistical significant predictor of departmental lecturers' Job Satisfaction at the 99 % confidence level. The high negative correlation between Laissez Faire leadership style to motivation toward extra effort indicate that departmental lecturers exhibit a lesser amount of willingness to provide extra effort since heads of departments avoid to make decisions, delay to take action, "close the eyes" to responsibilities of leadership, do not follow up, and avoid to intervene. S. Avolio and Bass quote, as an example, Louis XV of France: *Après moi, le deluge*. (Gill Roger et al. 1998; Gill Roger, 2012).

Attributed Charisma, Inspirational Motivation, Intellectual Stimulation and Management by exception-Active have been found as perceived by the departmental lectures significant leadership behaviors of heads of departments at Technological educational institution of Larissa. Departmental lecturers at Technological educational institution of Larissa are motivated toward extra effort by heads of departments as leaders who have the charismatic element of transformational leadership that occurs when leaders do the "right thing" and thereby engender the trust and respect of their followers (Kara A. Arnold et al., 2007) They communicate confidence in the vision, admire its virtues, they individually take full accountability for actions, they exhibit a sense of purpose, persistence and trust in other people, show a strong conviction in their values and ideals, they highlight accomplishments rather than weaknesses or failures, and they expand their respect, trust and confidence of others (Gill Roger et al., 1998; Gill Roger, 2012). Talk enthusiastically about what needs to be accomplished and suggest new ways of looking at how to complete assignments. look for differing perspectives when solving problems (Avolio and Bass, 2004)) create an atmosphere that encourages followers' creativity and intuition by stimulating followers to be creative and innovative by 'questioning and assumptions, reframing problems' and seeking new ways of approaching issues (Bass 1998). through **Inspirational motivation** communicate a comprehensible and rational vision of where we need to be, they support individual and organizational goals, giving an attractive meaning to the achievement of organizational goals, treat threats and problems as opportunities for learning and achievement., and they use appealing words and symbols: "I have a dream" (Martin Luther King); "We will fight them on the beaches..." (Winston Churchill) (Gill Roger et al., 1998, Gill Roger, 2012). through **Intellectual Stimulation** stimulate the intellect and imagination of departmental lecturers, question the status quo, they support imagination and encourage creativity and they do not publicly criticize failures, mistakes (Gill Roger et al., 1998, Gill Roger, 2012). Socrates through the well known question –and answer dialogues was probably one of the greatest examples of an intellectually stimulating leader (Avolio and Bass, 1990; Gill Roger et al. 2012).

Our findings are in accordance with previous research findings that show that there is a highly significant correlation between transformational leadership behaviors and the outcome of motivation toward extra effort (Bass & Avolio, 1995) Transactional leadership (contingent reward, Management by exception (active) and management by exception (passive) have significant and positive relationship with intrinsic motivation (Barbuto, 2005) The leadership behaviors that were significant were Attributed Charisma, Individual Consideration, Contingent Reward, and Management-by-Exception (Active) Contingent reward has positive and significant relationship with Motivation and Laissez fair leadership has significant and negative relationship with motivation toward extra effort (Webb K,2007)

5.5. Research question four

The findings of research question four suggest that according to ratings of departmental lectures heads of departments at Technological institution of Larissa exhibit transformational leadership with a high degree of frequency, sometimes display transactional leadership behaviors and not at all exhibit laissez faire leadership behaviors. Of all three leadership styles transformational leadership style had the strongest relationship (Pearson's $r = .806$, $p > .01$) and all five components of transformational leadership style were positive and significantly correlated to lecture's perceived effectiveness indicating that the more heads of departments at technological institution of Larissa are transformational, the more departmental lectures are perceive them as effective leaders. The five transformational subscales account for a noteworthy percent (71%) of the variance in perceived effectiveness at the 99 % confidence level. Attributed charisma and inspirational motivation were strongly correlated to perceived effectiveness. Research findings in diverse context have show statistical significant relationship between leadership effectiveness and different dimensions of transformational leadership as well as transactional contingent reward and management-by-exception (Lowe et al, 1996) and have in general reported statistically significant relationships between leader effectiveness and the transformational scales of Charisma, Individualized Consideration, and Intellectual Stimulation (Lowe et al, 1996). Masson (1998) established that transformational leadership as well as a combination of idealize influence attribute, individualized consideration, contingent reward, management-by-exception active, and laissez-faire have the same predictive effect on perceived presidential leadership effectiveness at American community colleges

Transactional leadership style has an also strong (Pearson's $r = .533$, $p > .01$) positive relationship to perceived effectiveness. Of all components of transactional leadership Contingent Reward and Management by exception active were moderately positive correlated to perceived effectiveness. The transactional leadership subscales account for 48% of the variance perceived effectiveness at the 99 % confidence level and Contingent Reward was identified as statistical significant predictor of departmental lecturers' perception of effectiveness.

With regards to the transactional leadership behaviours (contingent reward and active management-by-exception), they still appear to be related to effectiveness and satisfaction at lower and middle levels and middle to lower time spans, with the exception of contingent reward being effective at top and director level (G Edwards - 2012).

Laissez Faire leadership style had a strongly negative relationship to perception of effectiveness and was identified as significant negative predictor of departmental

lecturers' perception of effectiveness at the 99 % confidence level. Management by exception passive was moderately negatively related to perceived effectiveness.

Attributed charisma and Inspirational motivation were the most significant predictors of departmental lecturers' perception of effectiveness. Departmental lecturers at Technological educational institution of Larissa perceive as effective the heads of departments who have the charismatic element of transformational leadership that occurs when leaders do the "right thing" and thereby engender the trust and respect of their followers (Kara A. Arnold et al., 2007) They communicate confidence in the vision, admire its virtues, they individually take full accountability for actions, they exhibit a sense of purpose, persistence and trust in other people, show a strong conviction in their values and ideals, they highlight accomplishments rather than weaknesses or failures, and they expand their respect, trust and confidence of others (Gill Roger et al., 1998, Gill Roger, 2012). Talk enthusiastically about what needs to be accomplished and suggest new ways of looking at how to complete assignments. look for differing perspectives when solving problems (Avolio and Bass, 2004)) create an atmosphere that encourages followers' creativity and intuition by stimulating followers to be creative and innovative by 'questioning and assumptions, reframing problems' and seeking new ways of approaching issues (Bass 1998). through **Inspirational motivation** communicate a comprehensible and rational vision of where we need to be, they support individual and organizational goals, giving an attractive meaning to the achievement of organizational goals, treat threats and problems as opportunities for learning and achievement., and they use appealing words and symbols: "I have a dream" (Martin Luther King); "We will fight them on the beaches..." (Winston Churchill) (Gill Roger et al., 1998; Gill Roger, 2012). Our findings are in accordance with previous research findings that show that there is a highly significant correlation between transformational leadership behaviors and the outcome of motivation toward extra effort (Bass & Avolio, 1995) Webb K.(2003) found that Attributed Charisma, Individual Consideration, and Contingent Reward were significant predictors of followers' perceived presidential effectiveness

Laissez Faire leadership style had a strongly negative relationship to perception of effectiveness and was identified as significant negative predictor of departmental lecturers' perception of effectiveness at the 99 % confidence level. Departmental lecturers perceive as effective those heads of departments who do not predispose to move out from the leadership role and offer foremost direction or support to them (Kirkbride, 2006), do not keep away from making decision, do not ignore their responsibilities, and are concerned to their needs .

5.6. Conclusions

This study conducted to examine the correlation of the full range of leadership of Transformational Leadership, Transactional Leadership, and nontransactional Laissez-Faire or Passive/Avoidant Leadership styles of heads of departments of Technological Educational Institute of Larissa to the leadership effectiveness as perceived by departmental lecturers. This study examined the relationship of perceived leadership styles of heads of departments of Technological Educational Institute of Larissa to the departmental lecturers' Satisfaction with their heads of departments, the departmental lecturers' willingness to exert Extra Effort, and departmental lecturers' perception leadership Effectiveness .The main purpose of this study was to investigate if and how leadership styles of departmental leaders in higher Education are related to job

satisfaction, extra effort and leadership effectiveness as they perceived by lecturers at Higher Education. The major research questions were briefly stated as follows:

- 1) What are the leadership styles (transformational, transactional and Passive/Avoidance), as measured by the Multifactor Leadership Questionnaire (MLQ) Form 5X-Short, of heads of departments as perceived by the departmental lecturers?
- 2) Is there any relationship between leadership styles (transformational, transactional and Passive/Avoidance) of heads of departments of Technological Educational Institute of Larissa to departmental lecturers' job satisfaction?
- 3) Is there any relationship between leadership styles (transformational, transactional and Passive/Avoidance) of heads of departments of Technological Educational Institute of Larissa to departmental lecturers' motivation toward extra effort?
- 4) Is there any relationship between leadership styles (transformational, transactional and Passive/Avoidance) of heads of departments of Technological Educational Institute of Larissa to departmental lecturers perceived leadership effectiveness?

Based on the findings of this study, the following conclusions were drawn:

- Heads of departments utilize a combination of transformational and transactional leadership styles in the execution of their duties.
- Heads of departments exhibit transformational and transactional leadership behaviors with a high degree of frequency, and do not exhibit laissez-faire leadership behaviors.
- Of all three leadership styles, Transformational Leadership was the strongest predictor of all leadership outcomes (Motivation toward Extra Effort, Perceived Effectiveness, and Job Satisfaction).
- A strong positive correlation was found between Transformational Leadership style to job satisfaction, motivation toward extra effort and perceived effectiveness.
- A strong positive correlation was found between all components of Transformational Leadership style to job satisfaction, motivation toward extra effort and perceived effectiveness.
- A strong positive correlation was found between Contingent Reward - component of Transactional Leadership style- to job satisfaction, motivation toward extra effort and perceived effectiveness.
- Laissez faire Leadership found to be negatively correlated to all leadership outcomes and to other two leadership styles.
- Laissez Faire leadership had a strongly negative relationship to perception of effectiveness and was identified as significant negative predictor of perception of effectiveness.
- Inspirational Motivation, Individualized consideration, Intellectual Stimulation and Contingent Reward have been found to be significant predictors of job satisfaction
- Attributed Charisma, Inspirational Motivation, Intellectual Stimulation and Management by exception-Active have been found as significant predictors of motivation toward extra effort

- Attributed charisma and Inspirational motivation were the most significant predictors of perception of effectiveness
- Inspirational motivation is significant predictor of job satisfaction , motivation toward extra effort and perception of effectiveness
- Attributed Charisma and Inspirational Motivation were the most significant predictors of motivation toward extra effort and perception of effectiveness

5.7. Recommendations

This study was conducted in an educational institution where the male heads of departments represented 90% of the population. Also, the female participants were less than the male participants. It would be constructive to repeat this research in a more diversely gendered educational institution. The restricted number of female participants may have influenced the results.

Data for the present study were collected from convenience samples that might limit generalisability of results. Also, the investigation suffers from the small sample size. In order to further investigate the relationship between leadership styles and leadership effectiveness studies should include a larger and more representative sample. In a future research, it would be stimulating if a larger sample size would capitulate the same or similar results.

Qualitative researchers must conduct research regarding the correlation of leadership style to leadership outcome providing a different perspective and contributing to a more in-depth understanding. Empirically, the employ of a number of combined and complementary methods and utilizing triangulation and comparative studies may effect in less restricted perspectives and generate a more inclusive picture of leadership issues being investigated

In the current study, a rater report measure was used to measure leadership styles and leadership outcome. Given the problems inherent in rater report measures, future research might consider employing the Multifactor Leadership Questionnaire (MLQ) 360 assessment to investigate whether the perceptions of followers and significant others matches those of the leader reducing the potential for bias, and providing a more complete profile

With regard to cross-cultural adaptation of leadership measures, dominant among the measures in use are those developed in English and later translated for use with samples in cultures other than English speaking countries. Appropriate translation and rigorous validation process therefore may have detrimental effects on the study results (Wang et al., 2006). Leadership measure used in the present study has been widely applied to many countries. However, there is some lack of clarity regarding appropriate translation Trans-cultural validation of leadership style and leadership outcome assessment tools is therefore required in leadership research in order to develop more refined measures of the construct(Wang et al., 2006)

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