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LEADERSHIP IN CHRISTIAN HIGHER EDUCATION: THE IMPACT OF DIFFERENT LEADERSHIP STYLES ON STUDENTS

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LEADERSHIP IN CHRISTIAN HIGHER EDUCATION:
THE IMPACT OF DIFFERENT LEADERSHIP STYLES ON STUDENTS

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Abstract

This is an expanded literature review of leadership in Christian higher education institutions, and how leaders and their leadership style, servant, transformational, transactional, and passive-avoidant, impact developmental factors of students such as academic excellence, professional development, ethical and moral development, faith, and spiritual development. This paper is looking directly at the components of colleges and universities that are members of the Council for Christian Colleges & Universities (CCCU). The expanded literature review analyzed research previously conducted and determined that transformational leadership is the most impactful leadership style on the developmental factors of students that were looked at include academic excellence, professional development, ethical and moral development, faith, and spiritual development. Servant leadership can have this same impact; conversely, minimum research has been conducted on servant leadership in the educational environment.

KEYWORDS: Christian higher education, leadership styles, developmental factors, servant leadership, transformational leadership, transactional leadership, passive-avoidant leadership

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Introduction

Students attending a Christian higher education institution are not only "strengthening their faith, [but] students [also] can strengthen their relationships with those who are the same age, share the same experiences and share their values" ("Christian Colleges: Gain an Education and Deepen Your Faith," 2016). The college enrollment within a private college in 1965 was 1.95 million, and in 2016 has increased to 5.26 enrolled (NCES, n.d.). Over the past 50 years, the students' desire to obtain a degree has grown substantially, and students believe that a college education is an investment and more important now than ever (NCES, n.d). According to Welch College (2017), attending a Christian college allows students to receive a Bible-based education, serve the greater community, and strengthen their faith. Within an environment, leadership is the act of influencing to which John Maxwell notes leadership as "the law of influence," and Richard Daft also determined that influence "is the effect a person's actions have on the attitudes, values, beliefs, or actions of others" (Daft, 2008, p. 362; Maxwell, 2007b, p. 13). The level of influence leaders has on followers can be dependent on the leadership style they choose to lead with and can affect multiple different factors of a follower. Research of the impact that leadership styles have on specific developmental factors of students has significantly been conducted within the realm of education; however, the impact of leadership styles upon students has not been widely researched within Christian higher education institutions.

The Council for Christian Colleges and Universities (CCCU) is an association of over 180 Christian institutions around the world, and their mission is to "advance the cause of Christ-centered higher education and to help our institutions transform lives by faithfully relating

scholarship and service to biblical truth" (CCCU, 2018, p. 1). Southeastern University, a private

Christian liberal arts university, is a member of the CCCU association, and has a goal that is

aligned with the mission of CCCU, and that is to "equip[ ] students to discover and develop their

divine design to serve Christ and the world through Spirit-empowered life, learning, and

leadership" (Southeastern University, n.d.-b). Leaders within CCCU institutions usually have a

common goal aligned with the mission of the school. The CCCU's programming is built on the

pillars and characteristics of public advocacy, professional development, experiential education,

academic excellence, and Christian mission (CCCU, 2018, p. 2). So, leaders within these

institutions have the ability to impact these characteristics of the students.

The concept of leadership is defined as "a process whereby an individual influences a

group of individuals to achieve a common goal" (Northouse, 2016, p. 6). The common goal of

the leaders, both staff and faculty, at Southeastern University is surrounded by impacting and a

student's level of spirituality, academics, and leadership (Southeastern University, 2018).

Christian education is known to have an impact on students that is different from the impact of a

secular higher education institution and has become a topic of increasing interest over the past

few years (Dreyer & Hermans, 2014; Leblanc & Slaughter, 2012; McMaster, 2013; Webb,

2009). Leaders can be responsible for an immense amount of this impact on the students and

preparing them for their future. Many people, specifically "teachers, administrators, and

parents," believe that obtaining a "Christian education has made and should make a difference in

people's life" (McMaster, 2013, p. 68).

Beyond the common characteristics of leadership, there are specific behaviors that are

associated with servant leadership, transformational leadership, transactional leadership, and

passive-avoidant leadership, which are all types of leadership prevalent within the educational

environment. Servant leadership places emphasis on "increased service to others, a holistic approach to work, building a sense of community, and the sharing of power in decision making" (Spears & Lawrence, 2002, p. 4). Transformational leadership is "a process that changes and transforms people, [i]t is concerned with emotions, values, ethics, standards, and long-term goals" (Northouse, 2016, p. 161). Northouse (2016) generally describes transactional leadership as a leadership style that focuses on the exchange between followers and leaders because the leader does not focus on the individual needs or the personal development of their followers. Zacher and Johnson (2015) characterize a passive-avoidant leader, also known as laissez-faire leadership, as someone who is passive and avoids important leadership tasks.

Studies of these four leadership styles show that transformational leadership is the most effective leadership style, and passive-avoidant is the least effective leadership style (Chaudry & Javed, 2012; Hamstra, et al., 2014; Islam, et al., 2012; Kuuhnert & Lewis, 1987; Leithwood & Jantzi, 2006; Moonjoo, 2017; Sosik & Baivin, 2012; Weichun, et al., 2012; Yanfei, Yangliu, & Yu, 2018; Zacher & Johnson, 2015). Numerous studies have been conducted on the influence of different leadership styles on students (Bolkan & Goodboy, 2010; Yanfei, Yangliu, & Yu, 2018). Studies have also looked at the connection between spiritual character traits and leadership styles (Dreyer & Hermans, 2014). Research also has been conducted on what characteristics define good leadership in higher education (Hempsall, 2014). However, the majority of studies are performed within the secular education environment and not specifically within the Christian educational environment.

The title of this thesis work is "Leadership in Christian Higher Education: The Impact of Different Leadership Styles on Students." The purpose of this study is to explore the impact that leaders and their different leadership styles, specifically within CCCU institutions, have on

students. CCCU institutions are built on the characteristics of public advocacy, professional

development, academic excellence, and Christian mission (CCCU, 2018. p. 2). This expanded

literature review will look at these characteristics as development factors of students and will be

categorized as academic excellence and achievement goals, professional development, ethical

and moral development, and faith and spiritual development. This review will also attempt to

make a connection and examine the relationship between the leaders and their specific leadership

styles with the developmental factors of the students.   The leadership styles of those leaders will

be categorized as servant, transformational, transaction, or passive-avoidant. This study will also

confirm the view that Christian schools are known to be environments that "intentionally work to

bring coherence to a student's moral and ethical development" (McMaster, 2013, p. 69). Finally,

this study will attempt to fill the lack of research and information concerning the impact of

leadership within Christian higher education institutions.

Research Questions

These four research questions will be answered throughout this expanded literature review:

1. While leadership is defined as "influence," what are some of the attributes of leadership?

2. What are some of the characteristics of the following leadership styles: servant, transformation, transactional, and passive-avoidant?

3. In education, specifically within a Christian higher education environment, how do leaders and their different leadership styles impact these developmental factors of students: academic excellence, professional development, ethical and moral development, and faith and spiritual development?

4. What leadership style(s) have the greatest level of impact on students, specifically within a Christian higher education environment?

It is desired that the completion of this thesis will contribute to the field of leadership within Christian colleges and universities. Also, throughout the duration of conducting an expanded literature review, it is desired to fill the lack of research between the relationship of leadership styles and developmental factors of students in CCCU institutions. It is also desired that CCCU institutions as an educational environment that benefits the students and development of academics, professionalism, ethical, moral, faith, and spirituality. Generally, this expanded literature review will be examining the benefits, impacts, and outcomes of a Christian higher education institution.

Review of Literature

Higher education institutions, specifically CCCU institutions enable students to have an impact that affects society, the economy, the community and directly impacts the student (CCCU, 2018). Leadership is present within many different environments including businesses, politics, and education, and has attracted many researchers and produced a large amount of literature in the realm of leadership in higher education. Primary and secondary sources have been identified, and these sources generally pertain to the development of leadership and different leadership styles, and how those leadership styles affect people within education or an organization. A review of previous literature will be the primary source for this thesis, and the information from this thesis will come from existing research in the form of both qualitative and quantitative data. The use of secondary resources will allow a deeper understanding of interpretation and analysis of research from primary sources that have already been conducted.

For the purpose of this research, the expanded literature review will be broken into four main categories, which then will be subsequently categorized even further to identify the specific characteristics, theories and concepts, and impact of leadership. In order to determine the impact that leadership styles within Christian higher education have on students, first I will describe what leadership is and why it is important. Then, four specific leadership styles will be evaluated; these styles include servant leadership, transformational leadership, transactional leadership, and passive-avoidant leadership. I will then discuss these four different leadership styles and what specific characteristics and attributes make a person a particular type of leader. Thirdly, I will look at the relationship between the leader and the follower by the impact leadership has on developmental factors of the students based on implications drawn from previous research. The developmental factors that will be examined will consist of academic

excellence, professional development, ethical and moral development, faith, and spiritual

development. Lastly, I will explore the overall benefits of a Christian educational environment,

which will also include which leadership style(s) have the greatest level of influence on students.

What is Leadership?

The concept and knowledge of leadership have been around since the beginning of ancient times among early Greek philosophers, and research involving leadership theories and concepts have been prevalent for many decades. The concept of leadership has accumulated many different definitions and can be based on the researcher's particular perspective. Stogdill researched 124 studies and surveys to identify common characteristics of leadership qualities. Bass and Stogdill (1974) determined that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept" (p. 11). Stogdill and Bass (1974) concluded that a leader is someone that has characteristics that are relevant to the characteristics, goals, and activities of the followers that they are leading (p. 76).

Northouse (2016), a well-known researcher, defines leadership as "a process whereby an individual influences a group of individual to achieve a common goal" (p. 5). Northouse (2016) analyzed many scholarly studies on different leadership approaches and theories. According to Tannenbaum, Westchler, & Massarik (2013) leadership is defined as "interpersonal influence, exercised in the situation and directed, through the communication process, toward the attainment of a specified goal or goals" (p. 24). Maxwell (2007b) states that "the true measure of leadership is influence—nothing more, nothing less." (p. 31). A common theme among Stogdill (1974), Northouse (2016), Tannenbaum, Westchler, & Massarik (2013), and Maxwell's (2007b) definitions of leadership is the act of influencing others toward a common goal; influence is defined as "the capacity to have an effect on the character development, or behavior of someone or something, or the effect itself" (Influence, n.d.). Therefore, leaders within an organizational or academic environment have the ability to influence and impact multiple different factors within employees and students.

The Importance of Leadership

Leadership is oftened viewed as the act of influence by many researchers, and this common theme is comprehended through the research of Northouse (2016), Tannenbaum, Westchler, & Massarik (2013), Maxwell (2007b), and Daft (2008). The theme of leadership occurs within every organization, and Maxwell (1995a) states that "the strength of any organization is a direct result of the strengths of its leaders. Weak leaders equal weak organizations. Strong leaders equal strong organizations. Everything rises and falls on leadership" (pp. 5-6). The leaders tremendously influence everything within an organization, and for an organization to survive, "appropriate impact of leadership on the employee must be followed" (Igbaekemen & Odivwri, 2015, p. 6).

The same impact of leaders can also be directly seen within education; Crippen (2010b) states that "once you assume the mantle of teacher, you become a leader in your classroom and then in your school and learning community" (p. 27). Leadership within the educational environment can determine the success of the school and the success of the student. The environment for both an employee and a student can determine the overall success and achievement. Jankowski (2017) made connections between instruction and student outcomes through research and showed that:

> Student academic achievement, supported by effective teaching practices, is a strong predictor of graduation. How students are engaged as well as the relationship between student engagement and grades earned, impacts student persistence, retention, and graduation. Instruction sits at the intersection of each and serve as a positive or negative means to reinforce student opportunities. (p. iv)

So, through this research, it shows that a high-level of priority should be placed on leadership within not only organizations but also higher education. Leaders have the ability to improve students' level of academic achievement, engagement, graduation, persistence, retention, and opportunities for students (Jankowski, 2017, p. iv).

Characteristics of Effective Leadership

Conversely, there are common characteristics that leaders display, and Hempsall (2014) identified what characteristics define good leadership in higher education. The study was conducted by selecting nine sites across the United States, United Kingdom, and Australia, and then within the nine sites, semi-structured interviews were conducted (Hempsall, 2014). Hempsall (2014) looked for common themes based on previous research conducted by Fletcher, Fullan and Scott, Middlehurst, and Sinclair. Through this study, the characteristics of a good leader within higher education were identified as: being knowledgeable of the needs of the workers/students, have a clear vision of the higher education institution, and the need to put attention on the head, hand, and heart of leadership when preparing leaders (Hempsall, 2014). This study revealed that there are common characteristics among leadership, and then there are specific characteristics that identify what type of leadership style a person uses.

Parrish (2015) also identified a common characteristic of leadership as being the relevance of emotional intelligence for effective leadership in higher education. The traits of emotional intelligence that are significant to a leader in academics are: "empathy, inspiring others, and responsibly managing oneself" (Parrish, 2015, p. 829). The studies conducted by Hempsall (2014) and Parrish (2015) show that to be an effective leader in a higher education context one must have the desire to be a leader and to inspire others, clear vision of the higher

education institution, and also the leader needs to have emotional intelligence (Hempsall, 2014; Parrish, 2015).

Emotional intelligence. Emotional intelligence is "the use of the components of mind associated with emotion as opposed to purely rational thought in the application of intelligence," and it also can be seen as being "an ability or set of abilities which determines ones effectiveness in dealing with emotion" (McClellan, Levitt, & DiClementi, 2017, pp. 197-198). Emotional intelligence has been connected to the behaviors of transformational leadership (McClellan, Levitt, & DiClementi, 2017, p. 198). Emotional intelligence has been identified to be related to these aspects of leadership: leadership emergence, leadership behavior, and leadership effectiveness (McClellan, Levitt, & DiClementi, 2017, p. 201). Through a literature review, McClellan, Levitt, and DiClementi (2017) identified that as a leader focuses on interpersonal and intrapersonal components of emotional intelligence, then it will improve a leader's ability to manage negative emotions (p. 202). The authors also identified that leaders who focus on emotional intelligence not only can improve the management of negative emotions, but also promote a positive emotional and organizational climate (McClellan, Levitt, & DiClementi, 2017, p. 208).

Furthermore, Thompson (2018) recently conducted a study on creating and addressing elements that are central to the leadership within higher education from the viewpoint and experiences of the President of the Central States Communication Association. Thompson (2018) drew from his experiences as president and examined the opportunities for relationships, identity, and leadership. Academics have the ability to create families among the classrooms where students can "work and grow through interaction," and leaders are the ones that can facilitate those interactions (Thompson, 2018, p. 455). Thompson (2018) also examined the

opportunity of developing an identity, which is "created by both the individual and those with whom they interact" (p. 455). Leaders within the higher education environment can facilitate the growth of identity by strategically interacting with students. Lastly, Thompson (2018) examined the opportunity for leadership; being under the leadership of someone has the ability to grow one's level of "efficiency, decision making, an ethic of care, innovation, or delegation" (p. 456). Overall, a leader within a higher education environment can impact a student through relationships, identity, and growth of the student's leadership ability.

Additionally, research conducted by Igbaekemen and Odivwri (2015) shows that an effective leader within an organization is the result of these specific characteristics: dedication, communication, human relations, crises manager, effective decision, endurance, administrative skills, decision making, and expert opinion (p. 4). Dedication can be seen as the quality of getting work done efficiently and is committed to getting that work done by self-sacrifice (Igbaekemen & Odivwri, 2015, p. 3). Communication is the quality that is seen as being able to enable followers to do what is desired of the demand (Igbaekemen & Odivwri, 2015, p. 3). The quality of human relations is based on the human relations theory, which states that "jobs should be designed and work scheduled to ensure that jobs provide workers with meaningful work sense of responsibility as well as opportunity to participate in decisions affecting their job" (Igbaekemen & Odivwri, 2015, p. 4). The leadership quality of effective decision making is that the when it comes to a leader making a decision they collect as much information as possible and determine the cost and utility of each alternative decision, and then systematically chooses the most effective costs (Igbaekemen & Odivwri, 2015, p. 4). Endurance is the leadership quality of having empathy for followers by understanding their problems and helping identify a solution, and they do not get discouraged or frustrated easily (Igbaekemen & Odivwri, 2015, p. 4). Lastly,

the quality of expert opinion is the leader's ability to have the knowledge needed for their organization to achieve success (Igbaekemen & Odivwri, 2015, p. 4). Therefore, according to Igbaekemen and Odivwri (2015), all of these qualities combined would result in an effective leader.

Throughout the research that has been conducted on characteristics of effective leadership within both an organization and education it has been determined that leaders who are knowledgeable of the needs, have a clear vision, places attention on the development of the leader themselves, the emotional intelligence, building relationships, facilitating identity, and developing leaders within the environment are characteristics of effective leaders (Hempsall, 2014; Igbaekemen & Odivwri, 2015; Parrish, 2015; Thompson 2018). Also, according to Igbaekemen and Odivwri (2015) throughout the many different variations of leadership definitions, there are these three essential implications:

- "Leadership is a process engaged in by certain individual leaders" (Igbaekemen & Odivwri, 2015, p. 1).

- "It involves other people in form of subordinates who by their willingness are influenced by the leader," so "subordinates formalize the leader's authority by making leadership process possible" (Igbaekemen & Odivwri, 2015, p. 1).

- "The aim of leadership is accomplishment of goal and objectives, a pointer that the leaders attempt at influencing the subordinate are directional and therefore aim at level of achievement" (Igbaekemen & Odivwri, 2015, p. 1).

The environment of higher education is vastly changing, and the challenges are requiring "innovation, risk taking, and continuous learning; challenges that the skill sets and traditional strategies of the past are sufficient to address" (Mrig & Sanaghan, 2017, p. 3). So looking

beyond the common core characteristics of leadership—character, competence, compassion, and integrity—the new challenges in higher education requires leaders to be "completely trustworthy, and be willing to put others' interest about their own" (Mrig & Sanaghan, 2017, p. 8). Leaders can be seen as anyone who develops these core qualities of leadership and impact individuals, so for example within Christian colleges and universities leaders can be considered as professors, pastors, advisors, mentors, and presidents. However, the specific characteristics associated with different styles of leadership could help higher education institutions face challenges, as well as impact the success of the students.

Leadership Styles

Researchers have found that certain characteristics correlate with certain leadership styles; those leadership styles can vary dependent on the situation and the needs of the people. Leadership should be situational, and the leader should "diagnose the needs of their people and then provide the appropriate leadership styles to meet those needs" ("How do we set up our leaders for true long-term success?," n.d. para. 1). However, 54% of leaders will not adjust their leadership style based upon the situation, and will only use one leadership style which potentially may not be meeting the needs of their people ("How do we set up our leaders for true long-term success?," n.d. para. 7). It is important for a leader to be aware of the situation and environment they are in and to analyze the needs of their followers; this allows a leader to reach their followers by adapting the appropriate leadership style effectively. A leader examining the needs of a situation can be defined as using the situational approach, which is a theory that states, "different situations demand different kinds of leadership" (Northouse, 2016, p. 93). Therefore, leaders utilizing the situational approach can benefit the students because leaders are focusing on the needs of the particular students within each situation.

Beyond the common characteristics of leadership, there are specific behaviors that are associated with each of the four styles of leadership: servant, transformational, transactional, and passive-avoidant (also known as laissez-faire). Each of these leadership styles will be examined along with the characteristics, attitudes, and outcomes these leadership styles exhibit when being used in an educational environment or an organization.

Servant Leadership

A servant leader is one who influences and serves others simultaneously, and this style of leadership is contradicting, yet contains a unique perspective of leadership. There is a lack of research on servant leadership due to the point of a *servant being a leader*, and it "may be difficult to act both as a leader and a servant at the same time – a leader who serves and a servant who leads" (Sendjaya & Sarros, 2002, p. 57). The servant leadership style is uncommon in most settings due to many leaders being focused on the short-term results of their organization, rather than the growth of their followers. The concept and definition of servant leadership were defined by Northouse (2016), and his writings and research have significantly impacted the practical and theoretical concept of servant leadership (Northouse, 2016, p. 226).   Robert Greenleaf (1977) defines the frequently referenced definition of servant leadership as:

> The servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons: do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? (p. 27)

The ten specific characteristics of servant leadership that are key to the leader's development are listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Greenleaf, 1977, pp. 5-8).

Robert Greenleaf (1977) has observed the components and characteristics of servant leadership within Buddhism (p. 119). Some dominate values of Buddhism are "right knowledge, aspiration, speech, behavior, livelihood, effort, mindfulness, contemplation, control of one's mind, [and] kindness," which are aligned with these values of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, and stewardship

(Greenleaf, 1977, pp. 5-7; Zentner, A., 2015, p. 1). Greenleaf (1977) and Zentner (2015) also

identifies The Bible is alluding a prominent example of servant leadership within Christianity

through this verse:

> When he had washed their feet and put on his outer garments and resumed his place, he
>
> said to them, "Do you understand what I have done to you? You call me Teacher and
>
> Lord, and you are right, for so I am. If I then, your Lord and Teacher, have washed your
>
> feet, you also ought to wash one another's feet. For I have given you an example, that
>
> you also should do just as I have done to you." (John 13:12-15, English Standard
>
> Version)

The actions of Jesus was unexpected to His disciples, and the act of washing feet changed the

meaning of leadership power, and "that is power as an enabling factor to choose to serve others"

(Sendjaya & Sarros, 2002, p. 59). In addition to Buddhism and Christianity, Aeron Zentner

(2015) conducted research that identified similarities between servant leadership and these

religions: Confucianism, Islam, Jainism, Judaism, Shinto, Sikhism, Taoism, and Zoroastrais (p.

2). The research conducted by Greenleaf (1977) and Zentner (2015) shows that the concept of

servant leadership is found within many different contexts of religions.

Servant leadership can occasionally be found within the workplace. However, the

concept of servant leadership is a concept that is not commonly practiced within the workplace

due to the "trends in the leadership environment, the scarcity of human qualities required,

demands that the practice places on the practitioner, and the very nature of the practice itself"

(Heskett, 2013, para. 2). Servant leadership is said to be a core company value of Fortune

magazine's 100 Best Companies to Work for in America (Ruschman, 2002, p. 124). Within

these organizations, leaders are defined as "leaders who lead with a servant's heart," and this

leader is "the role model, the risk taker, the servant; not the person who promotes himself or herself, but the promoter of others" (Sendjaya & Sarros, 2002, p. 62). The description of leaders within these organizations align with Greenleaf's (1977) description of servant leaders and their abilities to make their followers while being served to "grow healthier, wiser, freer, more autonomous, and more likely themselves to become servants" (p. 1).

Hunter et al. (2012) also conducted research through a survey of 224 stores within a U.S. organization that examined the relationship between personality, servant leadership, and critical follower and, organizational outcomes. Through this study they were able to conclude that servant leadership within an organization enabled employees to be "more likely to assist each other with task-related and interpersonal matters," these leaders "encourage[d] their followers to stay engaged and committed to the organization," and overall instills a "climate for service" (Hunter et al., 2012, pp. 328-329). Ruschman (2002), Sendjaya & Sarros (2002), Hunter et al. (2012), and Greenleaf (1977) show that servant leadership within an organization has the ability to retain employees, grow individuals, achieve higher performance, and create an overall effective work environment.

Servant leadership is a leadership style that is prevalent in some organizations and has had a tremendous impact on the followers of those organization, and it has also been shown to be an effective leadership style in the educational context. Hays (2008) determined that the components of Greenleaf's (1977) definition of servant leadership within education made a "profound difference on the impact of learning and in the learning experience of both students and teachers" (p. 113). Hays (2008) concludes that the servant leadership style within education is highly desired and "permits and promotes learning to occur that may be virtually impossible to achieve through other means" (p. 130). The servant leadership style can increase the learning

experience for the students which will ultimately impact, encourage, and prepare the future leaders of the world, so it is essential to equip them with the knowledge and skills necessary.

Similar studies have been conducted by Crippen (2005a), Hannigan (2008), and Drury (2005) about the high level of student effectiveness by using the servant leadership style within education. Within an educational environment teacher not only can teach, but they also have the capability to enhance personal development among students; "teaching is all about making connections with people. It is about relationships and investment in others and their future and ours" (Crippen, 2010b, p. 27). Integrating the servant leadership model within colleges and universities can "create a strong foundation for moral literacy and caring learning communities among all post secondary faculty" (Crippen, 2010b, p. 27). Crippen (2010b) emphasizes how incorporating servant leadership within education will have the ability to enhance the learning environment as well as increase the serving and learning aspect which will contribute to the moral of students. Further insight on the direct impacts of servant leadership on students within higher education will be examined later in the expanded literature review.

Transformational Leadership

Northouse (2016) defines transformation leadership as "the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower" (p. 162). Also, Northouse (2016) determined these four components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (p. 167). When these four factors of transformational leadership are instilled within an environment, then the effect will be "performance beyond expectation" (Northouse, 2016, p. 170).

Additionally, Rana, Malik, and Hussain (2016) collected research conducted by Bass and Avolio to identify characteristics of transformational leadership. Transformational leadership is characterized by idealized influence, similar to Northouse (2016), which is the influence the leader has on followers, inspirational motivation, which is a leader that shares the vision, encourages hard work, and defines goals (Rana et al., 2016). As mentioned earlier by Hempsall (2014) and Parrish (2015), an active leader in higher education must show empathy, the desire to lead, and have a clear vision of the institutions, and these three characteristics are repeated within Rana et al. (2016) characteristics of transformational leadership.

Webb (2009) examined leadership behaviors that are present within the presidents of Christian colleges and universities in North America by giving participants the Multifactor Leadership Questionnaire. From the results of this study, Webb (2009) argues that leaders that exemplify transformational leadership with attribute charisma and individual consideration enhance followers' satisfaction and motivate followers to work harder. Bass and Avolio (1993) have conducted an immense amount of research concerning the correlation of transformation and organizational culture, and an organization's culture "develops in large part from its leadership" (p. 112). The authors also determine that within a transformational culture there is a "sense of purpose and a feeling of family" (Bass, B. & Avolio, B., 1993, p. 116). Overall, the goal of a transformational leader is to empower and encourage their followers, and through the empowerment, the leader will nurture the followers to grow within both personal development and within an organization.

Also, transformational leadership in education impacts not only the students but also the teachers through motivation and classroom practices (Leithwood & Jantzi, 2006). Leithwood and Jantzi (2006) conducted research to measure transformational leadership and the impact on

teachers through motivation, capacities, and work settings. Through this study, the results

showed that there is a significant impact of transformational leadership on teacher's classroom

practices and motivation (Leithwood & Jantzi, 2006). Also, a study conducted by Al-Husseini

and Elbeltagi (2016) compared transformational leadership in public and private higher

education. The results of this study confirmed that transformational leadership initiates and

stimulates followers' awareness and influence product and process innovation (Al-Husseini &

Elbeltagi, 2016).

Similarly, Basham (2012) examined the characteristics of transformational leadership that

are necessary for leaders within higher education. According to Basham (2012),

transformational leaders encourage development, are value drive, adapts effectively to change

and brings out the best in people (p. 344). Basham (2012) also indicated the need for leaders to

adapt to the continually changing environment due to "the rapid growth of internet, increasing

globalization of higher education, economic shifts in the demographics of society, and economic

commerce" (p. 345). Leaders within an organization or an education environment need to be

able to effectively and quickly adapt to change to meet the changing needs of followers, and this

can be seen as placing a focus on individualized consideration. Overall, transformational

leadership has an impact on both the students and the teachers through idealized influence,

inspirational motivation, intellectual stimulation, and individualized consideration (Northouse,

2016; Rana et al., 2016; Hempsall, 2014; Parrish, 2015).

Transactional Leadership

Transactional leadership is primarily an exchange process, and Northouse (2016) states that transactional leaders "exchange things of value with followers to advance their own and their followers' agendas" (p. 171). These leaders follow the basic definition of leadership by influencing followers, but they are "influential because it is in the best interest of followers for them to do what the leaders want" (Kuhnert & Lewis, 1987, p. 649). The leadership of transactional differs from transformational due to transactional leaders not placing individualized consideration on the needs of their followers, and they do not focus on their personal development. Northouse (2016) determined two factors of transactional leadership being passive or active management-by-exception and contingent reward (p. 168).

Transactional leadership is commonly found in many organizations, and leaders make clear what is expected of their followers and what those individuals can expect in return for compliance with the leader's orders (Hamstra et al., 2014, p. 415). Transactional leaders may lack in relationship building due to priority being placed on achievements. Similar to Kuhnert and Lewis (1987) and Northouse (2016), research conducted by Sosik shows that transactional leadership is identified as a leader who monitors the follower's performance and takes any action that is necessary to correct the follower, so that they will change their behaviors, and the transactional leader also focuses on contingent rewards (Weichun et al., 2012, p. 192). This information was determined through a study conducted by Weichun, Sosik, and Baiyin (2012) that aimed to show the relationship between transactional leadership and followers' organizational identification. The results from Weichun et al. (2012) study showed that active transactional leadership positively relates to followers' organizational identification and

psychological empowerment.   However, they also argued that transactional leadership was not as effective as transformational leadership (Weichun et al., 2012).

Within the educational environment, transactional leadership is often found in a classroom and can be seen as the foundational leadership style that can then be perfected into "the art of transformational leadership" (Smith, 2016, p. 65). Transactional leaders give contingent rewards based on performance; an example of this within an educational environment would be the leader (teacher) giving an assignment and the student receiving a good or bad grade dependent on the level of performance the student exhibited. Research shows that within educational environments that had low levels of transformational leadership and high levels of transactional leadership there was a great level of difficulties for leaders to respond "with examples or comments in the category of intellectual stimulation" (Smith, 2016, p. 70). Consequently, the findings of Smith (2016) show that in an environment with more transactional leadership there was a low priority placed on the leadership development of staff which resulted in lack of involvement from the teachers, a negative view of the school, lack of problem-solving, and negative feelings towards the organizational structure. All of these effects from transactional leadership could potentially impact the students' levels of academic achievement negatively.

Passive-Avoidant Leadership (Laissez-Faire Leadership)

Passive-avoidant leadership, also known as laissez-faire leadership, is defined as an approach that is "hands-off, let-things-ride," and this approach is connected to the characteristics of a leader that "abdicates responsibility, delays decisions, gives no feedback, and makes little effort to help followers satisfy their needs" (Northouse, 2016, p. 172). Through previous research conducted by Bass, passive-avoidant leadership is characterized by a leader that is avoiding important leadership tasks, being passive, being absent, and shows many characteristics

of a laissez-faire leader (Zacher & Johnson, 2015). A leader that displays these characteristics

are often found to be detached, not involved within the organization, and they do not focus on

the needs of their followers.

In an organization, laissez-faire leadership is found to be "negatively related to outcomes

such as effectiveness and satisfaction in organizations" (Northouse, 2016, p. 188). A leader who

uses the laissez-faire leadership style can be seen as being detached and "uninvolved in the work

of the unit" (Chaundhry & Javed, 2012, p. 259). Chaundhry and Javed (2012) conducted a study

of 278 employees within a Pakistan organization, and their goal was to identify the leadership

style that would have the highest increase in motivation among employees. This study resulted

in determining that the motivational level of employees was low due to the laissez-faire

leadership and there was no interference of management (Chaundhry & Javed, 2012, p. 264).

The research conducted by Chaundhry and Javed (2012) showing the negative impact of

laissez-faire leadership on employees can be applied similarly to the educational environment.

Zacher and Johnson (2015) examined the relationship between a professor and their student to

identify the student's perception of the professor's leadership style. Zacher & Johnson (2015)

concluded that passive-avoidant is the least effective leadership style. In many instances,

passive-avoidant leadership can be seen to have little to no effect or an adverse effect on

followers.

Impact of Leadership on Students

Leaders within the educational environment such as a professor, pastor, mentor, coach, or advisor have the ability to impact the students and make a difference within schools. The leadership style that is within an educational environment "has been found to have a direct effect on school, program and instruction, and student outcomes" (Smith, 2016, p. 74). With this direct effect of leadership style, there is a significant level of importance placed on the quality, knowledge, ability, and leadership skills of people viewed as leaders, specifically professors, at the postsecondary level (Hoffmann & Oreopoulos, 2009, p. 1). Research conducted by Hoffmann and Oreopoulos (2009) identifies that an instructor's influence on a student can "have a large cumulative impact" negatively or positively dependent on if the professor was consistently effective or ineffective (pp. 24-25).

Leadership impacts many aspects of education, specifically on the students that the professors are leading and developing. There have been several studies conducted to show how different leadership styles directly impact factors of a student, but there is limited research about the relationship between the leader and their leadership style and the developmental factors of students within the higher education environment, specifically Christian higher education. Through the previously conducted research, the effects leadership as a whole, and leaders exhibiting certain leadership styles within higher education have on students will be examined through academic excellence, professional development, ethical and moral development, and faith and spiritual development.

Academic Excellence

Achieving academic success is shown to increase the likelihood of employment and have stable employment, have higher self-esteem, lower levels of depression and anxiety, and develop essential critical thinking skills (Regier, 2011, p. 1). Academic excellence is "the demonstrated ability to perform, achieve, and/or excel in scholastic activities," and it is often associated with "high grades and superior performance" (California State University, n.d., para. 2). CCCU institution's programming is based on the foundational characteristic of academic success (CCCU, 2018, p. 2). These institutions also employee professors who "pursue academic excellence because they are committed to God as the author of truth, and that truth has implications for every academic discipline" (CCCU, 2018, p. 1).

A study conducted by LeBlanc and Slaughter (2012) identified that the education of private Christian high schools effectively prepared college students for academic achievement, as well as "taking college classes seriously, helping others, defending beliefs, sharing their faith, appreciation for other cultures, taking responsibility for actions, ability to receive constructive feedback, and being honest with oneself" (p. 2). Academic success can be measured through cumulative grade point average of students, mastery, and succession of academics (Jooste & Frantz, 2017). Jooste and Frantz (2017) conducted a study to research academics' experiences of their self-leadership traits. This study resulting in the identification of personal mastery, purpose mastery, change mastery, interpersonal mastery, being mastery, balance mastery, and action mastery (Jooste & Frantz, 2017). The overall common theme between each type of mastery is that the person has a clear vision, purpose, belief, and knowing oneself (Jooste & Frantz, 2017, p. 201).

Servant leadership. The purpose of a study conducted by Black (2010) was to determine the relationship between servant leaders and the perception of the school climate (p. 437). Previous research shows that a positive school climate can influence and increase student achievement through effective leaders serving the needs of the schools (Black, 2010, pp. 437, 461). This study was randomly conducted by a survey of 231 teachers and 15 principles in Ontario, and the survey asked questions that evaluated the levels of these characteristics of servant leadership: values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership (Black, 2010, p. 448). The results of this survey shows that there is a "a significant positive correlation between servant leadership and school climate," which ultimately shows that the use of servant leadership within a faith-based academic environment will provide a climate that fosters "children's intellectual, physical, emotional, social, moral, and spiritual growth" (Black, 2010, pp. 461-462).

Transformational leadership. Transformational leadership can also influence the intellectual stimulation within a classroom through cognitive and affective learning (Bolkan & Goodboy, 2010). Bolkan and Goodboy (2010) conducted a study to develop and validate a measure of intellectual stimulation in the college classroom. The results of this study did validate the Student Intellectual Stimulation Scale and identified that transformational leadership is positively associated with cognitive and affective learning (Bolkan & Goodboy, 2010). The study shows that leadership can impact a person in many ways and can lead to academic and personal success. Yanfei, Yangliu, and Yu (2018) also conducted a similar study to Webb (2009) in Guangzhou, China. The main conclusion that Yanfei et al. (2018) met also showed that transformational leadership encourages follower to perform above expectations, which as mentioned earlier is what Webb (2009) discovered. So, in both the education and work setting,

transformational leadership has the effect of pushing followers to go above and beyond expectations to achieve any goals.

A similar study conducted by Islam, Aamir, Ahmed, and Muhammad (2012) looked at university students and the relationship between transactional and transformational leadership styles on motivation and academic performance. The researchers state that "if the leader's performance is high then the performance of the groups will also be high" (Islam, et al., 2012, p. 238). The purpose of this study was to identify the relationship between transactional leadership and student's motivation and academic performance (Islam, et al., 2012, p. 237). The conducted this study within Punjab universities, and they receive responses from 400 students (Islam, et al., 2012, p. 241). The results of this study showed that there was a significantly positive relationship between transformational leadership and the academic performance of the students, and then once motivational factors were measured then the student's performance outcomes increased substantially (Islam, et al., 2012, p. 241).

Through the results of Islam, Aamir, Ahmen, and Muhammad (2012), Bolkan and Goodboy (2010), and Yanfei, Yangliu, and Yu (2018), it can be observed that transformational leadership is effective within the educational environment and it specifically increases the likelihood of a student achieving academic excellence. Transformational leaders exhibit the characteristics of being charismatic, which includes qualities of being "dominant, having a strong desire to influence others, being self-confident, and having a strong sense of one's own moral values" (Northouse, 2016, p. 164). This research provides support to the point of being that if leaders are equipped with the right characteristics and the drive to influence others, then they can ultimately impact them to achieve academic goals. The same leadership characteristics can also be applied to the organizational environment, in a sense that if a leader exhibits the

characteristics of transformational leadership, then they can motivate employees to achieve organizational goals.

Transactional leadership. Looking at the same study conducted by Islam, Aamir, Ahmed, and Muhammad (2012), the impact of transactional leadership on the student's motivation and academic performance was also found to be positively correlated (Islam, et al., 2012, p. 241). The motivational level of students under transactional leadership was not as high as the ones under transformational leadership, but transactional leadership still positively impacted the academic performance of students (Islam, et al., 2012, p. 241).

Passive-avoidant leadership. Even though the studies above did not directly test the impact of leadership style on students' academic excellence, it can be deduced that passive-avoidant leadership would not increase the student's ability to achieve academic excellence. Northouse (2016) states that laissez-faire leadership has been found to be negatively related to organizational outcomes such as effectiveness and satisfaction (p. 188). Subsequently, the passive-avoidant leadership style can be seen to have the same impact within the academic setting, and it could negatively reflect the output of the students due to the leader's attitude and it not producing outcomes that are effective or satisfying for the students, leading to a lack of motivation.

Achievement Goals. Also, in a study conducted by Hamstra, Van Yperen, Wisse, and Sassenberg (2014) they study the relationship between transformational and transactional leadership and followers' achievement goals. The results showed that their transformational leadership was positively related to the individuals' endorsement of mastery goals, which is a goal that improves one's self; transactional leadership was positively related to the individuals' endorsement of performance goals, which is a goal that focuses on demonstrating a skill

(Hamstra et al., 2014). Overall, transformational and transactional leadership have an impact on pushing a follower to go above and beyond expectations to achieve a person's goal through both mastery and performance goals (Hamstra et al., 2014; Yanfei et al., 2018; Webb, 2009).

Professional Development

Higher education institutions are preparing students for their future career, and CCCU institutions are "committed to graduating students who make a difference for the common good as redemption voices in the world" (CCCU, 2018, p. 1). CCCU institutions prepare their students for the workforce, and 75% of seniors stated that "they acquired job- or work-related knowledge and skills 'quite a bit' or 'very much,'" and this is 5% higher than the national average (CCCU, 2018, p. 13). In order for students to succeed professionally, colleges should provide students with the opportunity to enhance their skills that can be helpful within their profession. However, according to a college student survey conducted by Strada-Gallup in 2017, only a third of students "believe they will graduate with the skills and knowledge to be successful in the job market and in the workplace," and "just half believe their major will lead to a good job" (Gallup, 2017). So, the results of this survey place a higher level of importance on the need for higher education institutions to employee leaders that can effectively develop these students with the right skills and knowledge that is necessary for them to get a job and succeed within their future career.

Servant leadership. There is a lack of research in the realm of servant leadership within education, specifically Christian higher education. However, according to Spears and Lawrence (2002), one of the qualities of servant leadership is the "commitment to the growth of people" (p. 7). So, it can be inferred that a servant leader within the educational environment will effectively help students grow within specific areas that can be beneficial to their future career.

Transformational leadership. Within education and organizations, people will work with very diverse teams, and transformational leadership impacts effective team diversity and team-learning behavior (Moonjoo, 2017). Moonjoo (2017) conducted a study among 133 teams within South Korean companies to examine the effects of team diversity and how transformational leadership can have moderating effects. The results of this study showed that transformational leadership would moderate the negative effects of team diversity and negative team-learning behaviors are minimized (Moonjoo, 2017, p. 1255). So, within CCCU institution's that are become more and more diverse it is important to have leaders in place that can moderate the adverse effects of team diversity and enable the possibility for discussion of moral and ethical issues and topics.

Creativity. Research has identified creativity as being a characteristic that is essential for a student within higher education, and ultimately their future careers. Adobe surveyed 1000 full-time workers with at least a four-year college degree on the topic of creativity and creative thinking being of importance or not. The results of this survey showed that 96% believe that creativity is required for economic growth, and it is valuable to society (Adobe, 2012). Zacher and Johnson (2015) conducted a study examining the relationship between the student's leaders and the students' level of work-related creativity. The study consisted of surveying 71 professor and student dyads in four different universities in Australia, and they were questioned on leadership and creativity in the university context (Zacher & Johnson, 2015, p. 1215). The questions that were sent to the professors examined the students' level of work-related creativity, and the questionnaire sent to the students examined the professors' leadership attributes concerning transformational, transactional, and passive-avoidance leadership (Zacher & Johnson,

2015, p. 1216). The results from this study will be discussed further within categories of the results separated by leadership style.

Servant leadership. The study conducted by Zacherr and Johnson (2015) does not directly test the relationship between creativity and servant leadership. However, a study conducted by Yoshida, Sendjaya, Hirst, and Cooper (2014) examines how servant leadership can affect an employee's level of creativity and team innovation. This study looked at 154 teams in Asia that has leaders who enable servant leader characteristics. The results of this study show that servant leadership "promotes individual relational identification and collective prototypicality with the leader which, in turn, fosters employee creativity and team innovation" (Yoshida, et al., 2014). Servant leaders have the characteristic of conceptualization, which can be seen as a component of creativity due to this perspective requiring one to "think beyond day to day realities" (Spears & Lawrence, 2002, p. 6). Servant leaders can encourage followers by the utilizing the characteristics of listening and empathy which can enable the follower to be empowered more to become more creative (Spears & Lawrence, 2002, p. 5).

Transformational leadership. As mentioned earlier, Zacher and Johnson (2015) conducted a study to determine the relationship between leadership styles and level of creativity. The results of this study showed that the student's perception of transformational leadership positively predicated the professor's rating of the student's level of creativity; the results for transformational leadership were higher than both transactional and passive-avoidant leadership (Zacher & Johnson, 2015). Transformational leaders have the capability to be "attentive to the needs and motives of followers and tries to help followers reach their fullest potential" (Northouse, 2016, p. 162). Therefore, obtaining leaders that exhibit the characteristics of transformational leadership within Christian colleges and universities will provide the

opportunity for increased levels of creativity among the students, which will then prepare them to be equipped with a skill that is "required for economic growth, and it is valuable to society" (Adobe, 2012).

Transactional leadership. Zacher and Johnson (2015) hypothesized that the leaders that utilize a transactional leadership style would be positively related to the students' creativity. The results of this study showed that transactional leadership in relation to a students' creativity were "positively and significantly inter-correlated," however the results were not as positive as the impact of transformational leadership. Transactional leadership is often seen as a step towards transformational leadership, so these leaders have the potential to move towards making the same level of impact as transformational leaders make on students.

Passive-avoidant leadership. The results of Zacher and Johnson's (2015) study showed that there was a very low, but somewhat positive correlation between the student's perception of the professor's passive-avoidant and the professors rating of the student's level of creativity (Zacher & Johnson, 2015). Through this study, it can be inferred that the leadership style of passive-avoidant will not be beneficial to the student's level of creativity which could ultimately impact the level of professional development. Subsequently, it would not be beneficial for leaders within Christian institutions to display characteristics of passive-avoidant leadership because these leaders "abdicates responsibility, delays decisions, gives no feedback, and makes little effort to help followers satisfy their needs," which will ultimately not enable the students to grow (Northouse, 2016, p. 172).

Ethical and Moral Development

Moral development refers to "changes in moral beliefs as a person grows older and gains maturity," and ethical development refers to process of moving one "from a basic individual concern to a recognition of their behavior on others" (Seifert & Sutton, 2009, p. 56; Bellisario, n.d., para. 5). The development of both students' ethics and morality ultimately will affect how they will make decisions, integrate equality, and exhibit honesty. Research shows that the development of morality and ethics is an important characteristic that can determine how employee's moral and ethical development can affect the climate of the organization and the attitudes of those employees (Ambrose, Arnaud, & Schminke, 2007, p. 323).

The importance of both ethical and moral development is apparent through research, and CCCU institutions value and initiate diverse views and critical thinking; they emphasize ethical development within discussions and assignments (CCCU, 2018, p. 12). 67% of seniors at CCCU institutions state that "course discussions and assignments included diverse perspectives (political, religious, racial-ethnic, gender, etc.) 'often' or 'very often,'" and this is 11% higher than the national average of institutions (CCCU, 2018, p. 12). CCCU institutions also place emphasis on developing the ethical view of students, and 57% of seniors at these institutions state that "the institution emphasized encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 'quite a bit' or 'very much,' and this is higher than the national average of 52% (CCCU, 2018, p. 12). These institutions strive to increase the morality of students by having the purpose of forming students "of moral commitment who live out Christian virtues such as love, courage, and humility" (CCCU, 2018, p. 1).

Crippen (2010) states that "it is vital that students learn to think reflectively, function at high stages of moral reasoning, and be autonomous decision makers" (p. 27). Thus, leaders,

specifically professors, have the ability to enhance these characteristics of morality and ethnic

development through their leadership style. Research has not been identified that shows the

relationship between specific leadership styles and the ethnic and moral development of students.

However, Abebe and Davis (2004) conducted a study to show that leaders, specifically teachers,

can model morality by their actions. This can be done "in such seemingly small ways such as

presenting well-planned, enthusiastically taught classes, showing consideration for others, or

going the extra mile for a struggling student;" leaders can show this morality through principles

of justice, rationality, equality, and responsibility (Abebe & Davis, 2004, p. 2). According to

Kouzes and Posner (2007) a practice of an exemplary leader is to model the way, so in order for

any leader and their leadership style to be effective they must first model the way; "leading

means you have to be a good example, and live what you say" (p. 15).

Faith and Spiritual Development

Many Christian higher education institutions have the same common goal and vision: to

enhance the student's relationship with God. The relationship between faith and moral

development of the student can be a result of leadership. An example of a Christian higher

education institution that provides an environment to enhance the level of faith among students is

Southeastern University. Southeastern University strives to create "an atmosphere where it's

simply natural to fall even more love with Jesus. Everything from academics to athletics to

campus events are centered around Christ" (Southeastern University, n.d.-a). CCCU institutions

have an experience that is infused with faith which "transforms students and produces additional

personal and societal benefit" (CCCU, 2018, p. 8). These institutions also strive to integrate

faith into all aspects of school because "the classroom and the laboratory are just as much arenas

of Christian integration as the college chapel (CCCU, 2018, p. 1). Leaders within the institution

have the ability to create an environment that enhances the faith and moral development of students, including the students' Christian worldview and spirituality.

Christian Worldview. Within Christian higher education, McMaster (2013) identified four themes relevant to the influence of Christian education on leadership development: the importance of worldview, biblical foundations, and biblical integration in education. McMaster (2013) conducted a study to determine if Christian education brings about change in people and influence their direction in life, specifically within the leadership. The results of this study show the importance of Christian education through the shaping influence on leadership development, Christian education teaches ethical and moral characteristics, and Christian education plays an essential role in the shaping of leaders within the church and our nation (McMaster, 2013).

Servant leadership. There have been no studies identified that explore the relationship between servant leadership and student's faith and moral development. However, servant leaders to have the capability of causing those whom they lead to "more likely themselves to become servants" (Spears & Lawrence, 2002, p. 1). So, the characteristics of servant leaders can increase the leadership development of students which would satisfy the results of McMaster's (2013) study and enable leaders to influence the direction of students' lives. Additionally, a study conducted by S. M. Hosseini, S. S. Hosseini, and Maher (2016) examine the relationship between servant leadership and spirituality among nurses. The participants of this study consist of 306 nurses within the Kermanshah University of Medical Sciences (Hosseini, Hosseni, & Maher, 2016, p. 94). Results show that servant leadership positively and significantly impact the spirituality, within the workplace as well as organizational trust and empowerment (Hosseini, Hosseni, & Maher, 2016, p. 98). However, it can be inferred that the characteristics of a servant

leader would impact the level of faith and moral development of students that are within

Christian higher education institutions.

      Transformational leadership. Dreyer and Hermans (2014) conducted a study in the

South African educational system, and their objective was to explore the relationship between

spiritual character traits and leadership styles. This study was conducted throughout 33 private

primary and secondary schools, and they collected data through a web-based survey. The results

of this study showed that transformational leadership is the most influential leadership style

within private and religious-affiliated schools (Dreyer & Hermans, 2014, p. 6). The results of

this study also showed that transformational leadership focuses on the self-transcendence and

self-directedness which is characterized by responsibility and purposefulness of followers

(McMaster, 2014). Transformational leadership was observed to have a positive impact on the

student's strength of belief in God (Dreyer & Hermans, 2014, p. 6). Therefore, transformational

leaders within this study can be observed to the most favorable and impactful of the students

both academically and spiritually.

      Transactional leadership. The study conducted by Dreyer and Hermans (2014) also

tested the relationship of transactional leadership, also within this study referred to as

transactional leadership, and spiritual character traits. This study resulted in transactional

leadership was correlated to the spiritual characteristic of obeying rules of the church (Dreyer &

Hermans, 2014, p. 6). The respondents of this survey say that they "disagree" with the

components of transactional leadership (Dreyer & Hermans, 2014, p. 7). It can be inferred that

the results of this survey show that transactional leadership does increase the behavior of rule-

following; however, it does not improve any components concerning the spirituality

characteristics of students.

Passive-avoidant leadership. There has been no research found that identifies a positive correlation between passive-avoidant leadership and the development of faith and spirituality. The study conducted by Dreyer and Hermans (2014) concluded that participants were "less inclined to opt for a passive-avoidant leadership style," and it was also concluded that "the more they pray, the less they favor a passive-avoidant leadership style" (Dreyer & Hermans, 2014, p. 6). Passive-avoidant leadership was also stated to be "strongly disagreed" with by the school leaders (Dreyer & Hermans, 2014, p. 7). Passive-avoidant leadership negatively impacted the students because it caused them to be more inclined to not pray outside services and caused them to become less self-directed (Dreyer & Hermans, 2014, p. 7). Subsequently, the results of Dreyer and Hermans' (2014) study show that passive-avoidant leadership is not a leadership style that should be used within Christian colleges and universities because it negatively impacts the spiritual characteristics of students.

Conclusion

Colleges and universities that are associated with the Council for Christian Colleges and Universities (CCCU) are built upon five characteristics: public advocacy, professional development, experiential education, academic excellence, and Christian Mission (CCCU, 2018, p. 2). Students can observe these five pillars through the development of academic excellence, professional development, ethical and moral development, & faith and spiritual development. Leaders within an educational environment provide support to both the success of the school and student and have the ability to impact these developmental factors of the students. Leaders that are within these CCCU institutions can impact and grow these five characteristics of the students if they are equipped with the right characteristics of leadership, ability, skills, and desire to impact and develop students. Christian higher education is known to make a difference in people's lives; however, there is a lack of research conducted in the area of leadership, the impact of leadership, and the relationship between leadership style and the impact of students, specifically within Christian higher education.

Research previously conducted shows that servant leadership, transformational leadership, transactional leadership, and passive-avoidant leadership are all styles that are commonly found within the educational environment (Smith, 2016; Hoffmann & Oreopoulos, 2009). The knowledge of leadership in Christian higher education institutions is slowly beginning to expand, but it is still a relatively new topic of examination. There was a lack of research in regard to the direct relationship between the impact that leaders and their leadership styles have on students, however, there was research found that shows leaders can effectively impact students (Al-Husseini & Elbeltagi, 2016; Black, 2010; CCCU, 2018; Crippen, 2005a; Crippen, 2010b; Dreyer & Hermans, 2014; Hannigan, 2008; Hays, 2008; Hempsall, 2014;

McMaster, 2013). Through the duration of the expanded literature review, the research identified

transformational leadership to be the leadership style that was most impactful on these

developmental factors of students' level of academic excellence, professional development,

ethnic and moral development, and faith and spiritual development (Chaudry & Javed, 2012;

Hamstra, et al., 2014; Islam, et al., 2012; Kuuhnert & Lewis, 1987; Leithwood & Jantzi, 2006;

Moonjoo, 2017; Sosik & Baivin, 2012; Weichun, et al., 2012; Yanfei, Yangliu, & Yu, 2018;

Zacher & Johnson, 2015). All of the studies that examined the effects of passive-avoidant

leadership resulted in very low or no impact on the student and some studies even stated that

passive-avoidant leadership negatively impacted the students (Dreyer & Hermans, 2014;

Northouse, 2016; Zacher & Johnson, 2015).

Through this expanded literature review, research shows that transformational leadership

has been observed to impact significantly characteristics of organizations and students, and the

specific impact the developmental factors of academic excellence, professional development,

ethical and moral development, faith and spiritual development (Bolkan & Goodboy, 2010;

Yanfei, Yangliu, & Yu, 2018; Islam, et al., 2012; Moonjoo, 2017; Zacher & Johnson, 2015;

Dreyer & Hermans, 2014). It can also be inferred that servant leadership has the capacity to

make the same impact, if not higher, however not much research has been conducted in regard to

servant leadership in education, so there is no significant data supporting this conclusion

(Sendjaya & Sarros, 2002; Northouse, 2016; Greenleaf, 1977; Zentner, 2015; Heskett, 2013;

Ruschman, 2002; Hunter, et al., 2012; Hays, 2008; Crippen, 2005a; Hannigan, 2008; Drury,

2005; Crippen, 2010b). It can then be inferred that if transformational and servant leadership

incorporated together within higher education institutions, specifically CCCU institutions, then it

should allow leaders to build on the characteristics of public advocacy, professional

development, experiential education, academic excellence, and Christian mission (CCCU, 2018,

p. 2). Christian higher education institutions can equip students with the skills necessary to

achieve levels of high success, and leaders can impact, and potentially influence, the student's

likelihood of developing certain factors to degrees of success.

Limitations

Several extensive limitations limited the findings of this study, as well as forming an

accurate conclusion supported by quantitative data. A limitation includes the lack of a survey

which resulted in the absence of quantitative data that directly showed the impact of leaders and

their leadership style on student's developmental factors. Another limitation within this study

includes the limited research that has been conducted on leadership specifically within Christian

higher education. Only a small portion of the current collection of articles address the

relationship between a student's level of faith and the leader's leadership style, so the location of

more of these types of articles will allow the research to draw proper correlations between the

leader and the student's faith and moral development. This literature review does add to the

analysis of leadership in Christian higher education, and also offers insight for future research to

expand on.

Applications

 This research could lead to insights on why Christian higher education institutions should have

specific types of leaders within their school to maximize the development of students and

influence on students, as well as why Christian higher education institutions may be more

beneficial than other institutions. Through the analysis of previously conducted research, it can

be inferred that servant leadership and transformational leadership in Christian higher education

institutions have the ability to impact students and allow them to reach levels of success.

Future Research

  Future research opportunities include the possibility of conducting a qualitative study that involves a survey which could be explicitly conducted within a Christian higher education environment and could identify the direct impact leaders have on students. The survey will enable the researcher to identify the different leadership styles found in a Christian higher education environment, and it would also allow the research to correlate a leadership style with the highest level of impact. A survey would support this study with quantitative data and would enable the researcher to get a better understanding of how exactly a leadership style impacts a student with statistical evidence.

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