

EFFECTS OF STUDENT LEADERSHIP STYLE ON THEIR ACADEMIC PERFORMANCE

by

Ignatius Luke Chan

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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ABSTRACT

Leadership is a topic that is often researched. Most research surrounds the management's leadership and how it affects the environment and people around them in an academic institution or the instructional leadership of instructors and how it affects students. There is little to no research done on students' leadership styles and how these various leadership styles affect their academic performance. The importance of this study surrounds the need to understand students to better cater to them. By understanding students' leadership styles and their effects on academic performance, instructors can better cater to the needs of these students to prepare them for the rest of their educational journey. This study will be done by conducted by running an ANOVA test. Data would be collected through a questionnaire that is entirely voluntary for students to part-take in, and the target audience would be current residential undergraduate students from any course and program offered by the school of education within a faith-based institution and have completed ENGL 101 - Composition and Rhetoric. Bivariate regression analysis would then be used to establish the strength of the relationship between the leadership styles of students and their academic performance. The results of the study were that there was no statistical difference in academic performance among the transformational leadership style, the transactional leadership style, and the passive-avoidant leadership style among students. Future research should be done in the areas of multiple faith-based institutions with an increased population and testing across the areas of age, gender, and ethnicity.

Keywords: leadership, performance, faith-based, university, education

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Dedication

I dedicate this dissertation to my Lord and Savior, Jesus Christ. He, who is the Beginning and the End, the Alpha and the Omega, the First and the Last. King of the Universe, the Almighty, who is and who was and who is to come. Viva Cristo Rey – Long Live Christ the King!

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First and foremost, I would like to thank my Lord and Savior, Jesus Christ, for being the Light at the end of the tunnel – my source of motivation, without whom I would not have been able to complete this doctoral degree.

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Last but certainly not least, I would like to express my utmost gratefulness to my Methodologist, Dr. Michelle Barthlow, for picking me up in my time of need. During one of the earlier modules, I was probably on the verge of postponing my course of study, but with your words of encouragement, I pressed on to complete what I had started.

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List of Abbreviations

Analysis Of Variance (ANOVA)

Confirmatory Factor Analysis (CFA)

Higher Education Institutions (HEIs)

Multifactor Leadership Questionnaire (MLQ)

Social Self-Efficacy (SSE)

Supplemental Instruction (SI)

CHAPTER ONE: INTRODUCTION

Overview

The purpose of this quantitative, causal-comparative study aims to determine if there is a difference in academic performance based on college students' leadership style in a faith-based university. Chapter One provides a background for the topic of leadership, leadership styles, and students' academic performance. The background includes an overview of the theoretical framework for this study. The problem statement examines the scope of the recent literature on this topic. The significance of the current study follows the purpose of this study. Finally, the research questions are introduced, and definitions pertinent to this study are provided.

Background

Leadership styles of individuals have been known to affect their performance, be it in their work environment or even school environment. While it may be known commonly and is found to work in a professional setting, a school setting is primarily unheard of; however, it does exist. Studies such as Chen et al. (2022), Balwant et al. (2019), Raza and Sikandar (2018), and Priyadarshini et al. (2019) have all shown that the leadership styles of individuals have an impact on others, more specifically, students. In the study conducted by Chen et al. (2022), it was discovered that the leadership style of a school's principal affected the students' performance, specifically student achievement. A study by Balwant et al. (2019) uncovered that transformational instructor leadership is related to students' academic performance. In another study by Raza and Sikandar (2018), it was found that teachers' leadership styles directly impacted students' performance. The works of Priyadarshini et al. (2019), though differing slightly, resulted in similar findings; the study found that student leadership affected their academic performance; this led the authors to call for higher education institutes to help students

develop their leadership skills. With that being said, understanding more about this topic and identifying the leadership styles of a student is undoubtedly an important topic that should be researched currently, making this study an important one.

Social

One of the best-known models for identifying the type of leader a person would be through the use of the Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004). Cho et al. (2018) found that there was a relationship between leadership type and organizational performance. As a result of this study, it can be said that with the proper leadership style, work effectiveness can be accomplished. Another study conducted by Bush (2017) found that leadership can determine successful and unsuccessful schools. The impact of the problem on society is that leadership affects work effectiveness and can play a determining factor in the success of society. For that reason, it is essential that this issue must be tackled earlier by tackling it in the early stages of education. The outcome of a study conducted by Webber et al. (2020) was the rolling out of a new program that would empower students to be better leaders.

With more studies being done on leadership and how it will benefit students, these studies would benefit society in the long run by providing society with leaders prepared to lead society and humanity and to contribute as effective and influential members of society. This is demonstrated in a study conducted by Frantz et al. (2021), where it was found that by preparing students for leadership roles with the help of HEIs delivering the critical components of leadership, the leadership development program could be used to shape the quality of future leadership in modern society. Similarly, a study conducted by Frantz et al. (2021) proved that with student leadership development happening in Higher Education Institutions (HEIs), improved leadership trajectory would be crafted, enabling students to be better prepared to be

leaders of the future, playing an essential role in society. By beginning with identifying leadership styles that affect students' performance, a benchmark may be determined. From there, with more students excelling and completing their education, more students will be able to play a contributory, effective, and influential role in society in their later years and be future leaders.

There is a saying that often says that ranking does have its privileges, but leadership is undoubtedly more than just a rank. As a leader, one would have to learn how to manage an array of personalities such that the team would be successful as a whole, whereas in some cases, a one-size-fits-all theory would not suffice to ensure productivity and drive (Meyer et al., 2018). That being said, in the context of a school, there may be more challenging things to get done. Meyer et al. (2018) explain that though there is a need to be able to manage the team, a leader must know how to evaluate the situation and, in doing so, adjust their leadership style accordingly to serve the needs of the team. It is for reasons as such that it is essential to identify the leadership styles of an individual, in doing so, allowing those who manage these leaders to place them into positions in which they will thrive. In a school context, putting students into groups with teammates to complement the leadership style will allow the team to work together and succeed.

A study by Garg et al. (2018) found that higher education students are motivated by team leadership. The team leadership style is the style that encourages team efforts and efficiency to attain and meet goals. Garg et al. (2018) explained that 83% of the students in the courses fell into the team leadership dimension and showed high task-oriented leadership. With this study being conducted, it can be said that leadership style does affect performance. Knowing that leadership style affects performance is important because if students can be nurtured while in school and empowered to be leaders in their early years while in school, it would set the path for them to become competent adult leaders of the future. A study conducted by Hill (2020)

identified that professional learning approaches in an individual's later years failed to provide learning opportunities because of disproportionate focus, as it ignores the perspectives and ways of learning that schools utilize. If educators catered to students and engaged them appropriately, providing them with learning opportunities while in school, they would be able to develop the skills and knowledge necessary to become competent leaders. In order to aid in this endeavor to ensure success, there is a need first to be able to identify the leadership style of a student.

Having confirmed that the Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004) can be used to assess and identify leadership styles, it is necessary to see if existing literature can provide evidence of a possible relationship between leadership styles and performance. In a study conducted by Cho et al. (2018), it was found that there was a relationship between leadership styles and academic achievement. However, Cho et al. (2018) added that these leadership styles are not influential when controlling factors related to family or if there was a family tie that existed. In ending, Cho et al. (2018) called for more research to be done so students' leadership qualities can be boosted to enhance their performance. The call for this future research is one of the main reasons for this study, which proposes to find if there is any specific leadership style or multiple leadership styles that returns the best academic performance of students in a faith-based university. In doing so, a better understanding of the qualities such that each student can be given the opportunity to prosper in their academic performance by giving them the opportunities to use their respective leadership styles to their advantage.

Historical

Leadership is certainly not new to the field of knowledge. Leadership might be in existence even longer than we may know. In general, and in most of the literature, the term leadership is commonly understood as the "behaviors, traits, or abilities related to the task

of leading people in a particular direction” (Ljubica, 2020, p. 128); however, in this current day and age, leadership has evolved and changed to not only being able to lead people in a particular direction but to charm and motivate them to perform as well. Yammarino (2013) shared that leadership is present in literature and in professional practice and has been so for many years. While it may often be spoken about now, in the context of organizations or schools, it was far different from the past, whereby leaders were seen as competent individuals with certain powers and, in some cases, a certain level of divinity within them. Now, more often than not, much of the leadership literature has mentioned that everyone is capable of being a leader.

When speaking of the past, there may have been few writings about leadership theories or any form of research. The closest that one could ever get to leadership, or the qualities of a leader, would be by reading a multitude of stories, myths, legends, or even folklore that the people in that era told. Asides from the writings, leadership in that era would be the various types of renowned individuals around those times, such as Kings, Queens, Politicians, Governors, and Dictators (Yammarino, 2013). At that time, only individuals with such status, stature, prestige, or influential power and influence would be considered leaders. There was little to no attention paid to leadership in a commoner or people of lower status or stature during those days.

Simply put, Yammarino (2013) explains that leaders were all considered to be the same at that time. They share the same outstanding characteristics and qualities with each other, and their followers all share an ideal view of their respective leaders. This common goal of leadership is very much different from now, whereby leaders are often under scrutiny, and numerous leadership styles and theories exist, coupled with literature and scholarly writings on just the topic of leadership itself. Leadership has also moved from being in a highly decorated

and respected position by many, and only for outstanding individuals who were perfect as idealized by their followers, to one that had the ability to cause an entire organization to perish.

Bligh et al. (2011) posit that leadership has evolved from what they were before to what they explain as a double-edged sword. On the one hand, it had the capability to allow a team to flourish and prosper by using the right leadership skills and leading the team toward success. On the other hand, using the wrong type of leadership skills could cause team members not to be motivated and, as a result, not achieve organizational goals and cause a drop in team productivity levels. Leadership has now evolved from leader-centric to follower-centric, placing more focus and emphasis on the followers, including the motivation of followers (Bligh et al., 2011). Changing direction from leader-centric to follower-centric would be a complete shift from what leadership was many years ago.

In a study conducted by Dempster and Lizzio (2007), they called for more research to be done on student leadership. Just like what was presented previously, the focus of leadership now is on the followers compared to before, when the focus was on the leaders themselves. Dempster and Lizzio (2007) explained that while the interest in student leadership has always existed and that many programs are specifically devoted to the leadership development of students, not much has been done about its importance to them and how it may affect them. The effect that leadership can play can be either personal, academic, or even professional. There is an abundance of literature that exists about leadership in adults or organizations, but little to none on student leadership styles in education. Even in the context of the curriculum itself, there is little to no curriculum that shares the benefits and the importance of leadership qualities with students. Dempster and Lizzio (2007) share that most of the writings posit that leadership is essential but does not answer the question as to why so. They called for further studies on the

relationship between learning and leadership students. Walsh et al. (2019) agreed with this and conducted a study on harnessing student voice and leadership as they studied through the lens of a leadership program.

As with many other studies before, Walsh et al. (2019) found that student leadership has the potential to transform the education experience of a student and the outcomes of the students. The transformation that occurs in the individual can be either through the view of the leader or a follower, either way, and it has the ability to transform a student's experience. In terms of outcome, Walsh et al. (2019) shared that it was done by influencing peers and leading by example. If this same influence could be transferred into influencing learning or studying, the academic performance of students who shared the same course or class would also be affected to do the same. Hine (2012) agreed with this by sharing that, amongst other things, student leadership is beneficial for the organization and time management, two important factors for students when it comes to education. For that reason, leadership in students is a subject that is still relevant today.

Theoretical

The theory that frames this study would be Bass' Transformational Leadership Theory (1985). First developed by Downton (1973) as a result of a sociology study, then redeveloped by Burns (1978), to which the Transformational Leadership Theory would then be materialized. Burns (1978) posited that there were two main types of leadership those being transactional and transformational. The main difference between transactional leadership and transformational leadership would be that the latter would offer a higher purpose than just achieving goals, one that will fulfill a higher order of needs, which would be their mission (Goethals et al., 2004). In 1985, Bass would include the works of House's (1976) Charismatic Leadership Theory and

incorporate House's findings into the Transformational Leadership Theory. As a result, the new Bass' Transformational Leadership Theory would not be consistent with the works of either Burns (1978) or House (1976). Today, Bass's (1985) Transformational Leadership Theory sees a leadership continuum from Transformational Leadership to Transactional Leadership to Laissez-Faire/Passive-Avoidant Leadership. This theory frames this study because the study seeks to find if there is a difference in academic performance with the differing leadership styles of students.

According to Garg et al. (2018), the global market dynamics are ever-changing at the current time. The role that leadership plays is more important now than ever, especially since it plays a vital role in accomplishing goals and achieving success; this includes education. In a study conducted by Bell et al. (2016), it was found that students' leadership styles affected their academic performance. One of the critical aspects is the collaborative efforts and the team experience. Similarly, for teachers as well, Bell et al. (2016) also found that teachers who exhibit an active leadership style would indicate similar results, resulting in extra study efforts, which then affect the student's educational value.

The leadership style of students also comes from another standpoint, and that is through the helping of other students. A study by Bruno et al. (2016) uncovered that supplemental instruction (SI) could help students improve their academic performance, which is done through other students helping them. While it is understandable that a student cannot absorb everything upon the first SI with another student, multiple sessions would allow the student to see noticeable benefits from the program (Bruno et al., 2016). SI demonstrates that peer-to-peer tuition or instruction does work and could be employed to increase students' academic performance. Agreeing with Bruno et al. (2016), Dunbar et al. (2016) shared that their results could confirm a positive effect of collaborative learning environments when students are considered collectively

as one homogeneous group. The study strengthens the case of having students work together under peer-to-peer instruction. In a domain such as a collaborative learning environment, high Social Self-Efficacy and leadership styles of students are essential components of student achievement. Dunbar et al. (2016) posit that this should be considered when designing a curriculum.

Many positions look for leadership qualities, especially for graduates who have just left school and entered the workforce. The emphasis on leadership style is much more prominent now than before because of the increase in the need for leaders in various industries. In a study conducted by Priyadarshini et al. (2019), they found that student leadership dimensions were positively related to the academic performance of higher education students, even up till today. The study's findings demonstrate the role of student leadership styles on a student's objective and subjective outcomes. In addition, Priyadarshini et al. (2019) also explained that when considering student leadership enrichment, schools should also provide a platform for students to harness their capabilities by providing them with opportunities to practice and exhibit the skills in an encouraging learning environment. The study's findings agree with Bruno et al. (2016) and Dunbar et al. (2016), where the authors supported SI and a collaborative learning environment.

In recent years, institutions have begun exploring the options of having leadership courses and leadership development courses to train their students to become competent leaders of the future. One such course would be the Empowering Leadership Project developed by Webber et al. (2020). This project was developed by Webber et al. (2020) as a result of the study to improve the practice of management students and their understanding of empowering leadership, which seeks to empower others, like what is done through peer-to-peer or collaborative learning. The three critical components of Empowering Leadership are Power

Sharing, Motivation Support, and Development Support (Webber et al., 2020). All of which are needed for students to grow and learn to become competent leaders of the future.

As a result of these theories, the leadership styles of students should be studied against their academic performance to identify the possibilities of catering to each student individually, allowing each individual to grow and learn, practice, and understand their capabilities of being a leader, as a student's leadership style may possibly affect their academic performance.

Problem Statement

Leadership in education has always been one of the most researched topics. Much of the current literature explains and shares how instructional leadership styles can affect both employees, whether staff or faculty and students (e.g., Bashir & Khalil, 2017; Bush, 2017). One of the reasons this is a much-researched topic is that leadership is considered a pillar of effectiveness in the education industry (Bashir & Khalil, 2017). Without this, an educational institution may cease to work in the most effective way possible, or in other cases, students' performance may be affected by the lack of it. Bush (2017) shares similar sentiments and shares that leadership is increasingly becoming a significant factor in determining the difference between successful and less successful schools. Although there is often a debate about which instructional leadership style or style works best, it does not remove leadership from the equation. The leadership style of the instructor or those in power certainly does affect the effectiveness of the school and, in turn, student outcomes (e.g., Day et al., 2016; Raza & Sikandar, 2018). While some studies have posited that the leadership styles of students themselves may have an effect on their academic performance (Priyadarshini, 2019; Bell et al., 2016; Dunbar et al., 2016), there are little to no studies conducted on the specific leadership styles and their effects on the academic performance of a student using the Multi-Factor

Leadership Questionnaire (Avolio & Bass, 2004). The most recent study on a similar topic was conducted by Cho et al. (2018) on the relationship between leadership type on organization performance. The problem is that the literature has not fully addressed the effects of students' leadership styles on their academic performance in a faith-based university.

Purpose Statement

The purpose of this quantitative, causal-comparative study is to study the effects of the students' leadership styles and the outcome that they may have on their academic performance in terms of their relationship. The student leadership style is defined as the relatively stable patterns of behavior that are manifested by the student when it comes to leadership (Eagly & Johannesen-Schmidt, 2001). The leadership style will be identified by using the Multi-Factor Leadership Questionnaire, which was developed by Avolio and Bass (2004), while the academic performance of the students is defined as standardized achievement test scores (Brandt et al., 2020). The test scores will be self-reported by the students that have all taken one specific course during their course of study at the university. The independent variable is the student leadership style, either transformational leadership, transactional leadership, or passive-avoidant leadership. The dependent variable is the student's academic performance in terms of total points earned in ENGL 101 – Composition and Rhetoric. For the purpose of this study, test scores will be taken, which include the scores attained from all courses that have been taken for credit. The population of this study would be the student body of a faith-based university in Virginia. The sample for this study would employ the use of a convenience sample and will be taken from the students of the student body who have consented to their data to be used in the study.

Significance of the Study

Cho et al. (2018) conducted a study to answer whether there was a relationship between leadership types and organizational performance. The results of the study found that there exists a relationship between the two. Years later, Sertel et al. (2022) sought to find the same; however, this time, including in cross-cultural analysis, the results yielded a relationship between the two variables, leadership, and performance, with culture being a moderator. In another study, Priyadarshini et al. (2019) found that there existed a relationship between student leadership and academic performance, leading Priyadarshini et al. (2019) to conclude that leadership characteristics affect students' academic performance and outcomes.

Utilizing the works and knowledge and building upon the studies of Cho et al. (2018), Priyadarshini et al. (2019), and Sertel et al. (2022), this study plans to build upon the body of knowledge by utilizing the Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004) to identify the leadership styles of students and to measure them against the academic performance of students who are enrolled in a program with a faith-based university. Since Cho et al. (2018) have verified that there is a relationship between leadership styles and organizational performance, and Priyadarshini et al. (2019) shared that student leadership does affect academic outcomes, and Sertel et al. (2022) found that culture plays a mediating effect on both leadership and performance, in this study, being a faith-based institution with a single culture and belief, this study would be significant as they combine the findings of these three studies to understand the differences and relationships between the academic performance of students and their leadership style, in terms of their effect in a faith-based institution. The contributions of this study will allow for a baseline to be created for studies of leadership styles and academic performance in a faith-based institution or in an institution that has a single culture or belief and

its effects on students' academic outcomes. The study is critical because it does not cater to a specific group of people or students but instead to a body of people who practice or belong to the same culture. That being said, this paves the way so that all institutions can use it to study students' leadership and academic performance, with culture or belief being a mediator. The aim and significance of the study are to understand students' leadership styles and whether or not they affect the academic outcome of students, in doing so, allowing educators to be able to cater to their learning needs for them to be successful. Such is the case of Webber et al. (2020), whereby upon conclusion of a study, a new program for students was rolled out to cater to their empowerment to become competent leaders of the future. In agreement with Webber et al. (2020), a study by Frantz et al. (2021) demonstrated that student leadership development has indeed played a role in improved leadership trajectory for students who were enrolled in the program. Huguet (2017) shared that focused leadership is an integral part of an institution as the leaders develop plans and set a course for the members to follow, leading toward organizational goals. In doing so, the organization can flourish as they empower each member with shared leadership to be responsible for specific areas. Gannouni and Ramboarison-Lalao (2018) shared the same in the context of students, sharing that this can be done by developing students' self-leadership through activities. In doing so, preparing them for the workforce, however, to do so, their academic performance would be of priority as a student, which is why identifying leadership styles and if there is an effect on their academic outcome is essential. Especially in today's context, where rapid changes are happening, leadership in globalization is even more important as companies and organizations are now evolving to include people from different values, beliefs, races, and expectations (Sertel et al., 2022). By setting the trajectory, developing students to be leaders of the future, and identifying whether or not leadership styles affect

academic performance, which is the purpose of this study, we will be able to set the path of students toward success in a world where globalization is happening in.

Research Question(s)

The main focus of the research question is to understand if students' leadership styles can affect their respective academic outcomes in a faith-based institution.

RQ1: Is there a difference in academic performance among college students whose leadership style is transformational, transactional, or passive-avoidant leadership in a faith-based university?

Definitions

1. *Academic Performance* - Standardized achievement test scores (Brandt et al., 2020).
2. *Leadership* - The process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2019).
3. *Leadership Style* - The relatively stable patterns of behavior that are manifested by leaders (Eagly & Johannesen-Schmidt, 2001).
4. *Transformational Leadership* - A leadership style in which both leader and followers are engaged with each other such that they are bound together, and higher levels of motivation are achieved (Burns, 1978).
5. *Idealized Influence (Attribute)* - Demonstrates qualities that motivate respect and pride from association with him or her (Eagly et al., 2003).
6. *Idealized Influence (Behavior)* - Communicates values, purpose, and importance of the organization's mission (Eagly et al., 2003).
7. *Inspirational Motivation* - Exhibits optimism and excitement about goals and future states (Eagly et al., 2003).

8. *Intellectual Stimulation* - Examines new perspectives for solving problems and completing tasks (Eagly et al., 2003).
9. *Individualized Consideration* - Focuses on the development and mentoring of followers and attends to their individual needs (Eagly et al., 2003).
10. *Transactional Leadership* - A leadership style that sees leadership as an exchange between leader and follower, where leaders provide followers with what they want in exchange for what the leader wants (Judge & Piccolo, 2004).
11. *Contingent Reward* - Provides rewards for satisfactory performance by followers (Eagly et al., 2003).
12. *Management by Exception (Active)* - Attends to followers' mistakes and failures to meet standards (Eagly et al., 2003).
13. *Management by Exception (Passive)* - Waits until problems become severe before attending to them and intervening (Eagly et al., 2003).
14. *Passive-avoidant Leadership/Laissez-Faire* - The lack of leadership (James & Moore, 2018).

CHAPTER TWO: LITERATURE REVIEW

Overview

In this chapter, an exhaustive review of the literature on the topic will be shared. Specifically, this chapter will synthesize the findings of scholars on literature relating to both leadership styles and the academic performance of students. The literature review will explore other ways in which leadership styles have been used to measure and other techniques to improve students' academic performance. The literature review will also explore how leadership styles are essential in society and how schools can help to prepare future leaders of the world. In relation to the purpose of the study, this study explores the possible relationship between the individual leadership styles of students and their academic performance in a faith-based institution.

Theoretical Framework

This research study was framed around and guided by Bass' Transformational Leadership Theory (1985), which sees leadership in three different styles, transformational leadership, transactional leadership, and passive-avoidant leadership. Currently, there is little to no research on students' academic performance based on their leadership style in faith-based institutions. Educators constantly have to try different methods to aid students in improving their academic performance. Still, they do so with no target, not knowing if the proposed solution would work. As a result, there is still no method to identify students that may need help in terms of their academic performance in relation to their respective individual leadership styles and use it to increase their academic performance.

Bass' Transformational Leadership Theory (1985)

The original idea of transformational leadership can be traced back to 1973, when the idea first surfaced due to a sociological study conducted by Downton (1973). It was just an idea, and nothing materialized out of it at that time. It was not until 1978, when Burns (1978) further developed the idea in his book, *Leadership* (Goethals et al., 2004), that the first idea and theory of transformational leadership would materialize, this being the reason why the concept of transformational leadership is often attributed to Burns (1978) instead of Downton (1973). According to Burns (1978), two types of leadership styles exist transformational leadership and transactional leadership. Both theories were developed because there was always an exchange between leaders and followers. Depending on that exchange, the leader would then be considered to practice either a transformational leadership style or a transactional leadership style. Goethals et al. (2004) explain the transformational leadership style to be one in that leaders would offer a higher purpose than just achieving goals, one that will fulfill a higher order of needs, and that would be their mission. On the other hand, the transactional leadership style would consist of plain, mundane, and instrumental exchanges, just like transactions.

It was not until the mid-1980s that Bass (1985) refined and expanded the Transformational Leadership Theory to what is known as Bass' Transformational Leadership Theory (1985). In the refining and the expansion of the theory, Bass (1985) included the works of House's (1976) Charismatic Leadership and incorporated it into the Transformational Leadership Theory, which would not be consistent with the works of either Burns (1978) or House (1976). According to Northouse (2019), Bass expanded the work of Burns by including outcomes that were not positive and extended the work of House by giving more attention to the emotional elements and origins of charisma. Today, the Transformational Leadership Theory

sees a leadership continuum from Transformational Leadership to Transactional Leadership to Laissez-Faire/Passive-Avoidant Leadership.

Bass' Transformational Leadership Theory (1985) has been used in many research studies and is often associated with identifying the leadership styles of an individual or a specific person. The theory is also often associated with the Multi-Factor Leadership Questionnaire developed by Avolio and Bass (2004). The questionnaire results would determine the leadership style of a person or individual, whether it will be transformational leadership, transactional, or passive-avoidant leadership. Although there have been studies conducted that measured the leadership styles, most of them were conducted on either the teachers, instructors, academic advisors, or principals (e.g., Raza & Sikandar, 2018; Balwant et al., 2019; Nandedkar et al., 2020; Wu et al., 2020; Chen et al., 2022) but not on students themselves. These studies measured if the leadership styles of leaders in the school would play a part in students' academic achievement or academic outcome.

The main research study surrounding this research would be the study conducted by Villarreal et al. (2018). The researchers attempted to use leadership styles to predict career readiness in early college high-school students. The study identified eight dimensions of career readiness and found that leadership styles were a significant predictor of the eight dimensions of career readiness. The findings demonstrate that leadership style can be used to predict an outcome. In another study conducted by Tan (2018), where the effects of school leadership on student achievement were examined, Tan (2018) shared that among other factors, school leadership is one of the factors that can predict student achievement. Based on the knowledge and results of these two studies conducted by Villarreal et al. (2018) and Tan (2018), the researcher would be able to form a study that would explore the relationship of students'

academic performance against their leadership style. In using Bass' Transformational Leadership Theory (1985), the researcher would be able to identify the students' leadership styles. Following the identification, students' academic performance can then be matched with their respective leadership styles to see if a student's leadership style, either transformational leadership, transactional leadership, or passive-avoidant leadership, affects their academic performance differently.

Related Literature

The discussion of leadership and the types of leadership is vital as it relates to the purpose of this study and its impacts on students and their academic performance. In this section, prior literature will first be used to establish an understanding of the types of leadership before current literature on leadership styles and academic performance and outcomes will be covered and synthesized.

Types of Leadership

Leadership has been in existence for the longest of times, from ancient rulers to the government in the current day. It is said to be a crucial and critical factor in the growth of organizations and individuals (Gannouni & Ramboarison-Lalao, 2018). Burns (1978) posits that the idea of leadership is an exchange process that has existed since approximately the early 1970s. The relationship between a leader and follower depends on how they both mutually benefit from each other, to which the relationship is maintained for as long as the benefits outweigh the cost. Today, the works of Burns's (1978) Leadership Theory has been refined and expanded on, to which we now have Bass' Transformational Leadership Theory (1985), which incorporates the works of House's (1976) Theory of Charismatic Leadership as well. Bass (1985)

shares three types of leadership styles: transformational leadership, transactional leadership, and Laissez-Faire/Passive-Avoidant Leadership.

Transformational Leadership

One of the most influential types of leadership to date is transformational leadership. Hamdani (2018) shared that transformational leadership is an ideal universal leadership style because of its effectiveness and its ability to be used across a variety and range of situations. The Transformational Leadership style is unique as it sees a higher purpose than what is immediately in front of the leader. Bass (1990) shares that transformational leaders are leaders who influence their followers not by transactions but through instilling a sense of purpose within them and providing them with a vision, motivating them along the way to achieve their goals. Sometimes, these transformational leaders may also influence followers to practice ethical decision-making, increasing the number of followers (Hamdani, 2018) and instilling a sense of loyalty, trust, and respect (Bass & Avolio, 1998). Transformational leadership has also proven to be one of the more effective leadership styles. Studies have demonstrated the effectiveness of the transformational leadership style and how it can affect knowledge sharing and innovation (Jiang & Chen, 2018) and feedback for improvement (Fenwick et al., 2019). The transformational leadership style and giving feedback are essential in any industry, especially in the education industry, where it thrives on knowledge, innovation, and feedback. Jiang and Chen (2018) share that the transformational leadership style promotes knowledge-sharing and innovation within a team. Knowledge-sharing and innovation within a team are essential because, in the context of a school, it is through knowledge-sharing that students can thrive while working amongst each other within groups and learning from one another. Together, collective innovation can be enhanced, as Jiang and Chen (2018) found. A separate study by Fenwick et al. (2019) found that

transformational leadership was positively associated with attitudes toward feedback. The study's findings demonstrate the willingness and openness of an individual to receive feedback and learn when an individual practices the transformational leadership style. In a school context, students who are willing to accept feedback will be more likely to succeed as they take feedback into account and work on their errors or deficiencies. Relating this to the transformational leadership style, it comes from a standpoint that there is a higher purpose, such as learning and improving to be better in the long run, instead of just achieving what is directly in front in that particular moment. Compared to the other leadership styles, this difference makes the transformational leadership style unique. For this reason, transformational leadership and transactional leadership are often compared to one another because of their distinct differences in how leaders lead their followers.

Transactional Leadership

As the name implies, transactional leadership sees that the relationship between a leader and a follower is a transaction. While it may not seem like the best leadership method, the transactional leadership style is the most common and thrives among managers (Hamdani, 2018). Transactional leadership consists of two different factors. The first factor is the contingent reward, while the second factor is active management-by-exception (Bass & Avolio, 1998). Both factors provide a form of leadership only as a form of transaction. Although the transactional leadership style is the most practiced style amongst managers, it does not necessarily mean that the transactional leadership style has been proven to be one of the best leadership methods. Research (e.g., Jia et al., 2018; Young et al., 2021) has shown that the transactional leadership style may have more disadvantages than advantages. In a study conducted by Jia et al. (2018), the researchers set out to identify the influences of managers' different leadership styles on

organizational innovation. The researchers found that the transactional leadership style reduces organizational innovation performance. The reduction in performance is because of the transactional nature of leadership, which focuses on satisfying the extrinsic needs of followers every time an exchange between leader and follower is met (Jia et al., 2018). As a result, innovation cannot occur because an idea will only be shared if it comes in the form of a transaction, meaning that an exchange must be made for an idea to be shared, which certainly affects the entire organization. Young et al. (2021) agree with this and share that the transactional leadership style certainly affects follower performance. Bass and Avolio (1998) shared two factors for transactional leadership: contingent reward and active management-by-exception. The findings of the study conducted by Young et al. (2021) revealed that the transactional leadership style could exist in the form of a double-edged sword because contingent reward fosters leader-member exchanges but hinders the empowerment of members. In contrast, management-by-exception promotes empowerment but hinders the exchange between leaders and members. That being said, while having its advantages, the transactional leadership style might not be appropriate in every organization and especially not among students if learning is to be encouraged.

Laissez-Faire/Passive-Avoidant Leadership

Laissez-Faire or Passive-Avoidant Leadership, on the other hand, is nothing like both transformational and transactional leadership. James and Moore (2018) describe Laissez-Faire/Passive-Avoidant Leadership as essentially the entire lack of any leadership between people, where two factors, passive management-by-exception and Laissez-Faire leadership (Bass & Avolio, 1998), can be found. Laissez-Faire Leadership is when decisions are avoided, and the leader is nowhere to be found when needed, causing a delay in responding to any arising or

essential issues that followers may face (Avolio & Bass, 2004). Simply put, it is when a leader removes themselves entirely from decision-making and supervising, leaving them in a passive position (Bass & Avolio, 1994). When applying Laissez-Faire leadership in the context of a school or organization, it can be said to be the freedom that members or students have to make decisions without the leader's participation (Van Jaarsveld et al., 2019). An inactive leader may pose a problem, especially in the context of a learning environment. Grill et al. (2019) share that passive/avoidant leaders are not proactive and delay responding to problems, which may negatively affect an organization. In the study of Grill et al. (2019), passive/avoidant leadership could predict low construction site safety, which should not be practiced at all. By practicing such a leadership style, unsafe working conditions were preserved and encouraged, which is something that should not be practiced nor encouraged at all. Suppose students were to see another student making a mistake and not correct it. In that case, the student that is making a mistake may never be able to learn that a mistake was being made in the first place, demonstrating the need for leadership to, at least, be present. Jacobs (2019) supports this by sharing that leadership is essential in any organization, sharing that passive/avoidant leadership can result in absenteeism amongst employees or presenteeism, which is the employees being physically present but not functioning to their full capabilities. In education, the presenteeism of students is something that certainly is not wanted by any educator for their students.

Uses and Effects of Leadership Styles in Literature

The main article surrounding this study would be where Villarreal et al. (2018) conducted a study to predict career readiness in students using their leadership style and found that leadership style was a significant predictor of the eight identified dimensions of career readiness. The study seeks to uncover possible relationships that exist between students' academic

performance based on their leadership style. Upon completing the study, Villarreal et al. (2018) posit that leadership style can determine students' career readiness; however, they emphasize that the academic component is also a significant predictor of career readiness. The study's hypotheses were supported, and transformational leadership was the strongest predictor of career readiness. Since transformational leadership was identified in this study as the leadership style that would predict career readiness, this forms the basis of this research study.

In the study conducted by Wu et al. (2020), the authors examined principals' leadership styles and measured their effects on student achievement. The results of the study found that the leadership style of principals did play a role and had an impact on student achievement. However, the findings differed as it was found to be more substantial in schools with a more significant enrolment number. The significance of the results is unsurprising, as, with a more significant number of students, the chances of more students being affected or impacted by the leadership style would increase. Similarly, a study conducted by Chen et al. (2022) revealed the same results, principals do, in fact, have an impact and do affect student achievements. Chen et al. (2022), however, goes on to elaborate more on this, sharing that the geographical location of the school may be a contributing factor as well. The study conducted by Wu et al. (2020) was based on and was an expansion of the previous work of Tan (2018), which measured the effects of principals' leadership on three distinct groups of students. In the study, Tan (2018) found that instructional leadership was the leadership style that worked best when it came to disadvantaged students as opposed to distributed leadership, which negatively affected the achievement of disadvantaged students. The findings of the study conducted by Tan (2018) demonstrated that not all leadership styles would be applicable across the board, and there is certainly no one-size-fits-all leadership theory. The findings of the study of Wu et al. (2020), where there was found to

be a significant direct and positive relationship between principal leadership and student achievement, were consistent with other studies conducted before (e.g., Wu et al., 2019; Zheng et al., 2017; Agasisti et al., 2019).

Agasisti et al. (2019) added to the current findings on leadership styles and their effects on students' academic performance. Specifically, in the study conducted by Agasisti et al. (2019), the findings were similar to that of Wu et al. (2019) and Tan (2018). The study conducted by Agasisti et al. (2019) was done in an Italian context, specifically in Italy, and the findings suggest that school leadership affects and influences a student's success. The results of the study demonstrated that different leadership styles are associated with varying levels of student achievements by students. However, Agasisti et al. (2019) highlight that this may be partially driven by the geographical distribution of the principals which the authors studied, in which practices may differ from location to location. The authors explain that between the leadership practices practiced by the leaders of the schools and student achievement, the engagement between the two can either be direct or mediated by an external factor such as a teacher or contextual conditions.

In a separate study conducted by Neal et al. (2019), ethical leadership and its impact on student success were studied. While ethical leadership was not a leadership type that was covered or defined, it is interesting to note that ethical leadership shares similar characteristics to transformational leadership. In a study by Hamdani (2018), the author explained that ethical decision-making increases the number of followers a leader has and related it to transformational leadership practice. In this study conducted by Neal et al. (2019), it was found that ethical leadership was about choosing right over wrong; in this study, the school's leadership's choice of care over money led to an increase in student success. This action and leadership decision

demonstrates that ethical leadership does prevail, which is one of the critical points of transformational leadership.

Wu et al. (2019) studied principal leadership and its effects on student achievement and found that transformational leadership was one of the leadership styles that affected student outcomes. They were not specific to a single environment but across different countries and socioeconomic statuses, unlike instructional leadership, which was only helpful for disadvantaged students, as Tan (2018) found. However, that is not to say that instructional leadership is of no use, but that it can only be used with specific groups of students. In contrast, transformational leadership can be used across the board. Having found that principals drew from both leadership styles as part of their strategy of managing the school, Day et al. (2016) posit that transformational leadership and instructional leadership should be used together and is necessary for success. The findings of this study demonstrate that the leadership styles of leaders play an essential role in students within the context of a school.

With different rules and possibly regulations in schools in different countries, as well as opportunities in terms of socioeconomic statuses, leadership styles prevail as being a factor that affects student outcomes; however, the extent of the effect that the leadership style has may vary (Wu et al., 2019). Expanding on the knowledge of the impact that leadership styles have on student performance, Raza and Sikandar (2018) share that leadership style does impact student performance. The authors, however, highlight that there is a need to cater to students and not employ the same method of leadership for every student, agreeing with the works of Day et al. (2016). Raza and Sikandar (2018) suggested that training be provided to teachers so that they can employ a more situational approach to cater to students' different learning levels and abilities since teacher leadership has been found to affect student achievement positively. The

employment of the situational approach coincides and agrees with the findings of Day et al. (2016), where leadership and classroom teaching are two factors that were found to affect student learning,

The bond that is created between advisor and advisee would be what supports them, to which open communication and trust are established, enabling the advisor to guide and motivate each advisee individually and cater to each of them specifically while employing the use of transformational leadership. External to the classroom, Nandedkar et al. (2020) conducted a study that measured the impact of the transformational leadership style of advisors on advisees and found that using transformational leadership, advisors can motivate students to persist as it has a positive effect on motivation. In another study by Shen et al. (2020), it was found that teacher leadership was positively related to student achievement, and this was possibly due to the arrival of the era of accountability. Wenner & Campbel (2017) share that as times changed, so did certain practices to which we now have teachers being accountable for students' academic performance. As such, it became a lever for improving student outcomes.

Leadership styles can also be transportable with teachers and their colleagues. In a study conducted by Van Jaarsveld et al. (2019), when an appropriate leadership style was used, it made teachers more effective in terms of productivity. Adopting different leadership styles to be used by school leaders on teachers showed positive results regarding the school's effectiveness. The findings from this study strengthened the understanding of leadership styles and their effect, which can affect any individual and is not just limited to students and the leadership of those who are superior to them, such as teachers, principals, or advisors.

While most of the covered literature suggests that leadership plays a role in a student's academic performance, Gannouni and Ramboarison-Lalao (2018) suggest that leadership does

not directly apply to a student's academic outcome but instead causes them to have a drive that motivates them to achieve their academic goals. Gannouni and Ramboarison-Lalao (2018) relate these findings to the self-efficacy and self-determination of the student, citing that even with good leadership, a student's academic performance may not be affected if they have low levels of self-efficacy and self-determination. However, the study's findings found that leadership styles would affect the self-efficacy and self-determination of the students and thereby would be able to increase academic performance through the self-efficacy and self-determination of a student but not through the leadership of a superior.

Leadership in an educational institution is undoubtedly significant. In a study conducted by Akhtar et al. (2019), the authors share that the best leaders are often required, especially in higher education. Educational institutions are where collaborative efforts and environments can be found and are vital to stimulating students' and researchers' ideas and innovation. Their research and the generated ideas ensure that the institution remains relevant. Applying this to any other organization's context, leadership remains paramount as it cannot only guide but motivate and inspire.

Factors Affecting Academic Performance

While studies have shown that leadership styles do indeed have an impact on the academic performance of students (e.g., Chen et al., 2022; Wu et al., 2019; Zheng et al., 2017; Agasisti et al., 2019; Neal et al., 2019; Shen et al., 2020; Raza & Sikandar, 2018; Day et al., 2016), there still exist external factors that may affect the academic performance of students. Some of these factors include socio-economic and socio-cultural factors (Tan, 2019; Almukhambetova & Kuzhabekova, 2020; Li & Qiu, 2018, Mamo et al., 2017), school climate (Day et al., 2016; Tiruneh et al., 2020, Hussain & Suleman, 2017), geographical location

(Agasisti et al., 2019; Mendoza-Castejón & Clemente-Suárez, 2020; Chen et al., 2022), student engagement (Balwant et al., 2019, Qureshi et al., 2021; Chan et al., 2019), student's self-efficacy and self-determination (Cho et al., 2021; Joe et al., 2017; Gannouni & Ramboarison-Lalao, 2018), and peer-learning habits (Melak & Singh, 2021, Hosaka, 2014).

Socio-economic/Socio-cultural Factors

Tan (2018) shared that among other factors, factors that may affect the academic performance of students include the social-economic status of the student, their family, and even the school in terms of the shortage of qualified teachers in the school. Not to also mention the academic pressure from parents on the school. Socio-culture was also found to be the cause of many effects, especially on women students, partly due to certain beliefs and cultures that do not agree or support women being part of specific fields, as such causing them not to have the necessary support academically as found by Almukhambetova and Kuzhabekova (2020).

Almukhambetova and Kuzhabekova (2020) were not the first to identify this. Previous studies have also resulted in the same findings. Such is the case of the study conducted by Mamo et al. (2017), which also found that socio-cultural factors were a factor, among others, that contributed to poor academic performance and competencies among learners. The findings from both these studies, Almukhambetova and Kuzhabekova (2020) and Mamo et al. (2017), demonstrate the importance of support and cultural surroundings of a student. However, it is essential to note that while these studies revealed these findings, both these studies were only targeted toward female students.

Nonetheless, the findings were conclusive that socio-cultural and support aspects did play a part in terms of affecting the academic performance of these students. The support of families and other stakeholders' support is essential for any student's success. Li and Qiu (2018) agree and

share that in order for learners and students to maximize their potential for academic performance. Families and stakeholders must give their full support to these learners and students. Culture may play a part in many instances, as Li and Qiu (2018) elaborated by sharing that students who come from families with high-quality education and an understanding of the importance of education tend to achieve better results and, thus, perform well academically.

School Climate/Setting

Closely related to culture are the climate and setting of the school environment and the practises within the school. As suggested by Day et al. (2016), promoting a favorable school climate can affect the academic performance of students. A positive school climate would be created by promoting teaching and learning and promoting motivation and engagement amongst students and teachers, achieving academic success. Tan (2018) shared that the quality of the school's educational resources, and the quality of the physical infrastructure of the school, were also other factors that affected the academic performance of students. Through these findings, we now know the importance of the school climate and setting and how it can affect the academic performance of students. The findings of Tiruneh et al. (2020) and Hussain and Suleman (2017) also supported the notion that the school's climate, which is set in terms of its resources and technology, affects student academic performance. In their separate studies, both authors identified the need to have adequate classroom facilities and internet access, which is necessary now for research and student assignments. Tiruneh et al. (2020), however, went on to share specifically the issue of large class sizes within the school. Such a culture may not allow students a conducive environment to study in, which in turn would then affect their academic performance. The identification of large class sizes is critical because this, to a certain extent, affects the level of interaction that a teacher and student may have. In summary, a functioning

and working classroom and enough resources for students are essential to encourage and increase student performance.

Geographical Location

Closely related to Socio-economic/Socio-cultural Factors and School Climate/Setting is Geographical Location. There are namely two main factors that come into play when considering the geographical location. The first is the leadership styles of the leaders themselves, as found by Agasisti et al. (2019) and Chen et al. (2022). The second would be the physical and actual location of the school in the country itself, being in certain areas and in certain neighborhoods, which may have other factors that may affect the performance of students, as found by Mendoza-Castejón and Clemente-Suárez (2020). In some places, the geographical location can determine the culture and practice of teachers and students alike within the local area or country itself. According to Agasisti et al. (2019), the authors share that geographical location may affect the different leadership styles of individuals. The effect of different leadership styles is very much influenced by the upbringing, beliefs, culture, and tradition that is practiced within the country. In a study conducted by Chen et al. (2022), the leadership styles of principals in two countries, namely, Germany and China, were compared against student achievement. The findings suggest that the leadership style of these principals did influence student achievements. However, it also uncovered that it was due to the different priorities and situational context that led these principals to do things differently.

Nonetheless, still emphasizing the point that leadership styles do affect students' performance. Being located in certain countries may very well affect the thought process of leaders and students. Some individuals in China, for example, may have a traditionalist mindset that follows the influence of Confucius, which may then affect their style of leadership just

because of their geographical location. In addition, there are also local laws, rules, and even hierarchies that need to be adhered to. Such is the case of You (2021), where it was shared that the hierarchical administration of education must be followed in certain contexts. As a result, decisions made and directions given were not of the leader but instead, an instruction or order from the administration. While not often researched about, this practice still does exist, even till today. The second factor, as mentioned earlier, is the actual location of the school. A study conducted by Mendoza-Castejón and Clemente-Suárez (2020) studied the differences between rural and city students, and the study found that the location of a school was a variable that affected the anxiety levels of students and their ability to modulate internal stress. These factors could easily affect the concentration of a student and thus affect their ability to study, which would then have an effect on their academic performance. It is, therefore, safe to say that the geographical location of a school can, too, affect the academic performance of students.

Student Engagement

Another factor that affects the academic performance of students is the engagement of students on both levels. The first level is the engagement and interaction between teacher and student, as shared by Balwant et al. (2019), where the authors identified student engagement as a mediator between the transformational leadership of an instructor and a student's academic performance. The second level is the engagement and interactions between students, as shared by Qureshi et al. (2021). The authors found that learning with classmates is beneficial as it leads to quality outcomes for students, such as increased performance in terms of learning and productivity. Both these studies demonstrated that whether the engagement was between student and student or student and teacher, the key concept was that engagement was identified as a factor affecting students' academic performance. This concept of engagement ties in well with

the findings of Chan et al. (2019) when the authors conducted a study on interactivity. The interaction between student and student or student and teacher allowed a form of engagement to happen, which resulted in improved performance. According to Chan et al. (2019), the interaction allowed for an increase in collaborative learning between students and, as a result of that, improved the performance of learners in the class because of their exposure to more perspectives and views, all of which are encompassed in their interaction and engagement with their peers. The study conducted by Qureshi et al. (2021) supports this as they share that through these engagement sessions that the students have and experience between their peers and teachers, they are able to build powerful concepts and ideas just through the interaction and engagement that they have within their group discussions and interactions. These studies (Balwant et al., 2019; Qureshi et al., 2021; Chan et al., 2019) all point towards the importance of student engagement and how it affects students' academic performance. Similarly, in leadership, interaction, and collaboration happen constantly, be it between the leader and followers or followers and other followers. The quality of the interaction and collaboration would determine the team's performance.

Student's Self-efficacy/Self-determination

Gannouni & Ramboarison-Lalao (2018) share that leadership style affects academic performance. Still, the self-efficacy and self-determination of a student also play a role in a student's academic achievement. Bandura (1977) defines self-efficacy as "the conviction that one can successfully execute the behavior required to produce the outcomes" (p. 193). Simply put, it is the perception of the ability that one has when carrying out a task within a particular environmental condition to achieve the required results. Gannouni & Ramboarison-Lalao (2018) found that leadership impacted and could develop this self-determination and self-efficacy within

students. Their study demonstrated that students with a higher confidence level persisted longer and thus achieved higher grades. While not directly related, Tan (2018) shared an interesting point that is worthy of note, the prior achievement of the student, which may affect confidence, was also a factor that affected the academic performance of students.

The confidence may have been a factor that contributes to the self-determination of a student, hence, allowing a relationship to form between self-determination and academic performance. Research being conducted on self-determination and academic performance is nothing new and has been conducted over the years. More recently, studies such as the ones conducted by Cho et al. (2021) and Joe et al. (2017) continue to reveal the same results as previous studies, revealing that a relationship did exist between self-determination and academic performance. It is worth noting, however, that the research conducted by Cho et al. (2021) revealed that though a relationship did exist between self-determination and academic performance, it was through indirect effects. There exist many reasons as to why and how self-determination has an impact on the academic performance of students. However, the most common reason would be because of the increased participation and engagement of students in activities and tasks in the classroom (Ryan & Deci, 2017), which would affect their learning abilities and knowledge, thus having an impact on their academic performance. Similar to the self-determination of students, the self-efficacy of students also does have an effect on the academic performance of students. In a study conducted by Travis and Bunde (2020), the authors shared that the competence of a student involves both the self-efficacy and confidence of a student, this pointing to the direction that the student's competence in his or her performance will vary depending on the self-efficacy and confidence of the student. A student with a high level of self-efficacy would then perform better than his or her peers with a lower level of self-efficacy.

This is consistent with current studies, as shared by the results of the study conducted by O'Connor et al. (2022), where the authors found that higher levels of self-efficacy positively affected the academic performance of students both directly and indirectly. In addition, O'Connor et al. (2022) shared that peer-support may be a strategy used to help students cope with their learning and, thus, their academic performance.

Peer Influence

More often than not, the influence that peers have on academic performance is significant and often determines how well a student is able to perform. As explained and found by Melak and Singh (2021), among many other factors identified, the peer learning habits of students were found to affect the academic performance of students positively. The findings of the study were consistent with the findings of previous studies, such as the study conducted by Hosaka (2014), where the author found and confirmed that a relationship did exist between the learning experience of students and their academic performance. This, however, also meant that there was both a positive and negative relationship that existed. Hosaka (2014) went on to explain that learning in a group was an essential factor as both experience and knowledge were shared within the interaction. When students were not interested in learning, either on their own or because of the influence of their peers, that would lead to low academic performance because of the lack of interaction, disallowing the sharing of experience and knowledge among each other. Having said that, peer influence would be one of the critical factors that could possibly affect the academic performance of students. Pu et al. (2019) use the analogy of the Bad Apple Model and Shining Light Model, adapted from Hoxby and Weingarth (2005), to demonstrate the importance and the effects of peer influence. The Bad Apple Model is when peers practice bad habits that prevent or distract fellow students from putting effort into learning or performing, and the Shining Light

Model is when peers serve as role models and inspire their fellow peers to put more effort into learning or to perform by studying hard. The results of the study by Pu et al. (2019) found that there was indeed an influence that existed when it came to peers. Be it good or bad, peers tend to influence each other. This was, of course, consistent with many other studies that were conducted and have shown and demonstrated the significant effects that peers can have on academic performance. Even current studies (e.g., Furo & Kagu, 2020; Dokuka et al., 2020) have also pointed towards the same direction in that peers do influence the academic performance of others. The study conducted by Furo and Kagu (2020) found that interactions in a peer group positively influenced academic performance, whereas disengaged peers had a negative impact on their academic performance.

Similarly, the study conducted by Dokuka et al. (2020) revealed that friends have a tendency to perform similarly to each other when it comes to their academic performance, demonstrating that academic achievement can be diffused through friendship ties, transmitting academic achievement through and to each other. All these studies (Furo & Kagu, 2020; Dokuka et al., 2020; Pu et al., 2019) have demonstrated the importance of peers when it comes to academic performance. Peers can determine the rise or fall of the academic performance of others and play an essential role in shaping the way and influencing the academic performance of others. Through peer influence, students can succeed and fail at the same time, thus, making peer influence one of the factors that could affect academic performance.

Methods to Improve Leadership Skills

All these factors shared above may directly or indirectly impact students' academic performance either by the absence of or by the lack of these factors. With that being said, although there exist all these external factors to students' academic performance, it can be said

that the most prominent factor that has affected the academic performance of students is their leadership styles (Wu et al., 2019; Tan, 2018; Wu et al., 2020; Raza & Sikandar, 2018; Day et al., 2016; Nandedkar et al., 2020; Agasisti et al., 2019). Suppose a leadership style is associated with increased academic performance of students. In that case, methods to develop the required leadership skill could be arranged for the students, in doing so, ensuring that students without the necessary leadership skill will be able to attain them before they enter the workforce, or better before they graduate.

Role Play

Role-playing has been identified as one method that would allow the development of leadership skills in students. Much of this is because role-playing is helpful in helping students develop an empathetic mindset that allows them to analyze the issues at hand and see it from various perspectives (Hoe & Greulich-Smith, 2022). According to Moreno-Guerrero et al. (2020), “Role play is an educational method in which participants assume a certain role and act out and improvise that role” (p. 2). Hamdani (2018) suggested that students be allowed to practice the transformational leadership style through role-playing since transactional leadership is typical to be practiced in most organizations, thereby not allowing them to practice transformational leadership when they enter the workforce. The practice in the school provides students a safe place to practice leadership skills and will enable them to improve the clarity that they may need on the types of leadership styles, such as transformational leadership. Research conducted by Barrera et al. (2021) demonstrated that students who used role-playing simulation activities in classes tended to score better grades and have better passing rates than students who used traditional learning methods. The study's findings show that role-playing has its benefits in terms of students' academics. That is, however, not to say that all students will benefit from role-

playing. Understandably, some may be shy or embarrassed and, therefore, reluctant to participate (Hamdani, 2018). The opportunity would at least provide students with an experience of how different leadership practices would play out if they were to be employed.

Jones (2018) shares that the current job market demands are related to problem-solving, negotiation, and creative thinking, which can be provided through role-playing as a training platform. In doing so, allowing the promotion and enhancement of these skills, making students ready to enter the workforce upon completing the program. One of the critical reasons role play is seen as beneficial is because the basis of role-play activity is problem-based learning (Seibert, 2020), which allows students to learn by solving problems very, much like the workforce. Similarly, to solve issues and problems at hand, one would need to consider the various aspects of these issues. Hoe and Greulich-Smith (2022) share that the use of role-play would allow learners to learn the importance of seeing issues and problems from multiple perspectives within a short time frame. Sometimes, time may be of the essence, and a decision is required urgently. This would allow learners to be able to make these decisions quickly through this practice, on would be necessary for a leader. A critical aspect that was raised during the course of the study was that an effective manager, in today's context, would be one that has the ability to lead change. Pelletier (2020) shared that role-playing often serves as an experiential activity when it comes to the development of others through coaching and that the use of emotional intelligence would aid in the improvement of both the relationship and coaching.

Similarly, this emotional intelligence would be empathy. Hoe and Greulich-Smith (2022) identified that having an empathetic mindset is vital as it allows the manager to view issues from various perspectives and, in doing so, make a decision that would be the best way forward. In an ideal situation, Pelletier (2020) explains that a leader would have to exhibit social awareness in

his or her emotional intelligence, working with members to find a solution that is acceptable to both parties. Aside from improving leadership skills, other benefits exist when conducting or participating in role-playing activities. These benefits include gaining the experience and knowledge to collaborate effectively, forming varied perspectives, and practicing to manage complex scenarios and situations; however, a successful role play is not one where the outcome is decided or one where the outcome is managed; instead, the possible outcomes are explored (Green & Cassani, 2020). In doing so, participants are able to experience dealing with multiple situations where they are put on the spot and the outcome is unknown, very much like a real-world setting.

Supplemental Instruction

Another method identified to develop and improve leadership skills in students is Supplemental Instruction. Supplemental instruction is a widely implemented peer-led program where experienced students guide younger and inexperienced students and provide academic support to them (Allen et al., 2021). Through such a program, both students, the leader, and the student being led would benefit from the experience. James and Moore (2018) have suggested using supplemental instruction to support the learning needs of students who may require help. With the help of other students who understand or have been through the course, supplemental instruction is where students help other students and aid them in ways that they are able to, often relating to a particular course or subject. The implementation of such a program has since been studied, and the potential that it has to increase and improve the academic results of students has been demonstrated (Scriver et al., 2021). Many students have indeed seen and experienced positive benefits in their academic performance after attending supplemental instruction sessions (Thanawala et al., 2022). Much of the success of supplemental instruction can be attributed to the

ability to share thoughts and perspectives openly with each other. Gregg and Shin (2021) explain that in supplemental instruction, students reflect on what they have learned and then demonstrate their knowledge to their peers, and this is what provides much of the academic benefits. Studies such as the one conducted by Bruno et al. (2016) have also found that supplemental instruction effectively improves students' academic performance in challenging courses. A more recent study conducted by Scriver et al. (2021) had similar findings as well. The results showed that students who attended the supplemental instruction sessions frequently achieved higher scores as compared to their peers. An even more recent study reported the same by Thanawala et al. (2022). The data that was collected over 2020-2021 in their study showed that students who were part of the supplemental instruction sessions achieved higher grades. There was a decrease in failures and withdrawals compared to the other students who did not participate or join any supplemental instruction session.

Although the creation of this program was specifically for students at high risk of failing or students who want to improve their grades in general, it can certainly be modified and looked at from another angle, thus being used as a method for students to develop their leadership skills. As such, it can be said that supplemental instruction can benefit everyone involved, both the student and the student leader. Gregg and Shin (2021) put it nicely by sharing that the student leaders can refine their leadership skills through this social engagement between the student leaders and student learners. Scriver et al. (2021) explain this perfectly by positing that supplemental instruction is a cooperative model and that it relies on students themselves to be leaders for others who meet outside the academic environment of the classroom. Agreeing with this, Gregg and Shin (2021) share that the collaborative and interactive learning nature of supplemental instruction allows students to discuss content and apply strategies to their learning,

which allows for active engagement among both the student learner and the student leader. These student leaders create a collaborative environment for others to feel bonded and motivated to learn from their peers, and these student leaders are current students (James & Moore, 2018). This would then allow these student leaders who are current students the opportunity to enhance their leadership skills and capabilities. The role of the student leader is to help students who do not understand the concepts learn and apply these concepts correctly, thereby allowing them to achieve a higher level of learning (James & Moore, 2018) while at the same time building time as a coach and mentor. Research by Scriver et al. (2021) has shown that student leaders who experienced and served as leaders with supplemental instruction groups felt more secure about being leaders of a group. This demonstrates the transformation of individuals after they have experienced serving in a supplemental instruction group. Lozada and Johnson (2019) shared that it is through these out-of-the-classroom experiences that can lead to transformative learning opportunities, which in turn would result in the materialization of heightened development skills that would make students transferable to any role they may play in the future, including being leaders.

Discussions

Discussions are also a method for developing leadership skills through collaboration and sharing. Kim et al. (2020) conducted a study on how students emerged as learning leaders in online group discussions and found that three factors enabled students to emerge as learning leaders. These three factors were being person-focused, transformational leadership, and active participation. Kim et al. (2020) found that previous research indicated that when students participate in discussion sufficiently, they reach learning goals through exchanging ideas and perspectives, documents, and learning artifacts. Echiverri et al. (2020) agree with this and share

that with the exchange of ideas amongst students, understanding of the subject or topic of discussion can increase, mainly when discussed among peers. One reason for this is that students are not afraid to debate with peers. Rudsberg et al. (2017) explain that these arguments in discussions allow students to have societal debate amongst each other, allowing them to understand and learn of the different perspectives and understanding that their classmates may offer. Recent studies found the same; one such study by Molin et al. (2021) shared that in peer discussions, students get to have an opportunity or platform to air their views while explaining and justifying their reasons for their answers and beliefs and in doing so, trying to convince their peers about the correctness and accuracy of their thoughts and perspectives. This empowers the student to stand and defend his or her own views while maintaining the critical point needed for discussion. As part of empowerment, the student in the discussion tries to establish an atmosphere of conduciveness and constructiveness among those discussing. This would be one of the key factors that can be learned while in discussion (Bunder et al., 2021). Discussions do not necessarily need to be right or wrong or graded in a manner where there is a correct answer, but instead, they should be used as a platform for students to develop skills. As Molin et al. (2021) explain, it is during discussions that students share their ideas with each other, and try to reconstruct their own understanding and knowledge of the topic or idea, and then share it with their peers, and in doing so, will be exposed to different ways of thinking when questioned by their peers about their knowledge. This would then result in the reinforcement of their understanding as they seek to justify their views by building the knowledge that they would have otherwise not known if they were not asked the questions by their peers. The same applies to online classes and environments as well. In today's digital world, the ability to lead through online means is critical to success, especially so in the learning environment. Van Laar et al.

(2017) agree with this by sharing that leadership skills are crucial in the digital learning environment. Discussions can be used to practice leading and learning from others through constant interaction and exchanging ideas. Through this, they may become influential in their peer's learning, which embodies the transformational leadership style as found by Kim et al. (2020) to be one of the three factors that would enable students to be learning leaders.

Peer Mentoring

Lastly, peer mentoring which can exist in different forms, including peer teaching (Rusli et al., 2021), peer interaction (Larsson and Knudsen, 2022), or peer leadership (Riser et al., 2021), all of which have the element of mentorship from peer to peer. Peer mentoring has been identified to aid students in practicing leadership in the safety confines of their school. As Larsson and Knudsen (2022) shared, the interaction between peers is the standard aspect of most leadership development programs and is conducive for learning to both the student and the mentor. Dos Reis and Yu (2018) explain a little more about peer mentoring, sharing that it is the relationship between two or more students, where one is more experienced and plays a mentoring role to provide support and guidance to the less experienced students. In conducting a study of peer mentoring and how it can enhance leadership, Lachter and Ruland (2018) found that students were highly satisfied and saw value in their experience when they engaged in peer mentoring. Lachter and Ruland (2018) posit that peer mentoring can promote leadership development and should be used to empower students, allowing them to practice their career skills in the safety of a school. Latham et al. (2020) emphasized this. They explained that the central concept of peer mentoring is to have experienced students spend time with less experienced students to provide direction and support and, in doing so, help them to develop their leadership skills. This help provided by peer mentoring would enable students to become

better leaders when they enter the workforce or at least be aware of the types of leadership skills that they can employ when they are out in the force. Lachter and Ruland (2018) share evidence from their study, which suggests that peer mentoring can promote leadership development at a low cost, which may be ideal for some institutions. Studies such as the ones conducted by Lachter and Ruland (2018) and Latham et al. (2020) have demonstrated the effective use of peer mentoring on leadership skills, which allowed Larsson and Knudsen (2022) to posit that peer interaction is almost accepted universally as an effective way for leadership learning. Besides from peer mentoring, there also exist other methods that fall under the peer-mentoring umbrella. One such other method is through peer-teaching. Rusli et al. (2021) share that the academic performance of students has been demonstrated to have a positive impact with the use of peer teaching, where more knowledgeable peers teach those that are in need of help in a particular course or subject. The students interact with each other and share their knowledge with each other, and they both get involved in the learning process, and the learning happens in this social interaction that the students have with each other. As Lachter and Ruland (2018) suggest, peer mentoring can promote leadership development at a low cost, and this indeed may be ideal for some institutions, if not all. Evidence from Riser et al. (2021) shows that peer leaders have experience gains in three main areas, namely, content knowledge, academic success, and career readiness. This demonstrates that a peer-mentoring program, if launched, would have significant advantages, especially for students. Agreeing with Riser et al. (2021), authors (Lachter and Ruland, 2018) share that if this were to be implemented, it would definitely allow students the opportunity to practice the necessary skills needed for them to develop leadership skills, and it would undoubtedly lead them to make better decisions in their professional careers. This being in agreement with one of the three significant experience gains, which is career readiness, as

identified by Riser et al. (2021). Holistically, including all aspects of peer-mentoring, peer-mentoring does serve as a reliable and proven method that would allow leadership skills to be developed and, when done in school, will enable students to be ready as leaders by the time they enter the workforce.

Transformational Leadership as an Ideal Leadership Style

According to Bass (1997), peoples' description of their ideal leader that they would like to have resembles one that embodies a transformational leader's characteristics. While it is not easy, Hamdani (2018) shares that transformational leadership is a skill that can undoubtedly be imparted to individuals. Every student or person can be taught the theory and the attributes that relate to being a transformational leader. However, not everyone would be able to embody the attributes and then practice them. In a study by Villarreal et al. (2018), transformational leadership was identified as the most current and the most ideal approach to leadership. They found it was possible to predict students' career readiness. The study's findings concluded that transformational leadership would allow students to be ready for the workforce. This meant that if a student were able to attain being a transformational leader, the chances of succeeding in the workforce would essentially be higher. According to Raza and Sikandar (2018), an effective leader is one that is able to communicate well and defines a valid and appealing vision such that followers are engaged and influenced to achieve the goals that have been set and, along the way, motivate and inspire their followers. Northouse (2019) defines transformational leadership as a process that "changes and transforms people" (p. 163) and concerns emotion, values, ethics, standards, and long-term goals. Putting both the definition of transformational leadership by Northouse (2019) and the description of an effective leader by Raza and Sikandar (2018), an effective leader can be an individual who practices transformational leadership. In the two

studies that measured transformational leadership specifically, a positive relationship was found between transformational leadership and students' academic performance (Balwant et al., 2019), and a positive impact was found between transformational leadership and academic performance (Nandedkar et al., 2020). Both these studies demonstrate the effectiveness of transformational leadership and how it is an ideal leadership style that should be practiced. Aside from academic performance, there are also a host of other successes and positive influences that can be attributed to the transformational leadership style. Such successes include positively affecting the health of an organization (Velarde et al., 2022), positively affecting the success of projects (Zhao et al., 2021; Al-Subaie et al., 2021), and positively affecting organizational outcomes, which in turn achieves organizational goals (Valldeneu et al., 2021). In each of these studies, transformational leadership has demonstrated its positive influence and effects. In the study by Velarde et al. (2022), it was found that effective leadership was what allowed for a healthy climate which was characterized by being goal-driven and harmonious, and the leadership style that was identified was transformational leadership. In two similar studies, Zhao et al. (2021) and Al-Subaie et al. (2021) uncovered similar findings: that transformational leadership positively affected the success of a project.

Zhao et al. (2021) shared that in the study, it was found that transformational leadership positively affected project success and that the charm of the leadership was the primary driver that drove transformational leadership, explaining that this was much attributed to the leader's behavior and concern for the need of the followers. Separately, in another study, Al-subaie et al. (2021) shared that transformational leadership had an effect on project success. Specifically, the transformational leadership of the project manager. This was attributed to the transformational leadership style of the project manager, and how it had an effect on team building which in turn

resulted in the success of the project, Al-subaie et al. (2021) explained. Lastly, Valldeneu et al. (2021) shared that their study found that organizational outcomes can be improved by adopting a transformational leadership approach and eliminating passive-avoidance attitudes. The findings demonstrate the positive effects and influence that the transformational leadership style has. In addition to these findings, Valldeneu et al. (2021) also shared that leadership matters in every organization and is crucial for their success, especially when it comes to building or maintaining effective teams. Whether in an academic setting or the workforce, various studies, such as those above, have demonstrated and proven that the transformational leadership style is the most ideal leadership style in any given situation and can be practiced by anyone, manager and students alike, in any case, or situation, and it proves to be the leadership style that will almost always obtain positive outcomes whether in the classroom, school, or in the workforce.

Summary

Leaders are said to have the ability to envision the future, set goals, and bring people together while motivating them to give their best and serve as inspiration to others (Kouzes & Posner, 2002). Neal et al. (2019) share that “values are essential to every culture because they define beliefs” (p. 97) and that when a common and shared belief and meaningful goals are set, a powerful synergy is created. Values are highly important in transformational leadership, where a higher purpose is achieved than just a mere transaction between leaders and followers. Kohlberg and Hersh (1977) share that ethics and values continue to be formed as growth within social systems continues, this embodying the practice of members under the charge of a transformational leader and leading by example by upholding values and ethical standards. Both values and ethics would often define an effective leader, coupled with the words and actions. According to Akhtar et al. (2019), the transformational leadership style has been shown to be

superior to transactional leadership and thus would be the ideal leadership style that should be practiced.

CHAPTER THREE: METHODS

Overview

The purpose of this quantitative, causal-comparative study is to examine the effects that varying leadership styles have on students' academic performance. This chapter focuses on the methods used for the study. With the data that have been gathered over the duration of the study from participants through the use of a questionnaire, the researcher will analyze the data, find possible relationships, and compare the findings to similar studies to understand if there is a correlation between the variables. Chapter three begins by introducing the design of the study, including full definitions of all variables. The research questions and null hypotheses follow. The participants and setting, instrumentation, procedures, and data analysis plans are presented. The above would be covered in great detail such that other researchers can replicate the study should the need arise.

Design

This research study employs the use of a quantitative, causal-comparative design. The use of a quantitative design in this study allows the researcher to study populations or, rather, samples that represent populations to study their behavior and use statistical methods to analyze the data gathered (Gall et al., 2007, p. 32). Specifically, a causal-comparative quantitative design would be used for this research study to examine the different leadership styles of students against their academic performance in terms of test scores. According to Gall et al. (2007), the causal-comparative approach is used to identify cause-and-effect relationships. In this study, students' leadership styles would be measured against their academic performance to see if there

is a cause and effect between the two, and whether leadership styles cause and affect students' academic performance. Other studies that measure leadership styles have also been done similarly, resulting in researchers being able to link leadership style with another variable (e.g., Rifa'I et al., 2019; Miranda, 2019; Afshari et al., 2017). Based on this, it would be appropriate to continue from these researchers' works and apply it to a different variable, in this case, students' academic performance. The design has demonstrated that it can verify relationships between variables and has been used by other researchers and has been validated and verified. Gall et al. (2007) share that the causal-comparative research design seeks to uncover relationship(s) between variables, which befits this research study.

For this study, the independent variable would be the differing leadership styles of students, which would either be transformational leadership, transactional leadership, or passive-avoidant leadership. Transformational Leadership is defined as a leadership style in which both leader and followers engaged with each other such that they are bound together and higher levels of motivation are achieved (Burns, 1978). Transactional Leadership is defined as a leadership style that sees leadership as an exchange between leader and follower, where leaders provide followers with what they want in exchange for what the leader wants (Judge & Piccolo, 2004). Passive-avoidant Leadership is essentially defined as a lack of leadership (James & Moore, 2018). The dependent variable for this study would be the academic performance of students. In this study, leadership style is defined as the relatively stable patterns of behavior that are manifested by leaders (Eagly & Johannesen-Schmidt, 2001), and academic performance is defined as the total points earned in ENGL 101 - Composition and Rhetoric course taken across the university by undergraduate students. In using the causal-comparative research design, the study hopes it will allow the researcher to answer the research questions as stated below.

Research Question(s)

RQ1: Is there a difference in academic performance among college students whose leadership style is transformational, transactional, or passive-avoidant leadership in a faith-based university?

Hypothesis(es)

H₀1: There is no statistically significant difference in academic performance, as measured by total points earned in the course ENGL 101 – Composition and Rhetoric, among college students whose leadership style is transformational, transactional, or passive-avoidant leadership in a faith-based university.

Participants and Setting

Population

The population chosen for this study were students from a faith-based institution in south-central Virginia. The college serves local, domestic, and international students through their on-campus and online degree programs ranging from various levels, such as the associates level, bachelor's level, master's level, and doctoral levels. The college is unique because it delivers courses from the viewpoint of a particular faith, making it a faith-based university. The college teaches and educates students from the perspective of faith rather than the perspective of the secular world alone. Courses taught within the university offer integrating a specific faith and how the secular world relates to that particular faith.

Participants

Participants must be from this institution as the study seeks to identify relationships between two variables of students in a faith-based institution. In addition, participants must be a current residential student in an undergraduate program under the School of Education and must

be above the age of 18. There are no limitations to ethnicity or gender. Students are encouraged to participate as long they are of undergraduate careers, studying on campus, and in programs belonging to the School of Education. Lastly, to ensure a standardized test score is received from a standardized test, participants must have completed ENGL 101 – Composition and Rhetoric to participate in this study.

The study will employ a convenience sampling method. As there needed to be a standardized test to measure academic performance in this study, a course needed to be selected that was taken by students to ensure a fair test to measure academic performance. The study will be shared through word of mouth with professors teaching courses on campus and who are enrolled in programs within the School of Education. However, only students who have completed ENGL 101 – Composition and Rhetoric will be eligible to participate in this study. As ENGL 101 – Composition and Rhetoric is a core course, there is a certainty that the majority of the students would have already completed the course in their first few terms, thus making them eligible to participate in the survey and ensuring that there will be a sizeable number of eligible students. The study seeks to target current residential undergraduate students.

The survey used for the study was developed through Mind Garden's Transform™ System, known as the MLQ Survey. Before the MLQ survey is taken, a pre-screening form will be used, including the collection of basic parameters such as consent, age, and demographics. For this study, the number of participants sampled was 43 students, which according to Gall et al. (2007, p. 145), exceeded the required minimum for a one-way ANOVA when assuming a large effect size with a statistical power of .7 at the .05 alpha level.

Setting

In this research study, the participants for the study were gathered from a convenience sample from the said faith-based institution located in south-central Virginia during the Spring semester of the 2023 school year. The data for this study was collected through the use of a questionnaire that was sent out to current residential undergraduate students via email after they had indicated their interest in participating through their professors in class. For this study, the number of participants sampled was 43, which exceeds the required minimum for a one-way ANOVA when using a large effect size with a statistical power of .7 at the .05 alpha level. According to Gall et al. (2007), 39 students is the required minimum using a large effect size, power of .7, and alpha set at .05 for the study. Bakker et al. (2019) share that an effect size is a quantitative measure that provides a measurement between the differences of groups between their variables. The data collected from this study comprised of 3 male participants and 40 female participants. Warner (2013) shared that for the best chance of obtaining results that were statistically significant, a strong treatment effect was necessary. Gall et al. (2007) agree and share that if the effect size is large, a smaller sample size will result in a significant finding when compared to a construct that has a smaller effect on the population. In this study, the total participation was 43, which exceeds the required minimum for ANOVA and bivariate regression when assuming a large effect size, power of .7, and alpha set at .05.

All questionnaires were anonymous, and the researcher would not contact participants for any questions or clarifications. Questionnaires done incorrectly would be discarded and not used in the sample and the study. The data collected from the questionnaire reflects this, with a total of 3 male participants and 40 female participants in this study.

Table 1

Participant Breakdown by Gender

Male	Female
3	40

Instrumentation

The instruments that were used in this research study were a Participant Questionnaire (see Appendix A) and the Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004) (see Appendix B). The Participant Questionnaire was administered through the use of Microsoft Forms, while the Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004) was used via the Mind Garden Tool, a platform that delivers the Multi-Factor Leadership Questionnaire.

Participant Demographic Information

The Participant Questionnaires included questions that would allow participants to be classified. Some of these classifications include their age, ethnicity, and gender. The age classification would allow the researcher to understand if younger participants would perform better than older participants. The ethnicity classification seeks to understand if ethnicity plays a role in type of leadership and academic performance. While the gender questions ask participants their gender to see if there is better or increased performance from a particular gender over the other.

Multi-Factor Leadership Questionnaire

The Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004) is a survey that the participants will take online via Mind Garden. The purpose of this instrument was to measure the leadership styles of the participants. The rationale behind this survey is for the leadership styles

of participants to be identified. The Multi-Factor Leadership Questionnaire measures a broad range of leadership types, from passive leaders to leaders who reward leaders who transform their followers, making them become leaders themselves (Mindgarden, 2021).

The Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004) was developed and worked on based on the early works of Burns (1978) and House (1976). Burns (1978) posits that there are two types of leadership, either transactional or transformational, where he shares that most leadership styles focus on the exchange between leaders and followers. Transformational leadership is when engagement and a connection are formed, raising motivational levels in leaders and followers. The work of House (1976) saw charisma as a method to lead, known as Charismatic Leadership. House (1976) shares that a charismatic leader is one that is dominant and has a strong and steadfast desire to influence others with confidence, and has a strong sense of moral values. By putting both of these theories together, Bass (1985) would eventually develop an instrument to measure the full range of leadership styles. After a couple of revisions and testing, Bass (1985) would subsequently develop an instrument capable of measuring the full range of leadership styles, and it would be known as the Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004).

The Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004) has been used in numerous studies (e.g., Kheir-Faddul & Dănăiață, 2019; Durowade et al., 2020; Alloubani et al., 2019) and is considered both valid and reliable (Avolio & Bass, 2004; Rowold, 2005). The instrument was validated and verified as conducted by Avolio et al. (1995) using Confirmatory Factor Analyses and a large sample pool ($N=1394$) to provide evidence of construct validity. In addition, the study by Avolio et al. (1995) found that the instrument exhibited high internal consistency and factor loadings. Another validity test was conducted by Bass and Avolio (1997)

using a larger sample of ($N=1490$). There were similar validation results, confirming the validity of the Multi-Factor Leadership Questionnaire. Muenjohn and Armstrong (2008) also tested the instrument's validity using Confirmatory Factor Analysis (CFA), and it was found to be of an acceptable testing level. Also, researchers such as Antonakis et al. (2003) examined the validity of Bass and Avolio's Multifactor Leadership Questionnaire (MLQ); by using a large sample of 2279 pooled males and 1089 pooled females, the researchers found support for the nine-factor leadership model proposed by Bass and Avolio to which justified both the reliability and validity of the instrument. In the latest revision of the Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004), the factor loading ranged between 0.62 and 0.91, establishing the construct validity of the instrument (Felfe and Schyns, 2004; Lee et al., 2011). The above results verified the construct validity of the Multi-Factor Leadership Questionnaire.

The instrument has 45 questions with 36 leadership items and uses a 5-point Likert scale with descriptions such as unsure, not at all, once in a while, sometimes, fairly often, and frequently, if not always (Avolio & Bass, 2004). Participants would answer the 45 questions posed to them by selecting which of the descriptions in the 5-point Likert scale were most applicable to them and their leadership style. In each category, there are further subscales to which the questions are linked to. The subscales and their main categories are as follows; under the Transformational Leadership category, the subscales are Builds Trust (Idealized Attributes), Acts with Integrity (Idealized Behaviors), Encourages Others (Inspirational Motivation), Encourages Innovative Thinking (Intellectual Stimulation) and Coaches and Develops People (Individualized Consideration). Under the Transactional Leadership category, the subscales are Rewards Achievement (Contingent Reward) and Monitors Deviations & Mistakes (Management-by-Exception: Active). Lastly, under the Passive/Avoidant category, the subscales

are Fights Fires (Management-by-Exception: Passive) and Avoids Involvement (Laissez-Faire).

It would take approximately 15 minutes for participants to complete the Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004). Upon the completion of the 45 questions, a report would be generated showing how much of each leadership style does the participant exhibit and will be measured as a mean. The highest mean would denote the leadership style that the participant exhibits.

In terms of reliability, the Multi-Factor Leadership Questionnaire had a Cronbach's alpha of 0.871 and 0.819 in the first and second groups of the first study (Abdelhafiz et al., 2016) and a combined of .89 for the second study (Kasemaa & Suviste, 2020). The instrument went through multiple modifications to ensure that the instrument kept up with consistency, and the latest version was published in 2004 (Avolio & Bass, 2004). Current studies such as those of Kheir-Faddul and Dănăiață (2019) and Alloubani et al. (2019) have demonstrated that the latest revision of the Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004) is found to be reliable with Cronbach's alpha scores of the studies conducted by the authors being 0.73 and 0.90 respectively. The above scores, coupled with further research being conducted, demonstrate the reliability and the validity of the Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004) to be used as an instrument for this study. The current and latest version of the instrument is MLQ5x (Antonakis & House, 2014) which used 14 samples to validate and cross-validate the form (Avolio & Bass, 2004).

Academic Performance

For the purpose of this study, academic performance is defined as the total points earned in the ENGL 101 – Composition and Rhetoric course taken across the university by undergraduate students. After the sharing of the study by the professor in class, a link will be

shared with the students, and the consent form will be on the first page of the survey to inform participants of the study and seek consent before collecting data. Upon consenting, the participant would then fill up the other information needed for the study. In the survey, the participant would input their details such as LU ID, email, the program enrolled in, age, ethnicity, gender, and their final test score of the ENGL 101 – Composition and Rhetoric course. After vetting the responses, and if the student is deemed eligible for the study, the researcher would send a separate link to the participant in the form of an email that would contain the link to the MLQ survey. The researcher would then link the results from the survey to the results of the leadership profile of the student, linking their test scores to their leadership style. Upon completion, the researcher would then tabulate the test scores and the leadership profiles of the participants to answer the research question. The participants have agreed to share their details to the best of their abilities and as accurately as possible for the purpose of this study.

Procedures

Participant Data Collection and MLQ Survey

Microsoft Forms is a platform that allows users to create their own surveys for the purpose of data collection. The survey can be custom-made, tailored to the researcher's needs, and programmed accordingly. In using this platform, the researcher can structure questions to fit the study, which would then allow the researcher to collect data accordingly. The researcher programmed the survey in such a way that the consent form was on the first page, ensuring that consent was given by the participant first before collecting data. Upon verifying that the participant is eligible to participate in the study, a link to the MLQ survey was sent to the participant's email. The MLQ Survey is a survey available for use from Mind Garden, which owns and generates the survey. Upon completion, the researcher would link the results of both

the surveys together, tabulating the results of the participants. As such, Microsoft Forms and the Transform Survey Hosting from Mind Garden were elected to collect data from participants.

Approval Process

The Approval Process began first by seeking permission from the school to conduct research and use their students as participants. This was done by completing the Use of SOE Participants Form. Upon receiving approval from the School of Education to use their students, Liberty University's Institutional Review Board (IRB) was then sought, which was requested on 13th September 2022, and permission from the IRB to conduct the research was granted on 2nd November 2022. However, due to a change in the data collection method, a subsequent request was sent, and it was finally approved on 31st January 2023. Following the approval by the IRB, a description of the survey, its contents, and the purpose of the research study was shared with professors to be shared in their classes with their students, who were encouraged to participate. This was done by employing the help of faculty to disseminate the information to professors to be shared with students to participate. Before beginning the survey, a declaration of consent by the participant that the information collected would be used for the study was given, which the participant had to acknowledge before the survey would be made available. The Data Collection Period was open for a duration of 10 days which began on the 27th of February 2023 and was closed on the 8th of March 2023. A Thank you email was sent to all participants on the 9th of March 2023 to thank them for their participation (See Appendix F).

Data Security

At all stages of data collection, all information that could identify the participants was protected. Data was stored securely, and only the researcher could access all records and data used for the study's purpose. Data will be stored on a password-locked computer, in a locked

cabinet, and in a locked and staff-only-access office. After three years, all electronic records and data will be deleted.

Data Analysis

Analysis of Variance (ANOVA)

An ANOVA was used to determine if there was a statistically significant difference between the Academic Performance in terms of test scores and the differing Leadership Styles. According to Warner (2013), an ANOVA is used in research when a researcher wants to compare the means on one variable, in this case, test scores, across two or more groups, in this case, the differing leadership styles, thus making the ANOVA befitting to be used in this research study. In addition, ANOVA requires a categorical variable with two or more groups and a single, continuous (either ratio or interval) dependent variable, which the study has. In using ANOVA, the researcher would be able to test the hypothesis of whether there is a statistically significant difference between the academic performance of college students and their leadership style in a faith-based university. Separately, Gall et al. (2007) shared that it is possible that some causal-comparative research designs study more than two groups, which happens to be similar to this study, to which they explain that a statistical procedure such as an ANOVA is used to compare the differences. The use of ANOVA is appropriate to this study as this study has more than two groups, which would be the leadership styles: transformational leadership, transactional leadership, and avoidant behavior.

Indeed, with the use of ANOVA, there are assumptions that need to be tested. However, with any study, data screening should be the first thing that is done, which should include a visual screening of the data set to check for missing data points and inaccuracies, followed by box and whisker plots, which are used to check for extreme outliers. After that is done, can the

assumption testing begin. First, the Normality, depending on the size, of this research study, either Kolmogorov-Smirnov or Shapiro-Wilk would have to be used to test for normality. In this study, Shapiro-Wilk was used to test normality as the sample size was below 50. Next, the Homogeneity of Variance must be met, which is examined using Levene's Test of Equality of Error Variance. Only after that can the results be used to reject the null hypothesis or fail to reject the null hypothesis. Since this study employs the use of ANOVA, the partial eta squared was used to report effect size. The researcher will reject the null hypothesis at the 95% confidence level with $\alpha = .05$. Based on the research study results, the researcher had to accept the null hypothesis at the confidence level or 95% with $\alpha = .05$, as the results of the study were $F(2, 40) = 0.063, p = .939$. Since the p -value is above .05, the researcher failed to reject the null hypothesis. The results demonstrated that there was no statistical difference in academic performance among the transformational, transactional, and passive-avoidant leadership styles. As such, the researcher has failed to reject the null hypothesis.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this study was to see if there was a difference in academic performance among college students whose leadership style is transformational, transactional, or passive-avoidant leadership in a faith-based university. The independent variable was the type of leadership style the student exhibited, and the dependent variable was the student's academic performance. A One-way Analysis of Variance (ANOVA) was used to test the hypothesis. This Findings Section includes the research question, null hypothesis, data screening, descriptive statistics, assumption testing, and results.

Research Question(s)

RQ1: Is there a difference in academic performance among college students whose leadership style is transformational, transactional, or passive-avoidant leadership in a faith-based university?

Null Hypothesis(es)

H₀1: There is no statistically significant difference in academic performance, as measured by total points earned in the course ENGL 101 – Composition and Rhetoric, among college students whose leadership style is transformational, transactional, or passive-avoidant leadership in a faith-based university.

Descriptive Statistics

Descriptive statistics were obtained on the dependent variable for each group. There were no outliers identified, and the sample consisted of a total of 43 participants. Descriptive statistics can be found in Table 2.

Table 2*Descriptive Statistics*

Leadership		N	Minimu m	Maximu m	Mean	Std. Deviation
Transformational	Performance	26	84.0	100.0	93.3	4.3
Leadership (listwise)		26				
Transactional	Performance	9	87.0	100.0	93.7	4.1
Leadership (listwise)		9				
Passive-Avoidant	Performance	8	89.0	96.0	93.0	2.5
Leadership (listwise)		8				

Results*Hypothesis*

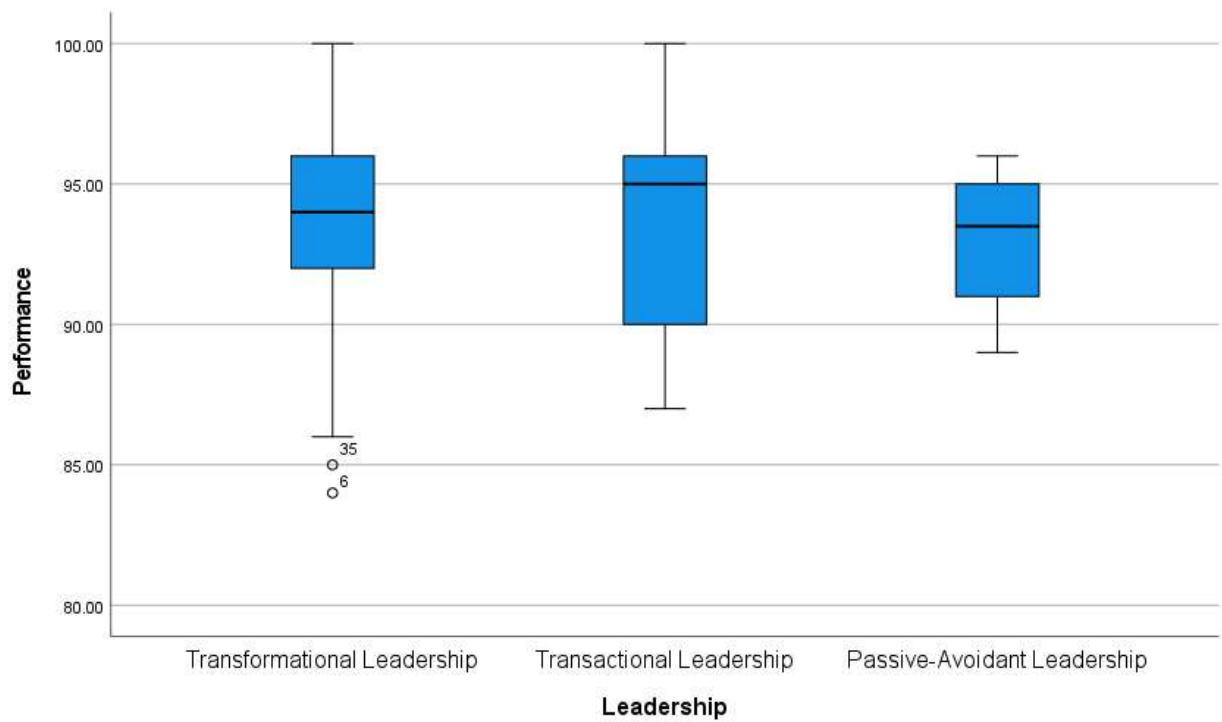
There is no statistically significant difference in academic performance, as measured by total points earned in the course ENGL 101 – Composition and Rhetoric, among college students whose leadership style is transformational, transactional, or passive-avoidant leadership in a faith-based university.

Data screening

Data screening was conducted on each group's dependent variable. The researcher sorted and scanned the data on each variable for data entry errors and inconsistencies. No data errors or inconsistencies were identified. Box and whiskers plots were used to detect outliers on each dependent variable. There were no outliers identified. See Figure 1 for box and whisker plots.

Figure 1

Box and whisker plots (dependent).



Assumptions

An Analysis of Variance (ANOVA) was used to test the null hypothesis. The ANOVA required that the assumptions of normality and the homogeneity of variance are met. Normality was examined using a Shapiro-Wilk test. Shapiro-Wilk was used because the sample size was less than 50. The assumption of normality was not met for one of the leadership styles. Hence, there was a violation of normality. This resulted from a much larger pool of participants who fell within one of the three groups, that group being Transformational Leadership. See Table 3 for Tests of Normality.

Table 3*Tests of Normality*

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Leadership		Statistic	df	Sig.	Statistic	df	Sig.
Performance	Transformational Leadership	.185	26	.022	.911	26	.028
	Transactional Leadership	.184	9	.200*	.968	9	.874
	Passive-Avoidant Leadership	.162	8	.200*	.931	8	.521

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Assumption of Homogeneity of Variance

The ANOVA requires that the assumption of homogeneity of variance be met. The assumption of homogeneity of variance was examined using the Levene's test. The assumption of homogeneity of variance was met where ($p = .434$). See Table 3 for Levene's test of Equality of Error Variance.

Table 4*Levene's Test of Equality of Error Variances^{a,b}*

		Levene			
		Statistic	df1	df2	Sig.
Performance	Based on Mean	.853	2	40	.434
	Based on Median	.494	2	40	.614
	Based on Median and with adjusted df	.494	2	35.675	.614
	Based on trimmed mean	.796	2	40	.458

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Performance

b. Design: Intercept + Leadership

Results for Null Hypothesis

An ANOVA was run to see if there was a significant difference in academic performance, as measured by total points earned in the course ENGL 101 – Composition and Rhetoric, among college students whose leadership style is transformational, transactional, or passive-avoidant leadership in a faith-based university. The independent variable was the leadership style of the students, and the dependent variable was the academic performance of students. The researcher accepted the null hypothesis at the 95% confidence level where $F(2, 40) = 0.063, p = .939$. Partial eta square equaled ($\eta^2_{\text{part}} = .003$). The effect size was small. There was not a statistical difference in academic performance among the transformational leadership style ($M = 93.3, SD = 4.3$), the transactional leadership style ($M = 93.7, SD = 4.1$), and the passive-avoidant leadership style ($M = 93.0, SD = 2.5$) among students. See Table 5 for Tests of Between-Subjects Effects.

Table 5

Tests of Between-Subjects Effects

Dependent Variable: Performance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1.991 ^a	2	.996	.063	.939	.003
Intercept	285364.695	1	285364.695	18030.105	<.001	.998
Leadership	1.991	2	.996	.063	.939	.003
Error	633.085	40	15.827			
Total	374870.710	43				
Corrected Total	635.076	42				

a. R Squared = .003 (Adjusted R Squared = -.047)

Because the researcher failed to reject the null hypothesis, a post hoc analysis was not required.

As such, a Tukey test was not performed to compare all possible pairs of group means among the three leadership styles of transformation, transactional, and passive-avoidant.

CHAPTER FIVE: CONCLUSIONS

Overview

The purpose of this study was to explore and understand the relationship between leadership styles against the academic performance of students in a faith-based institution. The leading theory which guided this study was the Transformational Leadership theory. The Transformational leadership theory is based on Bass (1985) and was later redeveloped by Burns (1978), in which the Transformational Leadership Theory would be materialized. This chapter studies the results and breaks down the findings of the study to see if there is indeed a relationship that exists between the leadership styles of students and their academic performance. The chapter begins with a discussion that discusses the results and establishes a stand based on the results and data collected. Next, the implications of the study are also discussed, which is then followed by the limitations of the study, before ending with the recommendations for future studies.

Discussion

The purpose of the study was to identify if there was a relationship between the leadership style of students and their academic performance. The leadership style in this study includes the transformational leadership style, the transactional leadership style, and the passive-avoidant leadership style. The research question for this study was, is there a difference in academic performance among college students whose leadership style is transformational, transactional, or passive-avoidant leadership in a faith-based university?

Previous studies have shown and demonstrated that there were relationships formed between leadership styles and performance. As such, this study aimed to fill the gap between leadership styles and performance by studying the academic performance of students in a single-

culture education institution as opposed to an organization. The study was built upon three main theories and research conducted by Cho et al. (2018), Sertel et al. (2022), and Priyadarshini et al. (2019). These respective authors gave three different theories by conducting research in three separate studies.

In the research study of Cho et al. (2018), it was found that there was a relationship that existed between leadership type and performance. However, this was in the setting of organizational performance. The results of the study showed that there was indeed a relationship between the two factors, leadership type and the performance of the organization. In the second study, by Sertel et al. (2022), the authors studied mediating effects on leadership and performance, and the results of the study found that culture was one of the factors that played a mediating role when it came to leadership and the performance of an organization. Lastly, in the third study, Priyadarshini et al. (2019) conducted research on student leadership and the effect that it has on the academic outcomes of students, to which the study found that student leadership does affect academic outcomes. However, this study was conducted in the context of Indian culture.

Using these three studies and keeping in mind the results that were garnered from the three studies, this research conducted tried to replicate the results by combining the findings of the three studies together. The study sought to understand if there was a relationship between the leadership styles of individuals and performance, but in the context of an educational institution instead of in an organization, as studied by Cho et al. (2018). The study sought to understand if a relationship between leadership style and academic performance existed in a faith-based institute instead of just playing a mediating effect, as studied by Sertel et al. (2022). Finally, the study sought to seek if, indeed, leadership does affect the academic outcomes of students, in a faith-

based university, with students of the same faith, as compared to students of the same culture, as researched by Priyadarshini et al. (2019).

Having explored and researched the body of knowledge on these topics, and available research articles, the results of this study have contradicted the other studies and theories that have been researched before. The results of this study were that there is no statistically significant difference in academic performance, as measured by total points earned in the course ENGL 101 – Composition and Rhetoric, among college students whose leadership style is transformational, transactional, or passive-avoidant leadership in a faith-based university. In addition, this result contradicts the result of Cho et al. (2018) and Priyadarshini et al. (2019), where both authors found that leadership affects individuals' performance. In this study, students of the transformational leadership style ($M = 93.3$), the transactional leadership style ($M = 93.7$), and the passive-avoidant leadership style ($M = 93.0$), scored similar on average when tested against their academic performance as demonstrated by their mean scores. This shows that there is indeed no statistical difference in terms of academic performance of students of the different leadership styles.

Having said that, there is a myriad of reasons as to why this might have been possible, and the results were not replicated. In other studies, the leadership type was that of a single person, usually, one in authority, and that leadership type was what determined performance. In the study of Cho et al. (2018), the context of the study was done in an organization that may have had other motivating factors to perform, such as monetary rewards or performance rewards if an employee had performed outstandingly, unlike a student in an educational institution where the motivation may be something else instead. In the study conducted by Priyadarshini et al. (2019), the study was conducted with respect to an Indian context. This meant a much larger population

and sample size, and it could possibly be the entire country. With a higher participation level, the study was able to identify the statistical difference between leadership and performance.

With respect to this study, participant profiles were skewed, and there was a lack of variation in the demographic data of participants in this study. The study conducted had a total of 43 participants, of which 40 were female and three were male. Out of these 43 participants, there were 37 Caucasians, an Asian, an Indian, an African American, and 3 Hispanics. All of them were students whose ages ranged from 18 to 22 years of age. The study also uncovered that majority of the students in the education institution studied demonstrated a higher level of transformational leadership, which account for 26 participants out of the 43 participants studied.

Implications

The result of the study showed that there was not a strong relationship between leadership styles and academic performance. The study showed that students' leadership style and academic performance were not statistically linked and that there was not a statistical difference in the academic performance of students among the transformational leadership style, transactional leadership style, and passive avoidant leadership style.

While the results have suggested that there is no statistical difference in students' academic performance among the different leadership styles, this study and its findings add to the body of knowledge as it opens up the direction toward studies being conducted on the leadership styles of students and their academic performance. This is as opposed to the much-discussed leadership versus performance topic in the setting of an organization. This study opens and begins the pathway towards research on helping students in their leadership skills and filling the gap between education and career.

As planned, the study was set up to build upon the body of knowledge to identify students' leadership styles and measure them against the academic performance of students enrolled in a program with a faith-based university. Since it has been studied and verified that a relationship exists between leadership styles and organizational performance (Cho et al., 2018), the study intended to replicate the study by studying leadership style against academic performance instead of organizational performance.

Although the results of the study suggest that there was no difference among students' academic performance and leadership styles in a faith-based institution, further research can be done to explore a larger institution across more programs with a more significant population and various delivery methods across different modalities. As a result of the study, a baseline was created for future research to be done on the studies of leadership styles and academic performance among students in a faith-based institution or in an institution that has a single culture or belief.

While the results of this study did not find a relationship between academic performance and leadership styles, most students in this faith-based institute are transformational leaders. In addition, this study found that the Transformational Leadership style accounted for more than 60% of the three leadership styles presented in this study. In the studied population, more than 60% exhibited traits of a transformational leader and that is what this particular faith-based institution believes in. Although this caused much tipping of the scales for statistical research, it had proven that this faith-based university has been successful in training transformational leaders. The founder of this faith-based institution dreamed of a university filled with men and women who would change the world for Christ, and to become transformative leaders.

Limitations

In this research study, several limitations were identified. Starting with both the instruments used, Microsoft Forms and the MLQ Survey. Microsoft Forms was used as both the consent form and the data collection page, to which participants would input their test score of ENGL 101 - Composition and Rhetoric in percentage. The limitation here was that this was a self-reported score. In addition, with reference to the points given in ENGL 101 – Composition and Rhetoric, each participant may have had a different instructor for the course, which meant that the marking of the assignments and the scores that are given would vary in terms of being awarded to the students as different instructors determined it.

Next, the MLQ Survey, although the MLQ Survey has been used numerous times in multiple studies and has been demonstrated to be both a reliable and valid instrument to be used to identify the leadership style of individuals, the responses could be biased. Particularly in the area of self-biasedness when doing the survey as participants. Participants may have answered based on an outcome that they would prefer and not an answer that they would have done or practiced, and this could cause the validity of the instrument to be affected.

The participation rate and survey population were also a limitation of this study. The researcher went out to over a hundred possible participants, and received consent to participate in the study from 96 students. However, after eliminating responses that were ineligible and incomplete responses, there were only 43 that remained. This low response rate meant that it was now not possible to generalize the findings. To mitigate this in the future, researchers should consider ensuring that the sample population would be large enough so that the findings of the study can be generalized.

Furthermore, the participation ratio of male to female participants in this study. The study had a total of 43 participants, of which 40 were female, and three were male, which comes up to 6.98% of males against 93.02% of female participants. To mitigate this in the future, researchers should consider choosing classes with an equal number or a less skewed ratio of male and female students.

Lastly, the limitations of the design of this study were that this study only measured three leadership styles out of the numerous styles that are possibly available in practice and in literature. In addition, the design of the ENGL 101 – Composition and Rhetoric course only measured a student's academic performance when it come to the English language and is not an all-encompassing tool which measures the academic performance of students fully and wholly, and thus may not be a good representation of a student's academic performance in a student's academic journey.

Recommendations for Future Research

The following are recommendations for future research on the topic of leadership styles and the academic performance of students. These recommendations are presented here based on the review of literature, which has formed the purpose of this study and based on the results of the study which was conducted.

1. It is recommended that in future studies, not only a single faith-based institution is used, but instead multiple faith-based institutions. In doing so, the study will be able to garner a larger population and sample size.
2. It is recommended that in future studies, a testing instrument of a specific leadership style is used to identify students' leadership styles. This is as opposed to a continuum such as the MLQ, which only shows the most exhibited leadership quality.

3. It is recommended that in future studies, a testing instrument to measure academic performance is used. This can be in the form of a test administered to students when the study commences or using an overall score such as a grade point average.
4. It is recommended that in future studies, testing and analysis be conducted across genders, ages, and ethnicities. This would allow future research to cover the study from a micro aspect, zooming into the demographic of the student participants.
5. It is recommended that in future studies, motivation as an aspect towards academic performance is explored. This will help researchers understand the possible difference in the academic performance of students and their motivation to learn and study in school.
6. It is recommended that in future studies, scholarships and financial aid of students are also taken into account. This may be a contributory factor to academic performance, as students on scholarships and financial aid need to maintain a passing grade in order for their scholarship and financial aid to continue with the school. This might mean that these students have a higher motivation rate than other students and in turn would tend to perform better than their fellow counterparts due to this added responsibility that they have to adhere to.
7. It is recommended that in future studies, other majors also be included in the study. This will allow the researcher to make comparisons of students in terms of their academic performance and leadership styles across different subjects and domains.
8. It is recommended that in future studies, the modality of students also be studied and considered. This would allow the researcher to compare academic performance between both residential students and online students.

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APPENDIX A

Participant Consent and Screening Form Questions

Participant Consent and Screening Form Questions

1. Are you a current residential student in an undergraduate program under the School of Education at Liberty University?
2. Are you at least 18 years of age?
3. Have you completed ENGL 101 – Composition and Rhetoric?
4. What is your LU ID?
5. What is your LU email address?
6. Which LU program are you enrolled in? (eg. Bachelor of Education (B.Ed.) in Elementary Education)
7. What is your age?
8. What is your ethnicity?
9. What is your gender?
10. What is your final test score, (in percentage) for ENGL 101 – Composition and Rhetoric?
(eg. 95.4%)

APPENDIX B

Permission to reproduce 1 copy of Multifactor Leadership Questionnaire

For use by Ignatius Luke Chan only. Received from Mind Garden, Inc. on October 19, 2022

**Permission for Ignatius Luke Chan to reproduce 1 copy
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For Dissertation and Thesis Appendices:

You may not include an entire instrument in your thesis or dissertation, however you may use the three sample items specified by Mind Garden. Academic committees understand the requirements of copyright and are satisfied with sample items for appendices and tables. For customers needing permission to reproduce the three sample items in a thesis or dissertation, the following page includes the permission letter and reference information needed to satisfy the requirements of an academic committee.

Online Use of Mind Garden Instruments:

Online administration and scoring of the Multifactor Leadership Questionnaire is available from Mind Garden, (<https://www.mindgarden.com/16-multifactor-leadership-questionnaire>). Mind Garden provides services to add items and demographics to the Multifactor Leadership Questionnaire. Reports are available for the Multifactor Leadership Questionnaire.

If your research uses an online survey platform other than the Mind Garden Transform survey system, you will need to meet Mind Garden's requirements by following the procedure described at [mindgarden.com/mind-garden-forms/58-remote-online-use-application.html](https://www.mindgarden.com/mind-garden-forms/58-remote-online-use-application.html).

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APPENDIX C

IRB Approval – Initial

LIBERTY UNIVERSITY

INSTITUTIONAL REVIEW BOARD

November 2, 2022

Ignatius Chan
Ellen Black

Re: IRB Exemption - IRB-FY22-23-194 Effects of Student Leadership Style on their Academic Performance

Dear Ignatius Chan, Ellen Black,

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

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

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

Sincerely,

G. Michele Baker, MA, CIP

Administrative Chair of Institutional Research

Research Ethics Office

APPENDIX D**IRB Approval Letter – Modification****LIBERTY UNIVERSITY.**
INSTITUTIONAL REVIEW BOARD

January 31, 2023

Ignatius Chan
Ellen Black

Re: Modification - IRB-FY22-23-194 Effects of Student Leadership Style on their Academic Performance

Dear Ignatius Chan, Ellen Black,

The Liberty University Institutional Review Board (IRB) has rendered the decision below for IRB-FY22-23-194 Effects of Student Leadership Style on their Academic Performance.

Decision: Exempt - Limited IRB

Your request to ask School of Education faculty teaching during the current term to share your study information with their students via email and word of mouth in class has been approved. Thank you for submitting documentation of permission for our review and documentation.

Thank you for complying with the IRB's requirements for making changes to your approved study. Please do not hesitate to contact us with any questions.

We wish you well as you continue with your research.

Sincerely,

G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

APPENDIX E

Consent Form

Consent

Title of the Project: Effects of Student Leadership Style on their Academic Performance

Principal Investigator: Ignatius Luke Chan, Doctoral Candidate, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be a current residential student in an undergraduate program under the School of Education at Liberty University and must be at least 18 years of age. Lastly, participants must have completed ENGL 101 – Composition and Rhetoric to be able to participate in this study. There are no limitations to ethnicity or gender. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of this quantitative, causal-comparative study aims to determine if there is a difference in academic performance based on college students' leadership style in a faith-based university.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following things:

1. Complete a 5-minute form which collects your basic information. Information will only include your LU ID, email, program enrolled in, age, ethnicity, gender, and final test score of the ENGL 101 – Composition and Rhetoric course.
2. Complete a 30-minute maximum Multifactor Leadership Questionnaire online.

How could you or others benefit from this study?

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

Benefits to society include being able to train students to be leaders before they enter the workforce, preparing them to identify and solve real-life challenges and issues that they may face in the real world.

What risks might you experience from being in this study?

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

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- Participants responses will be kept confidential. Once the surveys are linked, all identifiers will be stripped from the data

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- Data will be stored on a password-locked computer and hard copy data will be stored in a locked cabinet, in a locked and staff-only-access office. Data may be used in future presentations. After three years, all electronic records will be deleted, and any hard copy data will be shredded.

Is study participation voluntary?

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

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Ignatius Luke Chan. You may ask any questions you have now. If you have questions later, you are encouraged to contact him at [REDACTED]. You may also contact the researcher's faculty sponsor, Dr. Ellen Black, at [REDACTED].

Whom do you contact if you have questions about your rights as a research participant?

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

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

Printed Subject Name

Signature & Date

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APPENDIX F

Thank you E-mail sent to Participants

