A CAUSAL COMPARATIVE INVESTIGATION INTO TRANSACTIONAL

VERSUS TRANSFORMATIONAL INSTRUCTIONAL DELIVERY

STYLE IN TWO FRESHMAN-LEVEL HUMANITIES COURSES

AT A SOUTHEASTERN AMERICAN UNIVERSITY

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ABSTRACT

The purpose of the study was to utilize a causal comparative approach to compare two contrasting instructional delivery styles to determine if there was any difference in final grade outcome between students whose instructors used transactional instructional delivery techniques and students whose instructors used transformational instructional delivery techniques in two lower division undergraduate humanities courses at a southeastern university.

A secondary purpose of the study was to investigate the relationship between instructional delivery style and student perception of teacher effectiveness. The primary researcher also examined if student assessment and teacher self-assessment of teacher delivery style would align. The research questions were (1) Is there a statistically significant difference between a transformational instructional delivery style and a transactional one relevant to final course grade? (2) Is there a statistically significant difference between a transformational instructional delivery style and a transactional one relevant to student perception of teacher effectiveness? (3) Will the proportions of the level of agreement to disagreement between faculty self-ratings and student assessment of faculty style differ between the two styles? During spring 2014, participating instructors' instructional delivery styles were triangulated by utilizing (1) a researcher-developed self-rating survey the instructors completed, (2) qualitative interviews with the primary researcher, who interpreted the instructors' instructional delivery styles from his point of view, and (3) a student-completed survey in which they rated the frequency of their instructors' more transformational and more transactional behaviors in the classroom. Using

independent-samples *t*-tests and the Mann-Whitney U nonparametric test statistic, it was determined that instructional delivery style did have an effect on both final course grade and perceived teacher effectiveness, and furthermore, that a more transactional style was more effective in both cases. Utilizing the chi-square test statistic, it was determined that the proportions of the levels of agreement and disagreement between faculty self-rating and student assessment of faculty instructional delivery style differed between the two instructional delivery styles. It appears that instructional delivery style does have an effect on course outcomes, and close reflective study of how literature instructors teach what they teach may have a powerful effect on student outcomes.

DEDICATION

This dissertation is dedicated to Patricia Grammer Jaynes.

Live Long and Prosper.

ACKNOWLEDGEMENTS

I would like to thank my committee members for their thorough guidance on this dissertation journey. Dr. Elizabeth O'Brien was instrumental in developing the qualitative portion of this project; I benefitted greatly from her input. Dr. Beth Crawford was a patient and kind example of unrestrained tough love advising that every doctoral student should seek out. She simply tells the truth, and that truth was always beneficial. Dr. Hinsdale Bernard was paramount in the quantitative construction of this project. Our many hours of meetings helped me think more clearly and with greater specificity. My chair and advisor, Dr. David Rausch, was instrumental in keeping me on track and focused at the blistering pace at which I chose to work. He provided the much-needed hyperfocused *yin* to my woods-walking *yang*. The entire committee has my gratitude; my respect for them is colossal.

I also thank my wife for her bedrock support. She has braved the waters of me writing this dissertation and my first book, both of which, on certain nights, took me too far from her shores (though never beyond sight of her steady beacon). That would require wild horses.

I thank my mother for her enduring example of grace and goodwill in the face of trials unimaginable. She remains forever the Standard against which all acts of selflessness are measured.

Finally, amidst all and in the full fury of life, our daughter arrived in a torrent of wonderment and awe on the last day of May. This, as all things future, is largely completed in honor of E. Piper Jaynes. In her presence, I remain Wonderstruck.

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CHAPTER I

INTRODUCTION

Background

Liberal arts degree programs at publically funded universities are facing increasing pressure to quantify their instructional methods and to produce graduates with income potential (Smith, 2013). With increasing scrutiny regarding liberal arts majors' ability to locate gainful employment upon graduation, it appears a growing movement is calling upon liberal arts programs to provide demonstrable competence and quantification in their university degree programs, especially in regards to instructional delivery technique and assessment. This may have been heightened by Florida Governor Rick Scott's statement that liberal arts majors should focus on factors which can provide jobs after graduation such as engineering and Math (Lee, 2011).

Regardless if Governor Scott's comments were taken seriously by the Academy, in this researcher's experience many liberal arts professors believe the less deterministic and more holistic approach should not be lost as it is valuable as an instructional method. The latent knowledge of the expert and the value judgment of the experienced liberal arts instructor is still highly regarded and trusted as an instructional delivery style (IDS). Some are welcoming this increasing swing toward quantification while others in the field are resisting it. The holistic approach could be considered transformational (Bass, 1999). It appears many liberal arts/ humanities teachers employ these transformational, more holistic, approaches in their andragogy and assessment over more traditional hierarchical transactional ones. Instructional delivery style is a difficult teaching element to quantify, and more research should attempt to do so. Attempting

to understand how and why university literature instructors teach their courses the way they do may yield important data relative to educational reform and improvement. Future research should examine this notion in the broader realm of liberal arts, but this project focused on comparing contrasting (transformational and transactional) instructional delivery styles (IDS) in the context of teaching literature to freshmen-level university students at the University of Tennessee at Chattanooga, which is a mid-size public university in the Southeast.

Statement of the Problem

Which instructional delivery style (IDS) is in fact more effective relative to facilitating student learning? Alternatively, is it in fact transactional approaches that are more valuable in the undergraduate lower-division literature classroom? Direct quantifiable comparisons between techniques seems to be a valuable addition to the body of knowledge upon which near-future scholars will draw to either support or resist the movement toward transformational approaches. It appears logical that such responses will require data-driven opinions of experts with teaching experience within university liberal arts programs. There is heavy preference for transformational leadership over transactional leadership in the leadership studies literature (Northouse, 2012), so it seemed appropriate to test this paradigm with a causal comparative study on pedagogy to connect leadership studies and education. It may be that too many higher education teachers concentrate too closely on subject-area content material. It is important how one teaches content; perhaps critically so.

Purpose of the Study

The purpose of the study was to utilize a causal comparative approach to compare two contrasting instructional delivery styles to determine if there is any difference in specific outcomes between transactional and transformational instructional delivery in two lower division undergraduate humanities courses at a southeastern university.

A secondary purpose of the study was to investigate the relationship between instructional delivery style and student perception of teacher effectiveness. Additionally, the primary researcher investigated to see if the proportions of the level of agreement to disagreement between faculty IDS self-ratings and student ratings of faculty differ between transformational and transactional IDS.

Research Questions and Hypotheses

1. Is there a statistically significant difference between a transformational instructional delivery style (IDS) and a transactional instructional delivery style relevant to final course grade?
2. Is there a statistically significant difference between a transformational instructional delivery style and a transactional instructional delivery style relevant to student perception of teacher effectiveness?
3. Will the proportions of the level of agreement to disagreement between faculty IDS self-ratings and student ratings of faculty differ between transformational and transactional IDS?

H_1: There will be a significant difference in course grade between students taught by an instructor(s) employing a more transformational instructional delivery style as compared to students taught by different instructor(s) employing a more transactional instructional delivery style.

H_2: There will be a significant difference in student perception of teacher effectiveness between

students taught by an instructor(s) employing a more transformational instructional delivery style as compared to students taught by different instructor(s) employing a more transactional instructional delivery style.

H_3: The proportions of the level of agreement to disagreement between faculty instructional delivery style (IDS) self-ratings and student ratings of faculty will be different for transformational and transactional IDS.

Rationale for the Study

This primary researcher collected quantitative data regarding the contrasting IDSs. As it stands, there is a paucity of causal comparative research examining contrasting IDSs in university literature classrooms. It proved difficult to operationally define and triangulate the instructional delivery style of the participating instructors due to the crossover of transformational and transactional characteristics of the instructors. Future efforts to quantify and solidly define delivery styles in terms of leadership theory will benefit from the findings presented in Chapters 4 and 5 as well as the recommendations and implications in Chapter VI.

Multiple researchers have published reports discounting Great Man leadership theory (GMT) due to its dependence upon inherent traits, often genetic, that are unteachable and only held by certain individuals of consequence (Badaracco Jr, 2001; Bass, 1990; House, 1977; House, Hanges, Javidan, Dorfman, & Gupta, 2004; Jago, 1982; Stogdill, 1948; Zaccaro, 2007). However, GMT still appears to hold firm influence over the public at large according to the primary researchers' observations. Due to the focus on individual traits, GMT is often referred to as the trait theory of leadership (Northouse, 2012). Emerging after GMT, transactional approaches to leadership include Contingent Reward (providing specific rewards to followers for

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the completion of specific tasks), and Management-by-Exception (providing negative feedback, criticism, and reinforcement (Day & Antonakis, 2011). To be clear, GMT is not transactional leadership; however, GMT came before transactional leadership and remains influential. (Day & Antonakis, 2011). Leaders often widely employ the above three leadership styles in a variety of leadership settings and contexts (Day & Antonakis, 2011). Since transactional leadership is so widely challenged in lieu of transformational approaches (Northouse, 2012), there is a paucity of research regarding Contingent Reward, as well as transactional leadership in general, in comparison to the voluminous canon dedicated to transformational leadership (Northouse, 2012). Beginning roughly with the turn of the century, the general understanding is that in this more complex age, the leader/follower dichotomy that is featured in transactional leadership approaches such as Contingent Reward is outmoded and inferior to more progressive transformational approaches (Badaracco Jr, 2001; Eddy & VanDerLinden, 2006). This appears to be accepted with little quantifiable data to inform it. The focus of this study is to contrast transformational and transactional instructional delivery style while providing usable data for similar future endeavors.

Rationale for a Mixed-Methods Approach

Mixed methods is defined as "a design for collecting, analyzing, and mixing both quantitative and qualitative data in a study in order to understand a research problem" (Clark, Creswell, Green, & Shope, 2008). The value of the quantitative component of this study is as follows. Obtaining data regarding instructional delivery style in literature classrooms may be useful to the field of education as well as pedagogy and literary studies. The addition of qualitative interviews featuring analytic memos (Rossman & Rallis, 2011) to analyze the

qualitative data helped triangulate the instructors' effective modeling of their IDSs. Analytic memos are, in a sense, conversations a researcher has with himself in a structured manner in order to cull pertinent information from interviews. The other two elements of triangulation were the instructors taking a researcher-developed inventory instrument (instrument I-1) and the students' taking the Multifactor Leadership Questionnaire, Form 5X-Short (instrument I-3) toward the end of the semester. Instrument I-1 helped instructors self-identify if they were more transformational or more transactional in their IDS. Instrument I-3 allowed students to rate their instructors as more transactional or more transformational. The qualitative interviews (instrument I-4) helped the primary researcher further determine the instructors' IDSs as aligning with a more transactional or a more transformational focus. Each instructor's instructional delivery style was thusly triangulated from three separate points of view, utilizing the three triangulations elements (TE). A mixed-methods design study was potentially more enlightening for this particular study since it may yield more robust data than strictly quantitative or qualitative designs.

In addition to quantitative methods, qualitative research methods were appropriate to this study, focusing on instructor instructional delivery style because qualitative research "takes place in the natural world, uses multiple methods that are interactive and humanistic, focuses on context, is emergent rather than tightly prefigured, and is fundamentally interpretive" (Marshall & Rossman, 2010, p. 3). Adding an aspect of interpretive qualitative interviewing to the project matched up nicely with these elements of qualitative method. Knowledge produced by qualitative inquiry is often revealed as having a "variety of rich perspectives on social reality" (Hesse-Biber & Leavy, 2010, p. 16). The study has obvious social aspects, so this was appropriate.

Qualitative Rigor

Qualitative research has been shown to provide valuable insights when undertaken in a controlled and rigorous manner (Krefting, 1991). Recasting qualitative research as Naturalistic research, Guba (1986) has questioned the assumption in the scientific tradition that all valid answers must be arrived at through empirical and replicable research approaches since the mid-eighties. Some truths may require an alternative non-positivistic, non-empirical, approach. As the Academy demands rigorous criteria, so highly respected qualitative researchers and scholars (Lincoln & Guba, 1986) suggest criteria to ensure the rigor and value of qualitative research including *trustworthiness* and *authenticity*. Careful planning and construction of the interview questions (and all elements of the study) in close collaboration between the primary researcher and his committee helped ensure trustworthiness and authenticity of the study. Additionally, utilizing thick description can achieve a type of external validity through descriptions of phenomena in order to evaluate to what degree the conclusions drawn could be transferable to other settings and situations (Lincoln & Guba, 1986).

The instructors' enacting of their   instructional delivery style can be appropriately bolstered by Lincoln and Guba's (1986) ideas because even though qualitative researchers have traditionally been "reasonably introspective about what they do, they have not made systematic efforts to codify the safeguards that they intuitively build into their inquires" (Guba, 1987, p. 76). Heeding the advice of these two qualitative scholars, this project's qualitative interview aspect was constructed in according with their ideas regarding rigor and trustworthiness in qualitative research. Guba (1987) writes, "there is no basis for choosing [naturalistic inquiry over rationalistic inquiry" (p. 76). The author suggests the choice of qualitative over quantitative will depend upon the "context of application [and the] phenomenon being investigated" (Guba, 1987,

p. 76). Since the phenomenon being investigated was instructional delivery styles (IDSs), and both IDSs were enacted by different instructors with no coaching from the primary researcher, it was important to conduct rigorously defined mid-semester interviews with the participating instructors in addition to utilizing thick description as qualitative additions to the quantitative aspects of the study.

Why Study Instructional Delivery Style Through the Lens of Leadership Theory?

Leadership theory offers a framework of literature and terminology that complements the discussion of instructional delivery style. Since educators are widely considered leaders (Barth, 2007; Rallis, 1995; Shelton, Birky, & Headley, 2008), and since education is widely considered a leadership domain (Gunter, 2001; Schwahn & Spady, 1998), it appears *a priori apropos* that transactional and transformational leadership theories are relevant to instructional delivery.

Antonakis and Day (2011) suggest that leadership studies appear to be in a mature stage. This mature stage will likely continue to evolve into crossover realms of study, such as the instructional delivery focus of this project. The same authors write that leadership studies are currently relevant to "traditional spheres of management, applied psychology, business…general and social psychology…nursing, *education* [italics added], political science, public health, public administration, sociology, ethics, operations research, computer sciences, and industrial engineering" (Day & Antonakis, 2011, p. 275).

Contextual Elements of the Study

The English department offered multiple sections of Western Humanities I (ENGL 1130) and Western Humanities II (ENGL 1150) during the spring 2014 semester at the University of

Tennessee at Chattanooga (UTC). All of these offerings were staffed by seasoned instructors. These freshman-level humanities courses are also commonly cross-listed in the philosophy department. They fulfill a university general education requirement in the Cultures and Civilizations category and thus are usually populated with freshmen and some sophomores. Even though some students wait to take the courses as upperclassmen, the courses are 1000-level courses, which are largely considered freshman-level. The UTC course catalog classifies the courses as lower-division. The university lists the catalog description of English 1130 as

> A historical approach to the pivotal ideas, systems of thought, and creations of the Western world from antiquity to approximately 1600 C.E. [There is an] emphasis on matters of literary structure, style, and content. (UTC, 2013, para. 9)

The university defines English 1150 as

> A historical approach to the pivotal ideas, systems of thought, and creations of the Western world from approximately 1600 C.E. to the present. Emphasis on matters of literary structure, style, and content. (UTC, 2013, para. 10)

Due to the literary focus, the courses could also be considered literature courses.

After self-identifying as more transactional or more transformational, the participating instructors taught their course as usual. The primary researcher hoped to study an equal number of transformational and transactional IDSs with the following instrumentation, but of course this could not be determined prior to data collection.

Instrumentation

This is an overview; full information regarding the use of, and creation of (in the case of I-1), is supplied in Chapter III. The instrumentation for this study follows:

- Instrument I-1: Transformational-Transactional Instructional delivery style Inventory, with demographics. Participating instructors took this at the beginning of the semester. I-

1 helped instructors self-identify as more transactional or more transformational. I-1 is also referred to as triangulation element one, or TE-1

- Instrument I-2: Capturing student perception of teacher effectiveness: UTC Student rating of faculty. Students took this during the last two weeks of the semester. I-2 captured the students' perception of how effective the instructor was. This served as the second dependent variable of the study (DV2).

- Instrument I-3: Testing transactional and transformational IDS: Multifactor Leadership Questionnaire Form 5X-Short (MLQ) with added student demographics. Students took this during the last week of the semester. The MLQ rated the instructors as more transactional or more transformational. I-3 is also referred to as triangulation element three, or TE-3

- Instrument I-4: Mid-Semester Teacher Interviews. The primary researcher conducted these during the week after mid-term with the participating instructors. They served to gauge whether the instructors are in fact modeling their respective IDSs. I-4 is also referred to as triangulation element two, or TE-2 (Even though this instrument is labeled I-4, it is the second TE due to the chronology of the instrument administrations i.e., TE-1 was at the beginning of the semester, TE-2 was at midterm, and TE-3 was administered in the later weeks of the semester).

Significance and Importance of the Study

This study focused in the area of quantifying instructional delivery styles that will provide data for future researchers. There is a paucity of controlled causal comparative approaches that attempt to differentiate between transformational and transactional delivery

styles. This data-driven approach is a useful addition to the literature regarding the impact of instructional delivery style on student achievement in university literature classrooms.

Definition of Terms

This section includes key terms requiring full conceptual definitions ordered alphabetically.

- English 1130 and English 1150: They will be referred to as "ENGL 1130" and "ENGL 1150." They will also be referred to, respectively, as "Western Humanities I" and "Western Humanities II" as well as "WHI" and "WHII."

- Instructional delivery style: the manner in which an instructor presents the information to be learned. Also synonymous with "instructional delivery method" and "teaching style" for the purposes of this study. It is frequently abbreviated at instructional delivery style throughout dissertation (IDSs for plural).

- "Instructor(s)," participant instructors," and "teacher(s)" will be used interchangeably in this dissertation. They are also referred to as "subject(s)" throughout.

- "Literature course" and "humanities course" will be used interchangeably in this dissertation. The terms are synonymous for the purpose of this study.

- Primary researcher: This term refers to the designer of this research project and author of this dissertation, Michael Jaynes. To reduce repetition, he is also referred to as the "PR."

- Student perception of teacher effectiveness. Also referred to as "PTE". This is how well students believe the instructor helped them succeed in meeting the goals of the course. In short, this is a measure of how effective the students believe the instructor's teaching was. The primary researcher believed enacted instructional delivery style would underscore

the teacher's quality and effectiveness. The UTC student rating of faculty (I-2) measured

this entity.

- Student performance: operationally defined as "final course grade." This serves as the

  first dependent variable of the study (DV1).

- TAIDS: abbreviated form of "Transactional Instructional delivery style". Similarly,

  "transactional" is often referred to as "TA."

- TFIDS: abbreviated form of "Transformational Instructional delivery style." Similarly,

  "transactional" is often referred to as "TA."

- Transactional: An approach to leadership that outlines transactions involving clear

  rewards for clear goal meeting. It is straightforward and easily understood. It is also

  covered in detail in Chapter II.

- Transformational. This will be presented in a manner consistent with leadership studies;

  specifically the Bass & Avolio's (1994) four I's of transformational leadership [sometimes

  called the five I's of transformational leadership (Avolio, Bass, & Jung, 1999)]. The four

  I's of transformational leadership appeared in Bass's (1985a) Full Range of Leadership

  Model. Bass (1985a) argued that transformational leadership will (a) convince followers

  to do more than what is required by raising their levels of conscience regarding the value

  of specific goals, (b) get followers to go beyond simple self-interest for the sake of the

  organization, and (c) to get followers to address higher-level needs. These notions

  transcend expectations and notions of transactional leadership. The 1985 Full Range of

  Leadership Model expressed these higher-order transformational factors, and they are

  now canonical (Bass, 1985a). The transformational four I's (Individualized

  Consideration, Intellectual Stimulation, Inspirational Motivation, Idealized Influence) are

detailed in the literature review found in Chapter II (as well as how the four I's became known as the *five* I's as well).

- Triangulation Elements. Also called "TEs." These three instruments (I-1, I-4, and I-3) worked in concert to capture the instructional delivery style of each participating instructor. The TEs helped establish and underscore the qualitative rigor of the project and address the third researcher question.

- UTC: abbreviated form of the "University of Tennessee at Chattanooga." This is the study site and is also referred to simply as the "university."

- NOTE on acronyms. Though all acronyms were chosen to provide clear delineation between their referents, in an effort to reduce acronym-fatigue the primary researcher (PR) often uses acronyms and referents interchangeably. The PR also defines the acronyms parenthetically following their referents more than the one time called for by APA-6 style. The PR hopes this repetition will provide clarity and encourage reading ease relevant to reviewing this study.

Operational Definitions of Instructional Delivery Styles

Due to the paramount importance of the IDSs of this study it is appropriate to operationally define each instructional delivery style and to introduce the leadership theory behind the IDSs. Much more detail is provided in Chapter III.

Transformational Instructional Delivery Style (TFIDS)

A transformational instructional delivery style (TFIDS) is partially defined with Kouzes and Posner's (2001) five practices for exemplary leadership. Adapting the five practices to the

university literature classroom appears to be a natural iteration. Operationally defining a transformational instructional delivery style according to the practices likewise seems natural. Teaching seems to be a natural extension of the five practices which include modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart (Kouzes & Posner, 2001). Since the five practices could be considered in alignment with Bass and Avolio's (1994) four I's of Transformational leadership (later recast as the five I's), they will be used to ground and to operationally define the transformational instructional delivery style of this project. It is helpful to expound upon the five practices specifically regarding teaching. The study's TF instructional delivery style is operationally defined in more detail and in tabular format in Chapter III of this proposal during the discussion of the instrumentation and research design.

Transactional Instructional Delivery Style (TAIDS)

Contingent Reward Theory is a heavily practiced transactional theory in both leadership studies and education. The notion is that the Contingent Reward process is one in which follower effort is exchanged for specific rewards (Eagly, Johannesen-Schmidt, & Van Engen, 2003). The leader and the followers agree on what must be done and what the expected payoffs will be. At that point, a straightforward process is undertaken in which the followers take action to achieve the goals outlined by the leader. Contingent Reward has been found to have significant effects on leadership environments in business settings (Podsakoff, MacKenzie, Moorman, & Fetter, 1990), the United States Navy (Northouse, 2012), the legal profession (Day & Antonakis, 2011), in all-female leadership environments (Yammarino, Dubinsky, Comer, & Jolson, 1997), as well as others. Some writers perceive it negatively in the field of education since extrinsic rewards are

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largely considered to have an undermining effect on intrinsic motivation (Deci, Koestner, &

Ryan, 2001), which is considered paramount for positive learning environments (Pintrich, 2000).

Contingent Reward, along with Management-by-Exception, Active, serves as the theoretical

basis of the TA instructional delivery style of this study. This study's transactional instructional

delivery style is operationally defined in more detail and in tabular format in Chapter III during

the discussion of the instrumentation and research design.

Methodological Assumptions

The primary researcher operated under the following assumptions:

- The student participants will be homogenous.

- The instructors will be reasonably homogenous in professional demographics.

- Students will be willing to complete all survey instruments and will be honest while

  doing so.

- The instructors' instructional delivery style will be triangulated and verified

- The teachers will be able to model effectively either more transactional or more

  transformational instructional delivery styles.

- There will be teachers willing to participate in the study and agree to all its parameters.

- UTC's English department will have teachers who are both more transactional and more

  transformational teaching Western Humanities I and Western Humanities II in the spring

  of 2014.

- The MLQ form 5X-Short is appropriate.

- The researcher-developed instrument (I-1) is valid and reliable.

- The university used a meaningful scale for gauging teacher effectiveness.

- The scored I-3 file provided by its parent company, Mind Garden, will be accurate.

- The participating instructors will assign grades in a homogenous manner. I.e., an A in Instructor A's course will be assumed to be equal to an A in Instructor X's courses.

Delimitations of the Study

As all studies, this study included delimitations. The primary researcher's delimitations included:

- Delimited to all available sections of ENGL 1130 and ENGL 1150 at the University of Tennessee at Chattanooga in the spring semester of 2014.

- Undergraduates only.

- Only tested the two dependent variables: course grade, and student perception of teacher effectiveness.

- Kouzes and Posner's (2001) five practices as well as Bass and Avolio's (1994) transformational four I's formed the theoretical framework for the researcher's transformational IDS.

- Contingent Reward theory and Management-by-Exception, Active formed the theoretical framework for the researcher's transactional IDS.

Limitations of the Study

- Confounding variables may have exerted influence.

- The results are not generalizable to the larger population.

- Students may not have taken the instruments seriously.

- There may not have been an equal number of instructors in each total triangulated IDS.

- As this is an ex post facto project, there was no attempt to control how instructors assessed and arrived at final grades.

CHAPTER II

REVIEW OF LITERATURE

Leadership theory offers a framework of literature and terminology that complements the discussion of instructional delivery style. Since educators are widely considered leaders (Barth, 2007; Rallis, 1995; Shelton et al., 2008), and since education is widely considered a leadership domain (Gunter, 2001; Schwahn & Spady, 1998), this literature review will examine transactional and transformational leadership theory as relevant to university literature teaching. Specifically, aspects of the leadership theory will be examined later in the literature review and linked to instructional delivery. For a full discussion of this theme, see the subsection toward the end of this chapter titled "Moving toward Teaching."

Leadership studies widely support the notion that transformational leadership is more effective and more useful than earlier transactional ideations of leadership (Northouse, 2012; Yammarino et al., 1997). Asking the question in regards to university instructional delivery styles (IDSs) is also important. It appears from the primary researcher's (PR's) professional university teaching experience that many university literature teachers employ transformational instructional delivery styles and believe them to be superior to more traditional transactional ones. Common IDSs in university literature classrooms tend to trend toward more holistic Rosenblatt (1968) style reader response notions of teaching and making meaning of texts. Many inquiries into instructional preference and styles have been completed on fields as diverse as nursing (Cavanagh & Coffin, 1994), dental school (Murphy, Gray, Straja, & Bogert, 2004), law school (Boyle & Dunn, 1998), and other environments. It appears student learning style may be related to training delivery mode preference (Buch & Bartley, 2002). Additionally, the contrast

between transformational and transactional leadership in school principals has been studied widely. Standing in opposition to the canon of support for transformational leadership, one study found that transformational leadership behavior had a significant negative association in regards to student learning culture (Barnett, McCormick, & Conners, 2001).

There seems to be no consensus on which instructional delivery style (IDS) is the best in all situations, though there is a large and prevalent bias toward what has been operationally defined in this study as Transformational (Beauchamp, Barling, & Morton, 2011). This project featured transformational and transactional IDSs in multiple sections of two freshmen-level university literature courses. The literature features studies regarding the success of instructional delivery style in physics and engineering students (Hein & Budny, 1999), homeschooling (Cai, Reeve, & Robinson, 2002), orthopedics (Costa, Van Rensburg, & Rushton, 2007), and English as a second language (Reid, 1987). Resources dealing with the practice of transformational and transactional English language teaching at all educational levels tends to be dated (Halliday, 1964; Harmer, 1991; Howatt & Widdowson, 1984). Partially as a response to this dearth of research into instructional delivery style in freshmen-level university literature courses, this study is an attempt to seek significant differences between transactional and transformational instructional delivery style along the aforementioned parameters.

Inquiries into Contrasting Instructional Delivery Styles

Before theoretically grounding the two IDSs of this project, it may be helpful to examine some of the inquiries undertaken regarding instructional delivery style and its impact on student success. To the PR, it appears *a priori* that instructional delivery style is something instructors at all levels should carefully consider, adopt, and develop. One's classroom approach should be

carefully constructed; the classroom should not be treated as a completely improvisational stage (Gove, 2008). Even if the instructor does carefully develop his/her IDS, there is no guarantee that each student's learning preference will coincide with instructor IDS. It seems to follow that the more thought and effort expended in adopting and developing an IDS, the more successful the instructor will be in the classroom.

Though examination of instructional delivery style has not been widely centered on university literature classrooms per se, researchers have explored it in various other arenas. For example, instructional delivery style has been studied in universities relative to instructor-provided notes for students (Raver & Maydosz, 2010), and to the relation of retention and instructional delivery style in developmental mathematics (Zavarella & Ignash, 2009). More closely related to the teaching of freshman undergraduate literature courses, the differences between various online instructional delivery style in developmental writing course have been explored (Carpenter, Brown, & Hickman, 2004). In lower grades, instructional delivery style has been studied on digital natives (McPherson, 2006), the teaching of students with visual impairments (Denton & Silver, 2011), and instructional delivery style relative to the assessment of student reading (Young, 2003). Additionally, one social scientist (Moorhouse, 2001) explored instructional delivery style in a Master's of Business Administration course with a quasi-experimental design specifically focused on two contrasting IDS.

Transactional Leadership

Trait Theories and the Great Man

Transactional leadership tends to not individualize subordinates' needs or pay much attention to their personal development. Things of value are exchanged with subordinates to

promote the leader's and the subordinates' combined interests and agendas (Kuhnert & Lewis, 1987). It has been long observed that transactional leaders can have a high level of influence because subordinates understand it is in their best interests to comply with the leader's directives (Kuhnert & Lewis, 1987).

A widely practiced focus on individual traits predated transactional notions of leadership. Lussier and Achua (2009) posit that the trait theory of leadership is the very foundation for the broad field of leadership studies. Early forms of trait theory circle through the ancient world with Plato's ubiquitous Philosopher-King (Grube & Reeve, 1992) and Confucius, who focused on individual talent and virtue (Wills, 1994). Born from trait theory, the so-called great man theory (GMT) emerged, claiming only certain singular men with the capacity to lead due to inherent traits were to be most valued. A century of writers such as Nietzsche (2013), Carlyle (1984), Woods (1913), and Kirkpatrick & Locke (1991) reinforced the great man theory. Traits can be a positive addition to one's leadership behavior, trait theories of leadership have been deemed significantly limited (Judge, Bono, Ilies, & Gerhardt, 2002). It took a very long time for the world to question trait theory. It seemed natural.

In the West, leadership studies could be traced back to Aristotle (Northouse, 2012). Western leadership studies have long been dominated by the aforementioned trait theory, which mainly focuses on certain leadership traits shared by great leaders. These great man theories have undertaken the tasks of "identifying the innate qualities and characteristics possessed by great social, political, and military leaders" (Northouse, 2012, p. 15). Leadership studies examined individuals such as Mohandas Gandhi, Napoleon Bonaparte, General Custer, and the like in painstaking detail. Furthermore, early trait theory suggested that the qualities that lead to great leadership were innate; one must be born with them. Though one could attempt cultivation and

development, it was unlikely to yield any great manhood leadership capability. Only great men could lead groups well. This was unchallenged for centuries (Organ, 1996).

With trait and great man theories on the decline in the early twenty-first century (Badaracco Jr, 2001), other forms of transactional leadership still feature heavily in leadership studies as well as instructional delivery style relative to university education and literature teaching. Trait theories of leadership are fundamentally different from transactional leadership theories, but they may be related. It is not that trait theory is transactional, but that the discussion is centered on a continuum with trait theory on the left, transactional leadership in the center, and transformational leadership on the right (Bass, 1985a). Certain personalities are drawn toward transactional notions of leadership. Bass and Avolio (2004) write that

> Transactional leaders work toward recognizing the roles and tasks required associates to reach desired outcomes; they also clarify these requirements for associates, thus creating the confidence they need to exert the necessary effort. Transactional leaders also recognize what associates need and desire, clarifying how those needs and desires will be satisfied if the associate expends the effort required by the task. Such motivation to perform will provide a sense of direction and help to energize others. This approach, currently stressed in most popular leadership training programs, is helpful but limited to first-order exchanges. (Avolio & Bass, 2004, p. 25)

A 2004 meta-analysis study emphasized three dimensions of transactional leadership. The most salient to this study include Contingent Reward (Judge et al., 2002) and Management-by-Exception (Day & Antonakis, 2011).

<center>Contingent Reward</center>

Contingent Reward Theory (CR) is a heavily practiced transactional theory in both leadership studies and education (Antonakis, Cianciolo, & Sternberg, 2004). The notion is that the Contingent Reward process in which follower effort is exchanged for specific rewards

(Northouse, 2012). The leader and the followers agree on what must be done and what the expected payoffs will be. At that point, stakeholders undertake a straightforward process in which followers take action to achieve the goals outlined by the leader. As mentioned before, Contingent Reward has demonstrated significant effects in leadership environments in many settings (Podsakoff et al., 1990; Yammarino et al., 1997). Transactional contingent reward leadership (CR) provides very clear expectations and offers recognition primarily upon goal achievement. This clarification of goals and objectives and providing of recognition of achieved goals ensures individuals and groups achieve expected levels of performance. These leaders very often provide others with assistance in exchange for their efforts. There is a clear notion of the benefits of hard and diligent work and goal completion. The leaders will discuss in specific terms who is responsible for achieving performance targets and what those targets are. The CR leaders also clarify what one can expect to receive upon completion of the clearly defined performance goals (Bass & Avolio, 2004).

<center>Management-by-Exception</center>

Management-by-Exception (MBE) involves providing negative feedback, criticism, and reinforcement (Day & Antonakis, 2011). MBE is a type of transactional leadership in which, like CR, a leader specifies the standards for compliance, as well as what constitutes ineffective performance. Additionally, the leader may punish followers for noncompliance with those standards. This style of leadership involves closely monitoring deviances and errors and then applying corrective action as quickly as possible after such occurrences. These leaders focus attention on irregularities, mistakes, exceptions, and deviations from standards. They tend to concentrate followers' attention on dealing with mistakes, complaints and failures

<center>23</center>

Leaders employing MBE keep track of all mistakes and direct follower attention toward failures to meet standards. MBE is divided into two categories, active and passive. Management-by-Exception, Active (MBEA) is the more direct approach (Bass & Avolio, 2004). Because of this, MBEA is the other element of transactional leadership utilized in this study to define a transactional instructional delivery style.

Transformational Leadership: Leadership not Leaders

Around the 1950s, emerging theories, which focused on leadership as a process, not as a possession of a collection of innate traits or a series of *quid pro quo* exchanges, challenged the transactional model to great success. Thus, the canon of leadership studies has evolved into a many faceted paradigm (Northouse, 2012). It is unlikely leadership is simply the possession and enactment of certain ingrained traits (Badaracco Jr, 2001). It is much more complex and organic; it is a social relational process. In fact, trait theory can be harmful in that one may reject a leader if he does not have the prototypical leader-like qualities one expects from leaders. This is discussed in various literature focusing on implicit leadership theories (Northouse, 2012).

Other than transformational leadership, many leadership theories appear almost as reductionist as trait theory in that they seek to reduce leadership to a formula while failing to give credence to how complex and unique the notion of leadership is to each individual and each individual situation. Though most of them offer some valid approaches to teaching literature, each of the following popular approaches to leadership could appear too prescriptive for contemporary leadership studies:

- The trait approach (Nadler & Tushman, 1989; Stogdill, 1948; Zaccaro, 2007)
- The style approach (Blake & McCanse, 1991)

- Situational approach (Blanchard, Zigarmi, & Nelson, 1993; Hersey & Blanchard, 1969)

- Contingency theory (Fiedler, 1964)

- Path-goal theory (Evans, 1970; House, 1971; House & Mitchell, 1974)

- Leader-member exchange theory (Graen & Uhl-Bien, 1995; Schriesheim, Castro, & Cogliser, 1999)

- Authentic leadership (Bass & Stogdill, 1990)

- Team leadership (Kinlaw, 1998; Pauleen, 2003)

- The psychodynamic approach (Berens, 2001; Zaleznik, 1977)

Transformational and Charismatic Leadership

Contemporary research in education often suggests that new visions of alternative leadership are fast replacing traditional notions of leadership based on the heroic traits (Eddy & VanDerLinden, 2006). Research in the corporate world echoes this sentiment and largely eschews the heroic model of leadership (Badaracco Jr, 2001). The term leader inflates the importance of the individual atop the organizational hierarchy while the term leadership implies a social process undergoing change (Bass, Avolio, & Atwater, 1996). A leader is a thing, a titular laurel, while leadership is a complex process with multiple dimensions between individuals within a social system that can be educational, corporate, or otherwise. This leadership as a process approach has been pursued since the early 1980s (Northouse, 2012). Transformational leadership focuses on affective elements of leadership, intrinsic motivation, and follower development. It also focuses on charismatic elements of leadership. It has spread to such a degree that one study reports that around thirty-three percent of all late-twentieth and early

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twenty-first century research deals with transformational or charismatic leadership (Lowe &

Gardner, 2001). Yukl (1999) writes that transformational and charismatic leadership has been the

central focus of a large number of research projects. In fact, transformational leadership has

played so big a role that it is responsible for helping "shift the leadership paradigm to what it is

today" (Day & Antonakis, 2011, p. 257). Northouse (2012) writes that transformational

leadership transforms people, deals with emotions, values, standards, and ethics and treats

followers like full human beings. The process also frequently incorporates visionary and

charismatic leadership. Charismatic leadership focuses on the way a leader's charismatic

relationship with followers' results in change in both follower and leader. It is often linked

closely, if not synonymously, with transformational leadership (Northouse, 2012).

History of Transformational and Charismatic Leadership

Aristotle

Scholars often consider transformational leadership and charismatic leadership very

similar, but there are slight differences (McLaurin & Al Amri, 2008). Transformational

leadership helped leadership studies be taken more seriously as a discipline (Day & Antonakis,

2011). It has a decades-long history, but its roots stretch to antiquity. Day and Antonakis (2011)

write that it was in his *Rhetoric* that Aristotle argued leaders must win the confidence of

followers by creative rhetorical means through manipulation of emotions and the moral

perspectives of leaders' personal characters, i.e. *logos, pathos,* and *ethos*. These Aristotelian

devices of persuasion are ubiquitous in university rhetoric courses, hearkening to Plato's

Academy. Day and Antonakis (2011) posits the creative rhetorical means is akin to

transformational and charismatic leadership; ergo the two types of leadership's roots could lie in Aristotle's *Rhetoric* written in the 4th century BCE.

Weber, Downton, and Burns

Scholars credit Weber (1947) as the first person to utilize the term charisma in describing the charismatic leader as capable of engendering social change. This notion of charisma being able to engender change in individuals and communities is important when linking charismatic leadership to transformational leadership. Though he does set the stage for transformational leadership, Weber's (1947) ideas do somewhat align with trait-based leadership as he saw charisma as a specific gift that was not available to everyone. The term transformational leadership was coined by University of California at Berkeley activist and writer, J.V. Downton (1973) who discussed it in terms of the rebel political leader (Downton, 1973). Since Aristotle's work on charismatic leaders, Downton's was "the first theory to plot contractual (in the vein of the now-famous transactional) principal-agent type influence processes against charismatic authority" (Day & Antonakis, 2011, p. 260), and it was in line with Weberian (1947) notion of charisma. Furthermore, this notion of charisma can easily come into play when a leader's ethos is examined by potential followership or when the leader is employing a pathetic appeal. Downton (1973) argued, "charismatic leaders have potent effects on followers because of their transcendental ideals" (p.261). The notion of the charismatic leader's model of change is very powerful. Downton was not widely studied likely because his work was not frequently studied by psychologists who were studying leadership in the 1980s (Northouse, 2012).

Downton's new school of thought gained an important endorsement with James MacGregor Burns' (1978) classic work, *Leadership.* It was Burns who further developed the

ideas and has become considered the father of transformational leadership (Northouse, 2012). In

his now foundational text, Burns (1978) comments on two types of leadership: transactional and

transforming. He posits that most leader-follower actions are transactional, where one thing is

exchanged for another in a clearly outlined system of transactions. Then he turns toward his idea

of transformational leadership. He also called it transforming leadership because the leader looks

for possible motives in followers, seeks to satisfy their higher needs, and presents himself as a

moral example while attempting to raise follower morality. A transactional leader may only care

about goal meeting. However, Burnsian transformational leadership results in an ethical

relationship of mutual elevation and stimulation with an eye toward transforming followers into

leaders and removing the hierarchical notion of a grand leader who is above all followers (Burns,

1978).

From this work came the now-famous notion of transactional leadership and

transformational leadership. Referring to the majority of leadership paradigms, transactional

leadership focuses on exchanges between leaders and followers such as monetary expenses or

personal pledges of favor (Burns, 1978). Downton (1973) referred to the transactional process of

leadership as being "a process of exchange that is analogous to contractual relations in economic

life [and] contingent on the good faith of the participants" (Downton, 1973, p. 75). Transactional

leadership revolves around a *quid pro quo*. Followers receive rewards when they produce

desirable outcomes and punishments when they produce undesirable outcomes.

Transformational leadership contrasts to transactional in that it is a process by which a person

interacts with others and a connection is created that elevates levels of motivation and morality

in both leaders and followers (Northouse, 2012). Burns provides the example of Mohandas

Gandhi as he elevated hopes and expectations of millions of Indians and was changed himself

during the process (Burns, 1978). It is to be noted that transformational leadership goes well beyond *quid pro quo* into deeper and more nuanced territory.

House

R.J. House (House, 1977) presented his theory on charismatic leadership in 1976, which has since become widely studied (Conger & Kanungo, 1998). This work ties charismatic leadership so closely to transformational leadership that the two were often considered synonymous by some scholars in the late seventies (Northouse, 2012). House focused on explaining the behavior of charismatic leaders and their psychological impact on followers. He suggested that charismatic leaders have persuasive skills to influence followers that might be quantifiable (Day & Antonakis, 2011). House argued that charismatic leaders have high degrees of self-confidence, social dominance, moral conviction and they "model what they expect their followers to do, exemplify the struggle by self-sacrifice, and engage in image building and self-promotion actions to come across as powerful and competent" (Day & Antonakis, 2011, p. 262). House's theory on charismatic leadership has been revised over the years (Conger & Kanungo, 1998; Shamir, House, & Arthur, 1993) but when it was published in the mid-70s it "shook leadership scholars out of their current ideas of how leadership should be conceived at a time when leadership was not being taken very seriously" (Day & Antonakis, 2011, p. 263).

Bass and Avolio

In the 1980s, charismatic and transformational leadership began to lose their synonymous standing among scholars. McLaren and Bushanain (2008) write that the major differences between charismatic and transformational leadership

include charisma being one among the qualities of transformational leaders rather than the sole element, the effect of situational favorableness or uncertainty on both approaches, transformational behavior de-emphasizing charisma, the charismatic leader's possible self-centeredness and the probable negative effects of charismatic leadership (p. 333).

Because of this kind of reasoning, transformational leadership has emerged as the more positive of the two in many scholars' minds. Charismatic leadership has taken on, to some degree, a negative connotation; however, studies have failed to identify which one is actually the better leadership style in all cases (Bass, 1997).

Bass and Avolio (Avolio & Bass, 1988; Bass, 1985b) have written prolifically regarding transformational leadership. Bass (1985a) developed the now famous transformational-transactional leadership model in 1985. The Multifactor Leadership Questionnaire reliably measures Bass's theory with high degrees of reliability demonstrated many times (Antonakis, House, Rowold, & Borgmann, 2010). Bass's (1985a) theory in the mid-80s focused more closely on followers' needs and suggested that transformational leadership could apply to negative situations as well. Bass (1985a) also put transactional and transformational leadership—in the past-considered completely separate entities—on a single continuum. In reference to transformational leadership applying to negative leaders, Bass (1985a) introduced the term pseudotransformational leadership to describe leaders who are "self-consumed, exploitive, and power-oriented" (Northouse, 2012, p. 173). This accounts for leaders who were transformative in a negative manner such as Adolf Hitler, Jim Jones, or Saddam Hussein. True transformational leadership is concerned with developing followers to their highest potential (Avolio, 1999) as well as creating change in the leader.

Bass (1985a) categorized transformational and transactional leadership with three factors each. Transformational leadership originally contained the factors of Idealized Influence (a

strong charismatic role model for followers and a high moral and ethical conduct example of leaders. In effect, this means transformational leaders lead by example), Inspirational Motivation (communicating high expectations to followers and motivates followers to reach for seemingly unreachable goals), and Individualized Consideration (provides a supportive climate in which they listen to individual needs of different followers acting as coaches). These three domains were later amended to include two more [to be soon discussed] (Bass & Avolio, 1994).

Transactional leadership, conversely, includes the factors of Contingent Reward (provides specific rewards to followers for the completion of specific tasks), Management-by-Exception (providing negative feedback, criticism, and reinforcement) and Laissez-Faire Leadership (providing no example, no feedback, no leadership, and no criticism) (Northouse, 2012). However, this study only focused on the notions of Contingent Reward and Management-by-Exception transactional leadership.

Northouse (2012) claims that of the two, "transformational leadership [generally] produces greater effects than transactional leadership" (p. 179). Scholars have pointed out that transactional leadership simply results in expected outcomes and transformational leadership produces effects far beyond what was required (Bass & Avolio, 2004; Lowe, Kroeck, & Sivasubramaniam, 1996). Lowe and colleagues found that individuals employing primarily transformational leadership attributes were perceived by followers to be more effective leaders (Lowe et al., 1996). In short, Bass and Avolio have published extensively together and with other colleagues on transformational leadership (Avolio, 1999; Avolio & Bass, 1988; Avolio & Gibbons, 1988; Bass, 1985a, 1998; Bass & Avolio, 2004; Bass & Riggio, 2006; Bass & Steidlmeier, 1999). An understanding of their work is central to an understanding of transformational leadership (TRLS). The notion of TRLS progressed from these scholars to

many others. One key critical work by Rost (1993), claims many leadership activities are actually management activities and makes the case for transformational approaches during a lengthy critique of leadership studies up to his time.

A 2002 meta-study of personality and transformational and transactional leadership identified four dimensions of transformational leadership: idealized influence, inspirational motivation (charisma), intellectual stimulation, and individualized consideration (Judge et al., 2002). These four elements have largely been considered the core of contemporary transformational leadership, and have been considered more effective than transactional leadership in most situations. They have diffused so widely, they are often simply referred to as the four I's of transformational leadership, or the "Transformational four I's" (Northouse, 2012, p. 178).

The four I's of transformational leadership (later to be referred to as the five I's) appeared in Bass's (1985a) Full Range of Leadership Model. Bass (1985a) argued that transformational leadership will (a) convince followers to do more than what is required by raising their levels of conscience regarding the value of specific goals, (b) get followers to go beyond simple self-interest for the sake of the organization, and (c) to get followers to address higher-level needs. These notions transcend expectations and notions of transactional leadership. The 1985 Full Range of Leadership Model expressed these higher-order transformational factors, and they are now well known. A representation of the model follows:
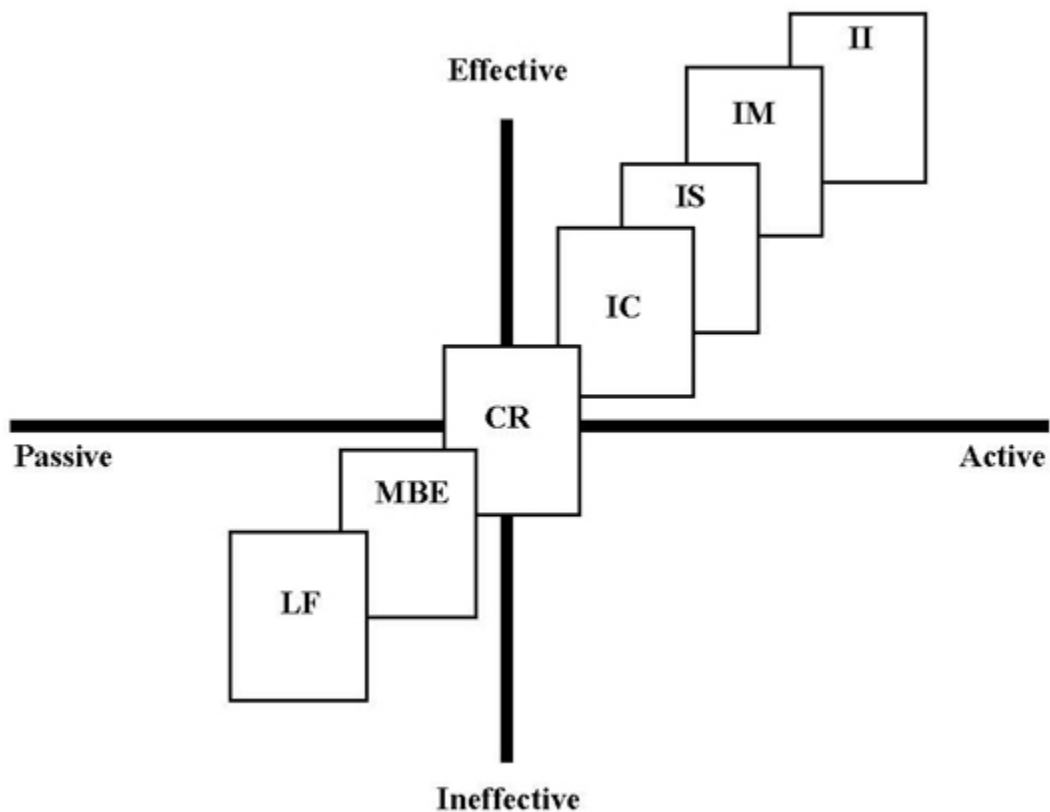
LEGEND

Nonleadership
      LF   Laissez-Faire
Transactional
      MBE-P   Management-by-Exception, Passive
      MBE-A   Management-by-Exception, Active
      CR   Contingent Reward
Transformational four I's
      IC   Individualized Consideration
      IS   Intellectual Stimulation
      IM   Inspirational Motivation
      II   Idealized Influence

Figure 1 The Full Range of Leadership Model Adapted from Bass & Avolio, (1994) and Bass
      (1998)

Individualized consideration means the leader acts as an advisor and carefully listens and advises followers. The leader provides a supportive climate and treats each follower in a unique and caring way. The leader respects the needs of followers and leaders have listening skills. Personalized interaction is a factor, and leaders help followers develop higher levels of potential.

Intellectual stimulation refers to the transformational leader's efforts to create, innovate, and to challenge followers' beliefs and values as well as their own. In short, leaders promote an atmosphere that inspires followers to consider new approaches to old problems. Leaders will not publically criticize followers.

Inspirational Motivation means the leader will communicate high expectations to followers and becomes committed to the shared vision of the organization. The leader will be changed for the better as well as the followers. The leader will exhibit the so-called *team spirit*. Leaders clearly display commitment to reaching goals as a shared vision and do so enthusiastically and optimistically.

The final I, Idealized Influence, is the highest order of transformational leadership. This means the leader will serve as a strong role model for the follower. Leaders will have and publically display very high standards of ethical and moral conduct and, in short, can always be expected to act correctly and justly. Followers will speak of these leaders in high terms of admiration, trust, and respect. Leaders will inspire followers to describe them in terms of extraordinary ability, capability, persistence, and determination. Leaders will take risks and will ultimately, and always, act correctly and rightly. The notion that as one climbs from nonleadership to transactional models and through the four I's, the leadership is considered more active and more effective. Notice on the graphic that effective leadership seems to begin with Contingent Reward and progress upward through the four I's of TRLS.

The Leadership Model is in a slightly different visual mode to display how the four I's of transformational leadership are considered to have a higher impact on performance than the afore discussed transactional methods of management-by-exception and Contingent Reward. These four I's of transformational leadership have fully permeated the literature and the thinking regarding transformational leadership (Northouse, 2012). The four I's of transformational leadership lend themselves well to the canonical five practices of Kouzes and Posner (2001).

As mentioned earlier, Avolio and colleagues (1999) expanded the full range of leadership model to include, as some refer to it as, the *five* I's of transformational leadership. He divided the highest-order component of Idealized Influence into two components, Idealized Attributes and Idealized Behaviors. This is thought by some to add clarity; however, the primary researcher chose to utilize the four I's model since his believe is that keeping the two newer components combined in the moniker of Idealized Influence suffices for this study. It should be noted that instrument I-3 of the study (The Multifactor Leadership Questionnaire) measures transformational leadership utilizing the *five* I approach and corresponding terminology. This does not alter the study since the four-I approach, which keeps the component of Idealized Influence combined in lieu of separating it, is still widely used and understood to be synonymous with the more nuanced four-I nomenclature (Avolio et al., 1999). Furthermore, in the manual to the Multifactor Leadership Questionnaire, the two components of Idealized Influence are listed as sub-categories of Idealized Influence (Bass & Avolio, 2004). Additionally, the primary researcher chose to refer to the Full Range of Leadership Model as the *four*-I's of transformational leadership to provide contrast between them and Kouzes and Posner's (2001) *five* practices of exemplary leadership, which are also used to ground a transformational IDS.

Kouzes and Posner

Kouzes and Posner's (2001) five practices are among some of the most highly respected and accepted transformational leadership theories. Being related to transformational leadership, it is helpful to examine them in detail. Kouzes and Posner (2001) speak of leaders, but it seems clear they are discussing leadership as a process akin to transformational leadership. Researchers have used it in various contexts, and it has served as a lens through which to view many elements of leadership in various types of organizations (Abu-Tineh, Khasawneh, & Al-Omari, 2008; Bassey, 2000; J. M. Kouzes & B. Z. Posner, 2011). Consistently, studies show that the five practices model has both strong reliability and validity (Kouzes & Posner, 2011), and the model has become canonical in the academic realm of leadership studies. Kouzes and Posner (2001) took a practitioner's approach by developing their model through interviewing over 1,300 leaders about the subject of leadership. They asked the leaders to describe their personal best leader experiences, and the leadership model was constructed from the analysis of these responses (Northouse, 2012). The following subsection discusses Kouzes and Posner's (2001) five practices of exemplary leadership while displaying their links to Bass and Avolio's (1994) four I's of transformational leadership. The fact that the five practices are closely linked and informed by the four Is of transformational leadership model have convinced the primary researcher that the five practices can successfully ground a transformational instructional delivery style for the purpose of this study. These were used heavily during the coding of the interview data (TBD in Chapter IV).

The first transformational practice is called *Model the Way* (Kouzes & Posner, 2001). The authors claim it is leader behavior that earns respect. The authors write that leading involves being a good example and living what one says (Kouzes & Posner, 2001). One cannot simply

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espouse ideals; one must embody them with one's very life practices inside and outside of leadership situations. This notion of modeling the way through leader behavior is closely related to the transformation factor of Idealized Influence (Bass & Avolio, 1994). This factor states leaders must do the right thing and have high levels of moral and ethical conduct. Since transformational leadership gives more attention to followers' needs than leaders' needs (Northouse, 2012), strict moral and ethical control is required for leaders to exert Idealized Influence. If they do, they may successfully, and transformationally, model the way for followers.

The second practice is to *Inspire a Shared Vision*. Often leaders are told to imagine exciting adventurous futures for themselves and their followers. They are instructed to dream of what might be and to "gaze across the horizon of time" (Kouzes & Posner, 2001, p. 17). The authors write that leaders must "enlist others in a common vision" (Kouzes & Posner, 2001, p.17). This elemental visionary aspect is central to the five practices and is related to the notion of Inspirational Motivation. In this factor, leaders attempt to inspire followers through their motivation to enlist in a shared vision of an organization, a collective wellbeing (Bass & Avolio, 1994).

The third practice is that leaders must *Challenge the Process*. Kouzes and Posner (2001) reviewed personal best-case leadership cases involving new product innovation, cutting-edge service development, legislation, rhetorical campaigns, new business startups, and even a restructuring of an overly bureaucratic military program. In every case, changing from the status quo was required. In fact, "not one person claimed to have achieved a personal best by keeping things the same. All leaders challenge the process" (Kouzes & Posner, 2001, p. 18). Leaders should be aware of consequences and take risks in lieu of them. The authors also observe that not

everyone is comfortable with uncertainty and risk and it is difficult to convince people to take risks if they do not also feel safe (Kouzes & Posner, 2001). Transformational leadership as presented by Kouzes and Posner (2001) cannot simply maintain and be satisfied with the status quo. It must challenge the accepted practices and system and seek to change them for the better. This is akin to the factor of Intellectual Stimulation, in which leaders innovate and encourage followers to think outside the box and to challenge their beliefs and values of themselves and the organization (Bass & Avolio, 1994). Intellectual Stimulation and Challenging the Process seem closely related.

The fourth practice is to *Enable Others to Act.* Leaders build trust through collaboration, and for dreams—especially far-fetched dreams—to become realities, it usually takes a team effort (Kouzes & Posner, 2001). One predictor of a near future leader is that they often use the word "we" instead of "I," giving credence to the existence of a team (Kouzes & Posner, 2001). The authors also write that "when a leader makes a person feel strong and capable…they'll give it their all and exceed their own expectations" (Kouzes & Posner, 2001, p. 21). Therefore, Kouzes and Posner (2001) do not present a leadership paradigm focused on the personal gain of the leader. Rather it is quite the opposite, and it is largely focused on providing power and tools to one's followership. As in transformational leadership, the authors espouse a leadership paradigm focused on others instead of the hero leader model. This is also akin to the notion on Intellectual Stimulation, which encourages followers to engage in careful problem solving and to be more creative and dedicated to organizational issues. This increased dedication and problem solving can assist with reaching for far-fetched dreams and feeling enabled to act.

The fifth practice is to *Encourage the Heart*. When people are ready to abandon a goal, leaders will encourage them to continue. This perseverance is what the authors mean by the

admittedly vaguely named encouraging the heart (Kouzes & Posner, 2001). The authors write

that leaders should "show appreciation for people's contributions and to create a culture of

celebrating values and victories" (Kouzes & Posner, 2001, p. 22). Again, this culture is not

leader centric. It is akin to Individualized Consideration in which the leaders provide "a

supportive climate in which they listen carefully to the individual needs of followers"

(Northouse, 2012, p. 179). Bass and Avolio (1994) write that transformational leaders will treat

each follower in a caring and unique manner and help them grow through personal challenges.

Encouraging the Heart seems to be the most difficult of the five practices; therefore, it is closely

related to the factor of Individualized Consideration and perhaps Idealized Influence as well.

Kouzes, Posner, and the Cave

Transformational instructional delivery techniques can be more specifically defined as an

egalitarian guide approach of leadership and learning. The notion of the guide is taken from

Plato's *Allegory of the Cave* in which he presents several of Socrates' philosophic assumptions in

dialogue format. It is widely believed that this famous dialogue helped shape the western world,

and power and influence cannot be divorced from culture (Grube & Reeve, 1992). Three things

in the dialogue are relevant to leadership. Socrates' notion that teachers cannot transfer

knowledge into their students' heads appears most closely linked to learning. Secondly, Socrates'

point regarding the societal obligation of the enlightened lends understanding, as does the final

point of Socrates' discussion of the Philosopher King. These elements lend themselves to the

notion of a transformational instructional delivery technique.

Socrates and Beyond

In Plato's dialogue, "Allegory of the Cave" found in book VII of Plato's *Republic*

Socrates claims a very distinct stance on teaching. The traveling teachers of the time were called

sophists, and Socrates was very much against these, believing them to be taking advantage of

their pupils who paid them very highly. In the dialogue, Socrates clearly states knowledge cannot

be imparted from the brains of teachers into the brains of students. Droll lecturing is not

considered the best form of education in this mode. A transactional approach may utilize the

lecture format more heavily during classroom instruction. Instead, Socrates argues education

consists of guiding students toward things that are real and important and allowing them to self-

apprehend them. The pertinent section of the dialogue is now presented from Grube and Reeve's

(1992) canonical translation:

> [Socrates] …certain professors of education must be wrong when they say that they can
> put a knowledge into the soul which was not there before, like sight into blind eyes.
> [Glaucon] They undoubtedly say this.
> [Socrates] Whereas, our argument shows that the power and capacity of learning exists in
> the soul already; and that just as the eye was unable to turn from darkness to light without
> the whole body, so too the instrument of knowledge can only by the movement of the
> whole soul be turned from the world of becoming into that of being, and learn by degrees
> to endure the sight of being, and of the brightest and best of being, or in other words, of
> the good. (Grube & Reeve, 1992, p. 211)

In essence, students must be turned toward the long and often arduous process of

understanding and learning new things by a guide, not by an all-knowing teacher. The capability

for learning exists within humans; therefore, an expert guide serves a proper role in facilitating

learning by being a nuanced and heavily aware leader.

Another key element of leadership is found in Plato's "Allegory of the Cave." Socrates

mentions that some prisoners of the cave will slip their bonds and wander into the upper world

where they will receive enlightenment. Socrates says the enlightened cannot simply stay in the

upper world, content in their new knowledge of the Good, that is to say everything. Socrates

expresses a firm conviction that the enlightened must return to the cave and attempt to help

others leave their prison house. Enlightened individuals have an obligation to society. Plato—this

time translated by Jowett—writes:

> [Socrates] And when he [the enlightened governing philosopher] remembered his old
> habitation, and the wisdom of the cave and his fellow-prisoners, do you not suppose that
> he would felicitate himself on the change, and pity them [those who have not received
> enlightenment]? (Grube & Reeve, 1992, p. 213)

Later, Plato writes:

> [Socrates] Then, I said, the business of us who are the founders of the State will be to
> compel the best minds to attain that knowledge which we have already shown to be the
> greatest of all-they must continue to ascend until they arrive at the good; but when they
> have ascended and seen enough we must not allow them to do as they do now.
> [Glaucon] What do you mean?
> [Socrates] I mean that they remain in the upper world: but this must not be allowed; they
> must be made to descend again among the prisoners in the cave, and partake of their
> labors and honors, whether they are worth having or not.
> [Glaucon] But is not this unjust? he said; ought we to give them a worse life, when they
> might have a better?
> [Socrates] You have again forgotten, my friend, I said, the intention of the legislator, who
> did not aim at making any one class in the State happy above the rest; the happiness was
> to be in the whole State, and he held the citizens together by persuasion and necessity,
> making them benefactors of the State, and therefore benefactors of one another; to this
> end he created them, not to please themselves, but to be his instruments in binding up the
> State. (Grube & Reeve, 1992, p. 215)

This lengthy quoted passage is *apropos* because it illustrates Socrates' belief that leaders of

societies must be concerned with the welfare of the entire populace. Socrates focuses on the *we*,

not the *me*. The text is clear regarding how an enlightened person (one operating in a leadership

capacity) is to think of power and how he is to wield his influence. The transformational

educator very much might remain objective and take on the role of Socratic guide; a teacher

displaying a more transformational instructional delivery style will be student-centric and avoid

hierarchical power structures in the classroom.

Moving Toward Teaching

So far, this literature review has traced transformational and charismatic leadership through Aristotle (Northouse, 2012), Weber (1947), Downton (1973), Burns (1978), House (1977), Bass & Avolio (2004), to Kouzes & Posner (2001) as well as transactional leadership approaches such as Contingent Reward and management-by-exception. This is not to suggest there are no other charismatic-transformational or transactional models. In fact there are. There are also other notions of transformational leadership. Day and Antonakis (2011) provide a competent overview of some major competing theories including that of Conger and Kanungo's attribution theory of charisma (Conger & Kanungo, 1988), House and Shamir's integrative theory of leadership (1993), Sashkin's visionary leader (1988), and the Podsakoff transformational-transactional leadership model (1990) which is similar to Bass's original 1985 model except it omits some factors and adds others to both methods of transformational leadership.

Day and Antonakis (2011) also suggests that though transformational and charismatic leadership appears to be in a "mature stage" (p. 274), it is unclear who will emerge to lead the research in the upcoming middle to late 20-teens in the dominant manner Robert House or Bernard Bass did in their heydays. Regardless, transformational and charismatic leadership remains an integral part of leadership studies. In addition, it is currently relevant to "traditional spheres of management, applied psychology, business…general and social psychology…nursing, education, political science, public health, public administration, sociology, ethics, operations research, computer sciences, and industrial engineering" (Day & Antonakis, 2011, p. 212). It is the sphere of education to which this review will now turn to link more closely the realms of leadership studies with the teaching of university literature courses. The reader may soon agree

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that, as is the case with many things within humanity's Cave, the disparate nature of the realms of leadership studies and education may be illusory; the realms may be one in the same.

Since the instructional delivery styles of this project are adapted from and informed by leadership theory, it may be helpful to explore further this link between leadership and teaching. It seems *a priori* that leadership is closely related to teaching. Beyond that observation of the natural relationship, the link between teaching and leadership has been examined in the literature. As mentioned earlier, educators may be considered leaders (Barth, 2007; Rallis, 1995; Shelton et al., 2008) and education is widely considered a leadership domain (Gunter, 2001; Schwahn & Spady, 1998). Teachers can be considered leaders in elementary and secondary levels both in the classroom and among colleagues in that they can, and so often do, affect change (Danielson, 2007). Others (Rallis, 1995) argue teachers must be, and are, leaders because the rapidly changing society is reflected in their classrooms and is looking to them for guidance. Furthermore, the qualities most often associated with exceptional teachers are so often the same qualities found in exceptional leaders (Barth, 2007).

Moving more closely toward instructional delivery style, there is precedence for blending leadership theory with instruction. Mezirow (1991) introduced the theory of transformational learning, which blends the leadership theory with instructional theory heavily featuring critical reflection and positive development. Transformational leadership involves change (Podsakoff et al., 1990), and learning, of course, does so as well. Scholars consider classroom instruction a form of leadership (Cook & Smith, 2012) and leadership is considered important when improving instruction (Spillane, Diamond, & Jita, 2003). Therefore, it may be appropriate to ground instructional delivery styles in leadership theory.

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Typical Pedagogy in University Literature Courses

The primary researcher has taught various English, humanities, and women's studies courses at the University of Tennessee at Chattanooga for seven years as a full time lecturer in the English department. The typical approach to teaching literary studies privileges theory over practice (Crowley, 1998) and tends to utilize collaboration, small groups, open discussion, and other elements, which could be labeled transformational due to their similarities to tenets outlined in leadership studies. The primary researcher has observed colleagues with different instructional delivery styles and have concurred with others that there are many approaches to the teaching of literature to university freshmen (Murawski, 2006). There is concerted effort not only to get students to properly analyze and understand the literature, but also to apply it to their lives. Reader Response Theory even posits that meaning is found outside of texts and is made in the subjective consciousness and experience of the individual reader (Rosenblatt, 1968). There is a trend in literary response theory that challenges the notion of normative response to literature (Beach & Hynds, 1991). Nonetheless, it has been long observed that many instructors approach literary studies as an exercise in teasing out canonically accepted theories and notions regarding texts based on expert analysis and opinion (Rosenblatt, 1968). Many instructors still very much believe in, and utilize, traditional reading quizzes and traditionally closed ended testing formats. More literature is needed on the topic, but there appears to be a variety of approaches to teaching literary studies. Utilizing leadership studies to theoretically examine and ground instructional delivery style could be helpful.

Instructional Delivery Style

      First, the two IDSs of this study are operationally defined in Chapter III of this proposal. There, each instructional delivery style is discussed at length and operationally. However, it very well may be the case that there is no panacea regarding instructional delivery style relative to the transformational/transactional dichotomy. It is regarded that different types of leadership have been shown to be effective at different times when enacted by different leaders (Northouse, 2012). For example, one study found that the effectiveness of a particular leadership model is largely dependent on external environment and local context of individual schools (Hallinger, 2003). The devil, as it is, is in the details of the extraneous variables. Moreover, despite best researcher intentions and effort, these factors can never be completely controlled, or for that matter, identified. A similar fact may exist regarding instructional delivery style; much of the matter may rest with the individual instructor. Transactional approaches may work well with one instructor while another may fail at the same instructional delivery style simply because it does not fit personality, confidence level, ability, or any of many other variables. Additionally, it may be that some instructors may be transformational is a transactional manner or the inverse.

Contingent Reward Adapted to University Teaching

      Contingent Reward is a transactional leadership theory that largely provides specific rewards to followers for the completion of specific tasks (Eagly et al., 2003). It is straightforward and, in the primary researcher's experience, practiced largely by university teachers. An example of Contingent Reward applied to instructional delivery style could be goals of the course laid out clearly in a syllabus. All assignments would be accompanied by clear rubrics displaying a clear

course of action for students to take in order to receive the desired grade outcome. Grading

scales could be clearly outlined. An example of this follows:

A = Texts fully meet assignment objectives and offer appropriate responses to the original assignment. Writing is clear, engaging, grammatically correct, and easy to read. Texts show originality in details, word choice, and approach to the assignment.

B = Texts fully meet assignment objectives and offer appropriate responses to the original assignment. Writing is clear, engaging, grammatically correct, and easy to read. There may be a few awkward spots or minor grammatical problems, but texts are basically well written and well developed.

C = Texts adequately meet assignment objectives and respond adequately to the original assignment, although there may be several minor problems with style, tone, thesis support, organization, or mechanics.

D = Texts show some evidence of attempting to meet assignment objectives but have many problems with organization, thesis support, word choice, style, or mechanics.

F = Texts fail to meet assignment objectives or have several major problems with tone, writing style, thesis support, organization, and mechanics.

In a true Contingent Reward transactional IDS, each of these mentioned elements in the

grade descriptions would be clearly defined and everything would be available to the student via

the university's Blackboard system. The goals would be outlined, and the paths to those goals

very clear-cut. The instructor would only be concerned with helping the students achieve the

course objectives; s/he would not be concerned with getting to know them personally or any of

the transformational four I's, (Bass & Avolio, 1994) for that matter. The reward is contingent

upon successful completion of the task.

Kouzes and Posner's Five Practices Adapted to University Teaching

Kouzes and Posner's (2001) five practices for exemplary leadership have been adapted to

many realms. Teaching seems to be a natural extension of the five practices. Since they closely

align with Bass and Avolio's (1994) four I's of Transformational leadership, they nicely ground a transformational IDS. It is helpful to expound upon the five practices specifically regarding teaching.

As outlined above, the five practices for exemplary leadership have much in common with the four I's of transformational leadership. Therefore, one could wonder why not simply use the four I's to ground the transformational instructional delivery style for this project. The answer is tripartite. First, the five practices are more recent than the four I's. Secondly, the five practices are focused solely on transformational leadership while the four I's are part of Bass's (1985a) Full Range of Leadership Model which includes a range of leadership behaviors including transformational. Finally, the five practices include the element of *challenging the process*, and this researcher believes this nicely highlights the notion that transformational leadership engenders change and growth in both leaders and followers (Bass & Avolio, 2004). Therefore, this researcher has chosen the five practices to ground the transformational instructional delivery style of this project. As abovementioned, they are closely aligned to the four I's of transformational leadership; however, the five practices (Kouzes & Posner, 2001) are more recent, focus solely on transformational leadership, and have the added factor of challenging the process.

Summary of Literature Review

This literature review has covered elements of transactional and transformational leadership theory relevant to this study. Additionally, it has applied that theory to the teaching of undergraduate freshmen literature classes. It is hopefully clear why viewing the teaching of university literature classes can logically be viewed through the lens of leadership theory.

Tracing leadership from trait theories (Stogdill, 1948) through transactional and transformational leadership (Avolio & Bass, 2001) demonstrates that effective leaders will often possess a mixture of transactional and transformational leadership in relationships with followers (Avolio & Bass, 2001). When applying these leadership notions to IDSs, it is clear that instructors can adopt a transformational instructional delivery style or a transactional instructional delivery style by exhibiting certain behaviors associated with each leadership domain. It is also clear they can adopt behaviors from both IDSs. The primary researcher has used Contingent Reward and Management-by-Exception transactional leadership theory (Northouse, 2012) to logically ground a transactional instructional delivery style. Contingent Reward (CR) and Management-by-Exception (MBE) appear to provide a logical foundation upon which to build a TA instructional delivery style (note that CR and MBE have been discussed in detail earlier in this chapter). Conversely, Kouzes and Posner's five practices (Kouzes & Posner, 2001) grounds a transformational instructional delivery style.

Tracing transformational leadership through Weber (1947), Downton (1973), Burns (1978), House (1977), and Avolio & Bass (2004) demonstrates a firm foundation for grounding a TF instructional delivery style in transformational leadership theory, specifically that of Kouzes and Posner's five practices (2001). In short, adapting transactional and transformational leadership models into instructional delivery styles seems to be a natural extension of the discussion of teaching as a leadership domain. Regarding freshman-level university literature courses, there is a paucity of research into IDSs, so the primary researcher hopes this study will add to the body of knowledge in that particular area. In Chapter IV, quantifiable data regarding contrasting IDSs and the teaching of literature is presented. This should be of interest to

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instructors, administrators, and other parties seeking hard data concerning best practices

regarding teaching literature to lower-division university literature students.

CHAPTER III

RESEARCH METHODS

Causal Comparative Qualitative Research

The primary researcher is well aware of the dangers of assigning causality; however, in social sciences, causal analysis is given high priority. They are judgments that are made to "explain the occurrence of events and to understand why particular events occur" (Miller & Salkind, 2002, p. 409). The primary researcher searched for any causal relationship between enacted instructor instructional delivery style and the two dependent variables of course grade and student perception of faculty effectiveness. The outcomes between various sections of the western humanities courses were compared to test the hypotheses.

Comparative designs are also helpful and intend to "investigate the relationship of one variable to another by examining whether the values of the dependent variable in one group is different from the value of the dependent variable in the other groups" (McMillan & Schumacher, 2009, p. 222).

Causal comparative designs are also called ex post facto research because "there is no manipulation of conditions because the presumed cause has already occurred before the study is initiated" (McMillan & Schumacher, 2009, p. 224). The cause was the enacted instructional delivery style of the instructor, and the instrumentation was administered at the end of the course, after the teaching had occurred.

Qualitative Interviewing

Instructional delivery style is central to the participants' experiences as university humanities instructors. Selecting the participant pool of UTC western humanities I and western humanities II teachers for the study is appropriate when conducting interviewing as qualitative research (Seidman, 2012). Researchers who want quite specific information will often use a semi structured, or focused, interview format (Rubin & Rubin, 2011). Many interview approaches will utilize a combination of structured and less structured approaches. Topical interviews are used to learn about "particular events or processes" (Rubin & Rubin, 2011, p. 6). Since the primary researcher (PR) was concerned with the modeled IDSs of the instructors, a topical interview structure was chosen.

The primary researcher utilized five open-ended format questions, which are considered superior to closed-format questions in qualitative interviewing (Mertens, 2009). These questions were designed to gauge whether the instructor is in fact modeling the intended instructional delivery style from various angles. The five questions were specific, but the primary researcher allowed for related follow up questions. The nature of qualitative interview design is "flexible, iterative, and continuous, rather than prepared in advance and locked in stone" (Rubin & Rubin, 2011, p. 43). This flexibility allowed the researcher to follow any emergent ebb or flow of the interviews in order to arrive at a more robust data collection from the instructors. Again, the interviews consisted of five questions asked of each instructor, and follow up questions were necessary in order to pursue any unexpected insights (Rubin & Rubin, 2011, p. 44).

The analysis of the interviews consisted of an overall analytic presentation coupled with analytic memos as outlined by Rossman and Rallis (2011). The analytic memos helped illuminate key points and sifted pertinent thematic and conceptual information from the

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transcripts of the collected interviews resulting in a discussion of emergent themes among the participating instructors. These concepts are presented in Chapter IV. This thematic approach is accepted because "researchers usually analyze [interview data] by organizing topics and themes that come up in the conversations and interpreting meanings conceptually rather than statistically" (Fink & Oishi, 2003, p. 172). It should be noted that the results are not generalizable to the population. In chapter six of this dissertation, the primary researcher employed analytical generalization, which involves a "reasoned judgment about the extent to which the findings from one study can be used as a guide to what might occur in another situation" (Kvale & Brinkmann, 2009, p. 233).

Population and Sample

The population consisted of all students enrolled in humanities courses at medium-sized metropolitan southeastern United States universities. The convenience sample was eight sections of ENGL 1130 (Western Humanities I) taught by five different instructors as well as eight sections of ENGL 1150 (Western Humanities II) taught by six different instructors at the University of Tennessee at Chattanooga (UTC) in the spring semester of 2014. The primary researcher has taught the course approximately twelve times and is very familiar with the student learning outcomes and details of the course. Since the primary researcher was a colleague of these instructors with good rapport and professional relationships with most of them, he was able to access the sample successfully while taking efforts to remain objective and dispassionate. UTC is a medium-sized metropolitan southeastern United States university.

Research Questions and Hypotheses

1. Is there a statistically significant difference between a transformational instructional delivery style (IDS) and a transactional instructional delivery style relevant to final course grade?
2. Is there a statistically significant difference between a transformational instructional delivery style and a transactional instructional delivery style relevant to student perception of teacher effectiveness?
3. Will the proportions of the level of agreement to disagreement between faculty IDS self-ratings and student ratings of faculty differ between transformational and transactional IDS?

H_1: There will be a significant difference in course grade between students taught by an instructor(s) employing a more transformational instructional delivery style as compared to students taught by different instructor(s) employing a more transactional instructional delivery style.

H_2: There will be a significant difference in student perception of teacher effectiveness between students taught by an instructor(s) employing a more transformational instructional delivery style as compared to students taught by different instructor(s) employing a more transactional instructional delivery style.

H_3: The proportions of the level of agreement to disagreement between faculty instructional delivery style (IDS) self-ratings and student ratings of faculty will be different for transformational and transactional IDS.

Null Hypotheses

H_01: There will be no significant difference in course grade between students taught by an instructor(s) employing a more transformational instructional delivery style as compared to students taught by different instructor(s) employing a more transactional instructional delivery style.

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H$_0$2: There will be no significant difference in student perception of teacher effectiveness between students taught by an instructor(s) employing a more transformational instructional delivery style as compared to students taught by different instructor(s) employing a more transactional instructional delivery style.

H$_0$3: The proportions of the level of agreement to disagreement between faculty instructional delivery style (IDS) self-ratings and student ratings of faculty will be the same for transformational and transactional IDS.

Variables Analysis

The dependent variables are: DV(1) final course grade with an interval scale of measurement and DV(2) student perception of teacher effectiveness also measured as interval. The independent variable is instructor modeled instructional delivery style with two levels: transformational or transactional. Extraneous variables to be examined include 1) gender measured nominally as male or female; 2) place of residence measured nominally as on-campus, off-campus or home; 3) study preference measured nominally as alone or in collaboration; 4) ethnicity measured nominally as Nonresident Alien, Race and Ethnicity unknown, Hispanics of any race, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races; 5) working arrangement measured nominally as employed full time, employed part time, or unemployed; 6) student status measured nominally as part time or full time, and 7) student age. Any of these could serve as confounding variables which could affect the dependent variables in lieu of instructor IDS.

Research Design

The two English courses upon which this study focused were freshman-level humanities courses that are also commonly cross-listed in the philosophy department. They also fulfill a university general education requirement in the Cultures and Civilizations category and thus are usually populated with freshmen and some sophomores (this was the case with the fifteen sections examined by this study. Even though some students wait to take the courses as upperclassmen, the courses are 1000-level courses, which are classified as freshman-level. More specifically, the UTC course catalog classifies the courses as lower-division. Due to the literary focus, the courses could also be considered literature courses.

The purpose of the study was to utilize a causal comparative research approach to compare two contrasting instructional delivery styles: more transactional and more transformational. The process was to determine if there is any difference between transactional and transformational instructional delivery in several sections of a lower division undergraduate literature course at a southeastern university as determined by final course grade and student perception of teacher effectiveness. It was assumed that instructors would naturally gravitate to either one of the styles as their predominant mode of delivery. Participating teachers in both courses (WHI and WHII) took a researcher-developed dichotomous response-choice instrument with 20 items. Each item had a statement in support of the transformational style and an item in support of the transactional style. This served as the first triangulation element to identify the teachers' instructional delivery style as either more transformational or more transactional. The primary researcher administered the instrument to the instructors during the fourth week of the semester. This instrument also contained demographic items relevant to participating instructors

capturing data such as gender, approximate times teaching the course, academic rank, years

teaching, and similar variables. The complete list is included on the list of extraneous variables.

The participating instructors taught their respective sections as usual. No coaching or

discussion of instructional delivery style took place by the primary researcher. In fact, the study

is blind in the sense that the participating instructors likely have no highly informed notion of

transformational or transactional leadership theory. The primary researcher did not discuss this

with them in detail. The week after midterm, the primary researcher conducted qualitative

interviews with the participating instructors. These interviews served as the second triangulation

element with the participating instructors. The interviews increased the level of qualitative rigor

of the project through triangulation and contributed largely to ensure the rigor and value of the

qualitative aspect of the project's trustworthiness and authenticity (Lincoln & Guba, 1986).

During the final two weeks of the regular semester, the primary researcher administered

the Multifactor Leadership Questionnaire (MLQ) form 5X-Short (Bass & Avolio, 2004) to the

participating sections of students via Mindgarden's (the MLQ's publisher) online survey system.

This instrument captured students' perceptions of their instructor's IDS. Even though the MLQ

traditionally measures transformational and transactional leadership, Chapter II has outlined the

connection between leadership and instruction as well as the fact that teaching is a domain of

leadership. Additionally, the 45 items on the MLQ are easily applicable to the leadership domain

of teaching and should not be confusing to the student participants. The primary researcher

explained this to the students and answered any questions they may have via an email to the

students. The students' responses to the MLQ in reference to their instructor formed the final

triangulation element in order to verify the instructional delivery style of the instructors.

Triangulation is an important and canonical concept to verify the rigor and validation of

qualitative research (Lincoln & Guba, 1986). This MLQ also served to test the assumptions that

the instructors will be perceived as transformational in the eyes of their transformational

section(s) and transactional in the eyes of their respective section(s).

Also at the end of the course, students also took the university's student evaluation of

faculty that is administered to all university courses. These are the university's official

evaluations utilized to make many important operational decisions relative to faculty, and they

served as the project's instrument to capture the second dependent variable: student perception of

teacher effectiveness. Participating instructors signed a consent form allowing the primary

researcher access to their students' evaluations. The first dependent variable was the grade the

student receives in the course.

The primary researcher utilized statistics to analyze the data to determine whether there

was a significant difference in both course grade and student perception of teacher effectiveness

between students taught by an instructor(s) employing a more transformational instructional

delivery style as compared to students taught by a different instructor(s) employing a more

transactional instructional delivery style.

Operationally Defined Instructional Delivery Styles in Tabular Format

A transformational instructional delivery style (IDS) was taken from Kouzes and Posner's

(2006) five practices for exemplary leadership. Adapting the five practices to the university

literature classroom appeared to be a natural iteration. Operationally defining a transformational

instructional delivery style according to the practices likewise seemed natural and

commonsensical to the primary researcher. Since they could be considered in alignment with

Bass and Avolio's (1994) four I's of Transformational leadership, they were used to ground and

to operationally define the transformational instructional delivery style of this project. It was

helpful to use the five practices to inform more transformational instructor behaviors.

Table 1   Operational Definition of Transformational Instructional Delivery Style (adapted
from Kouzes and Posner's (2006)Five Practices of Exemplary Leadership)

Practice	Instructor outcome:	Instructor behavior that demonstrates identified outcome
Modeling the Way	• Set a good example in an attempt to earn respect • Exhibit behavior that earns respect. • Present an ethical approach to each member of the class.	• be equitable to all students in presenting common learning opportunities. • place student needs ahead of instructor needs • be honest about shortcomings and insecurities in teaching. Let students know it is acceptable not to know everything • learn the students' names within three weeks and make an effort to address them directly by name • grade assignments equitably and transparently while allowing students to challenge all grades on all assignments • answer all questions as thoroughly as possible in a courteous and patient manner.
Inspiring a Shared Vision	• speak optimistically about the future • provide an adventurous atmosphere of discovery and a collective sense of wellbeing	• encourage the relationship of hard work and success in the classroom • provide constructive positive criticism and feedback during lectures and assignments • exhibit a comportment of optimism and supported risk-taking though class activities and discussions.

continued

Challenging the Process	• attempt to create a meaningful and unique learning environment • attempted cutting-edge innovation and to create a new learning environment unique to the specific group of students which has never existed before	• Innovate spontaneously in the classroom according to daily strengths and currents of the class • provide content instruction in innovative ways and use lecture format sparingly • Utilize the Blackboard Course space actively • make an effort to know each student personally more than a typical transactional approach would undertake • be prepared to suddenly veer from lesson plans in order to follow emerging threads of academic inquiry
Enabling others to act	• attempt to make students feel strong and capable of learning • build trust through collaboration • present a fanciful yet realistically attainable future related to how the course objectives will be met	• use a "we" tone to indicate the instructor is a fellow journeyman on the learning adventure • attempt to avoid a hierarchical environment in the classroom which would assign more importance to the instructor than the students • present feeling of a team undertaking during the course with the instructor as a member of the team • arrange desks in non-linear arrangements while avoiding creating a central positioning of the instructor
Encouraging the Heart	• show appreciation for people's contributions and treat each student uniquely • create an academic climate of safety and support	• celebrate victories of students and recognize their academic and personal growth • show clear concern and care for the student and the student's outcomes • forge individual relationships as much as possible, getting to know the students • actively avoid the "sage on a stage" approach to classroom interaction which elevates the importance of the instructor over students

Contingent Reward

Contingent Reward Theory is a heavily practiced transactional theory in both leadership studies and education. The notion is that the Contingent Reward process involves follower effort being exchanged for specific rewards (Northouse, 2012). The leader and the followers agree on what must be done and what the expected payoffs will be. At that point, a straightforward process is undertaken in which the followers take action to achieve the goals outlined by the leader. Contingent Reward has been found to have significant effects in leadership environments in business settings (Podsakoff et al., 1990), the United States Navy , (Northouse, 2012) the legal profession (Day & Antonakis, 2011), and in all-female leadership environments (Yammarino et al., 1997) as well as many others. It has been perceived as negative in the field of education since extrinsic rewards are largely considered to have an undermining effect on intrinsic motivation (Deci et al., 2001), which is considered paramount for positive learning environments (Pintrich, 2000). Table 2 displays more transactional instructional delivery style behaviors demonstrating outcomes closely related to Contingent Reward and Management-by-Exception, Active, leadership approaches

Table 2   Operational Definition of Transactional Instructional Delivery Style [as presented in Northouse (2012)]

Instructor outcomes	Instructor behavior that demonstrates identified outcome
• Specifically explain the goals and outcomes of the course	• sporadically review the clearly outlined objectives on the syllabus during class • explain to students the syllabus is a business contract between instructor and student • provide clear grading rubrics on all subjectively graded assignments • be certain students clearly understand the goals of the course and the goals of each class
• Agree to exchange specific rewards for follower effort	• present clear assignment objectives in writing and review all assignment sheets clearly and slowly in class • strictly enforce due dates • give students as much effort as they give you
• Provide a clearly defined path to outcome success in the course.	• present clear course outcome objectives to students • utilize rubrics when appropriate
• Present a traditional and professional comportment and appearance and approach to the classroom	• maintain a professional distance between instructor and students • dress professionally • avoid irrelevant conversations with students that is not centered on matters of instruction. • stay clearly focused on task completion • utilize lecture format often in class

Instrumentation

Instrument I-1: Transformational-Transactional Instructional Delivery Style Inventory,
with Demographics

I-1 served as a triangulation control element to verify the instructional delivery style of

the participating instructors. It is a 20-item inventory to assess whether a teacher has a tendency

to utilize a more transformational or transactional instructional delivery style in the classroom.

The inventory is a forced-choice paradigm where a respondent chooses between a teaching

exhibition that is more transformational or more transactional. I-1 is very similar in design to the

Rotter Internal-External Locus of Control Scale (Rotter, 2011). Respondents read two statements

and chose which they most closely believe. One option was exhibitions/behaviors associated

with a transformational instructional delivery style as operationally defined in this study. The

other option was exhibitions/behaviors associated with a more transactional instructional

delivery style as operationally defined in this study. The questions were staggered so that the

respondent could not develop a response set. Each time a respondent chose a transformational

answer, s/he gained one point. S/he gained two points for choosing a transactional answer. A

total score ≤ 27 = more transformational instructional delivery style while a total score ≥ 28 =

more transactional IDS.

Because of the forced-choice dichotomous paradigm, and the primary researcher's careful

development of the questions in conjunction with the operational definitions of each IDS, this

scale has a high level of construct validity. Additionally, the primary researcher has benefitted

from expert opinion of scholars and mentors during the development of I-1 in order to address

validity concerns. Based on the input of these more-senior scholars and social scientists, I-1's

reliability and content validity were determined to be satisfactory. I-1 also featured a short

demographic section to capture data regarding the instructors in order to establish professional

homogeneity.

Instrument I-2: Capturing Student Perception of Teacher Effectiveness:
UTC Student Rating of Faculty

The university online evaluation system administered I-2 to all sections in order to

capture student's perception of teacher effectiveness. The students completed these electronically

over the final two weeks of class. The instructors impressed the importance of completing I-2 on

their students, and the primary researcher encouraged them as well via email and personal visits.

However, the primary researcher took precautions and care so that students would not feel

coerced into completing the instruments. The students were not offered any incentives to

complete the evaluation and the primary researcher made it clear that participation in this study

was voluntary. Only the average of the seven university level responses utilizing a Likert scale

were used; the open-ended narrative response questions were not utilized for this study. The

ratings captured the students' opinion of their instructor's effectiveness on a scale of zero to

seven. This instrument captured the project's second dependent variable.

Instrument I-3: Testing Transactional and Transformational IDS: The
Multifactor Leadership Questionnaire Form 5X-Short with Added Student
Demographics

Instrument I-3 was the Multifactor Leadership Questionnaire form 5x-Short. I-3 served as

a triangulation element to verify the instructional delivery style of the participating instructors.

The MLQ has been utilized in hundreds of studies and is widely respected in the social science

research community (Bass & Riggio, 2006). The MLQ emphasizes leadership development and

measures leader effect on the development of others. The model of the MLQ is easily understandable and clear and captures the leadership style of leaders as self-perceived and perceived by others (Bass & Avolio, 2004). This study utilized the MLQ form 5x-Short, Rater only form. In other words, the students were asked to rate the instructors and the instructors did not take the version of the MLQ in which they self-rate their leadership style. The MLQ plots leadership style along a continuum ranging from laissez-faire to transactional to transformational. Transactional includes Contingent Reward and Management-by-Exception, active and passive, while transformational includes the five I's of transformational leadership (Avolio & Bass, 2004).

The MLQ 5X-Short form encapsulates 45 items intended for organizational survey and research purposes. At the time of the study, The MLQ 5X-Long form was no longer available; the 5X-Short format was currently the only edition in print at the time, and was the standard (Avolio & Bass, 2004). To elucidate, the following description is from the publisher of the MLQ:

> The current questionnaire, MLQ (5X short), contains 45 items that identify and measure key leadership and effectiveness behaviors shown in prior research to be strongly linked with both individual and organizational success. Each of the nine leadership components along a full range of leadership styles is measured by four highly inter-correlated items that are as low in correlation as possible with items of the other eight components. (Bass & Avolio, 2004)

The MLQ has displayed high construct and predictive validity, reliability, and usability (Bass & Avolio, 2004). It is considered successful in capturing the full range of leadership factors of transformational leadership theory. Muenjohn and Armstrong (2008) write that researchers should be confident when using the MLQ 5X version if their intent is to "measure the nine leadership factors representing transformational, transactional, and non-leadership behaviors" (Muenjohn & Armstrong, 2008, p. 35). The nine leadership factors include Idealized

Influence, Idealized Attributes, Inspirational Motivation, Intellectual Stimulation, Individualized

Consideration, Contingent Reward, Management-by-Exception, and Laissez-faire Leadership

(Avolio & Bass, 2004). For this particular triangulation element, Contingent Reward and

Management-by-Exception, Active, comprised the transactional leadership informing a

transactional IDS. Management-by-Exception (passive) was not used to inform this IDS. The

MLQ manual states that the passive form of MBE involves waiting for mistakes to occur before

taking action while the active form closely monitors for occurrences of mistakes. The manual

also states it is appropriate to label MBE-Active as transactional leadership and MBE-P as

Passive leadership (Bass & Avolio, 2004). With the exception of the last factor, the MLQ 5X-

Short measures the elements of transformational and transactional leadership featured in this

study. Students completed this instrument in order to distinguish whether their instructor was

more transformational or more transactional in their IDS. The primary researcher added a short

section to I-3 in order to capture student demographics. This served to quantify the seven listed

possible correlational extraneous variables to the study.

It was appropriate to use the MLQ to label an individual as either more transformational

than the norm or less transformational than the norm (as well as transactional) (Bass & Avolio,

2004), which the primary researcher interpreted to indicate the individual was more transactional

than transformational, or the inverse. The authors suggest an appropriate word choice of "this

person exhibited a higher frequency of Transformational Behaviors that of Transactional

Behaviors" (Bass & Avolio, 2004, p. 105). Though the MLQ is not primarily intended to label an

individual as transactional or transformational only, it served well as a triangulation element with

the authors' suggested word choice and interpretation. Therefore, the primary researcher chose to

utilize that suggested word choice during the analysis of the students' ratings of the ten

instructors of this study. A finding that on instrument I-3 an instructor was reported to have exhibited a higher frequency of transformational behaviors than transactional behaviors served as a triangulation element finding of a more transformational instructional delivery style (IDS). Conversely, a finding that an instructor was reported to have exhibited a higher frequency of transactional behaviors than transformational behaviors served as a triangulation element finding of a more transactional IDS.

The Mindgarden (publisher of the MLQ) Transform system provided scored results in subscales as well as norm-referenced tables with percentiles for individual scores. The percentiles are based on results of 27, 285 ratings of leaders (Bass & Avolio, 2004). This informs the basis for the percentiles of each answer and allows a judgment of each response as being in a certain percentile, which in turn leads to the capability to judge the instructors as more transformational or less transformational than the norm. The manual includes suggestions on how to deal with missing data. Missing data results when a respondent fails to answer a question that is adding to a conglomerate assignation of leadership style. A participant may choose UNSURE as an answer to any given MLQ item. Mindgarden, who scores the survey and owns its copyright, treats these responses as missing data and do not provide scoring for those individual elements. The MLQ author provides an approach to calculating missing data. Avolio writes if three out of four items have been answered, it is appropriate to plug in the mean of the three responses as the fourth response and use that to average the data. He writes that this will not change the results (Bass & Avolio, 2004). The primary researcher calculated multiple instances of missing data for the transformational subscales as well as the contingent reward and management-by-exception, active, subscale. These subscales provide the majority of the MLQ triangulation element of participant instructor instructional delivery style.

Instrument I-4: Mid-Semester Teacher Interviews

These interviews served as a triangulation agent to gauge the instructional delivery style of the participating instructors. This instrument increased the level of qualitative rigor of the project through triangulation and contributed largely to ensure the rigor and value of the project's trustworthiness and authenticity (Guba, 1987). The primary researcher asked five questions about how each instructor believed the class is going while recording the interviews as well as utilizing automated dictation for transcription. The questions were geared to capture a sense of the instructor's instructional delivery style in an attempt to ascertain if the instructor's self-rating responses to I-1 resemble his interview answers. The questions follow:

1. What are some of the strengths of your IDS? Any perceived weaknesses?
2. What are some activities you have included in your instructional delivery style that should motivate students to learn?
3. What are some challenges you are facing with translating your idea of your instructional delivery style into practice?
4. Have you made any adjustments to your instructional delivery style as a result of the challenges you encountered? Give an example or two.
5. How flexible do you see yourself concerning students meeting deadlines and punctuality matters?

Interview Transcriptions

It is common for some researchers to utilize iterative, or summative, transcriptions in lieu of verbatim transcriptions in which the former focuses on researchers' impressions of an interaction rather than on recording verbatim sections of the participants' response (Halcomb & Davidson, 2006). In research underpinned by phenomenology, grounded theory, ethnography, and psycho/sociolinguistics, verbatim transcription appears necessary (Halcomb & Davidson, 2006). Other key researchers concur. For example, Kvale (2006) writes that verbatim transcription is not always necessary. The author suggests the accuracy attempted at verbatim

efforts may be ineffectual by writing "attempts at verbatim interview transcriptions produce hybrids, artificial constructs that are adequate to neither the lived oral conversation nor the formal style of written texts" (Kvale & Brinkmann, 2009, p. 166). Since transcripts, even verbatim ones, are essentially decontextualized and detemporalized conversations, it is sometimes proper to forego verbatim undertakings (Kvale & Brinkmann, 2009). Other sources support the notion that some research projects can feature transcriptions that are edited versions of tape recordings, as long as the researcher notes what kind of material was left out (Rubin & Rubin, 2011). The analytic memos and immediately post-interview reflective journals follow this advice.

Ultimately, the primary researcher, in consultation with his committee decided on a non-verbatim transcription methodology because it seemed appropriate for the project's scope, overarching methodology, timeframe, and budgetary constraints. All of these are listed as appropriate considerations for iterative transcription approaches (Halcomb & Davidson, 2006). The following quote illustrates this:

> Although purist qualitative methodologies inherently require a high level of immersion of researchers in the meaning of the human experience being explored, interviews have a much wider scope as a method of data collection. In mixed-method investigations that use interviews as a means of data collection, the use of a reflexive, iterative process as has been described in this article represents a cost- effective, constructive, and theoretically sound process through which to manage verbal interview data. (Halcomb & Davidson, 2006, p. 42)

A final note on reflexive iterative transcriptions in lieu of verbatim approach follows. Kvale and Brinkman (2009) write that it is sometimes appropriate for researchers to condense and summarize some of the parts that have little relevant information as well as omitting frequent repetitions and transforming the content of the interview to a more formal style

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(Kvale & Brinkmann, 2009). The authors state there is no one correct answer and all answers will depend on "the intended use of the transcript" (Kvale & Brinkmann, 2009, p. 170). The authors assert that if the intended use of the transcript is to either aid the researcher in remembering the interviews or if it is to "give some general impressions of the subjects' views, [then] rephrasing and condensing of statements may be in order" (2009, p. 170). This is a concise statement of how the transcripts functioned to the primary researcher, so after careful consideration he decided in favor of an iterative, or summative, transcription approach.

Finally, to summarize the triangulation efforts, the first triangulation element was instrument I-1 (in which the instructors took a researcher-developed instrument to capture their instructional delivery style as more transformational or more transactional). The second element was the mid-semester interviews (instrument I-4) with the primary researcher. This resulted in careful coding and analysis that enabled the primary researcher to gauge the instructors' IDSs. The final element was the MLQ in which the students rated the instructors. The triangulation involves I-1 in which the instructors self-report and self-rate their IDS. Instrument I-4 enabled the primary researcher to make an expert judgment of their IDS. Finally, the MLQ provided the students' opinions regarding the transformational or transactional aspects of their teaching approach. These three points of view combined to provide a reasonably accurate depiction of each participant instructor's instructional delivery style as operationally defined. The triangulation outcomes of the participant instructors' total instructional delivery style is discussed in detail in Chapter V.

Procedures

Quantitative Data Collection: Administered to All Students

I-1 (Transformational-Transactional Instructional delivery style Inventory, with demographics) was given electronically to the participating instructors near the beginning of the spring, 2014 semester. It required approximately 10 minutes to complete.

I-2 (UTC student rating of faculty) was completed online by the students during the final three weeks of class. This was a reasonable amount of time for the students to gain an impression of their teacher's effectiveness. It required approximately 15 minutes to complete. Only the quantitative portion of the reviews was utilized; the open-ended response questions were not utilized in this study. The reports the instructors receive include an overall average ranging between 0 and 7. This number was provided to the primary researcher by the instructors and serves as one of the study's dependent variables.

I-3 (Multifactor Leadership Questionnaire form 5X-Short with added student demographics) was administered by the primary researcher during the last several weeks of the semester. This was a reasonable amount of time for the students to gain an impression of their teacher's IDS. The MLQ manual states the survey requires approximately 20 minutes to complete (Bass & Avolio, 2004).

Qualitative Data Collection: Collected by Primary Researcher

I-4 (mid-semester teacher interviews) was collected approximately one week after midterm. This was thought to be a reasonable amount of time for the instructors to form an informed opinion regarding their sections and how things were progressing. The interviews lasted approximately 20 minutes with the possibility for reasonable follow-up questions.

Statistical Analysis

After all data were gathered, independent samples *t*-tests tested for differences between the two outcome variables (final course grade [as reported by the instructors] and student perception of teacher effectiveness [as reported on instrument I-2]) relative to the independent variables (instructor IDS). Independent samples *t*-tests were applied to see if there was a significant difference between enacted instructional delivery style and final course grade as well as enacted instructional delivery style and student perception of teacher effectiveness. In the case of DV1, the nonparametric Mann-Whitney *U* test was also required. The researcher also utilized descriptive statistics to categorize the demographics reported by students on instrument I-3 and demographic reported by the instructors on I-1. To test the third null hypotheses, the PR utilized cross tabulation and the Pearson chi-square test for differences. The primary researcher utilized the ubiquitous industry standard program SPSS version 21 for all statistical procedures.

Consent Forms

The project required the following consent forms:

- CF1: Faculty consent forms indicating they understood their responsibilities and gave the primary researcher permission to see and use their student rating of faculty at the end of the semester. Faculty must agree to take instrument I-1, submit to mid-semester interviews of approximately 15-20 minutes, sacrifice one class period for the primary researcher to administer instruments to students (if necessary), and allow the primary researcher access to their final assigned course grades.

- CF2: Student consent form indicating student understood their participation in the project is voluntary and entirely anonymous. They agreed to complete instruments I-2 and I-3.

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- CF3: Department Head consent form indicating the Head understands the project and agrees to allow primary researcher access to student rating of faculty and faculty-assigned grades as long as each section's instructor consents.

IRB Approval Letter

The Institutional Review Board of the University of Tennessee at Chattanooga (FWA00004149) has approved this research project #14-013. The letter is included in Appendix A.

CHAPTER IV

QUALITATIVE FINDINGS

Introduction to Qualitative Element of Study

The purpose of the study was to utilize a causal comparative approach to compare two contrasting instructional delivery styles (IDS) to determine if there is any difference in final grade outcome between transactional and transformational instructional delivery in two lower division undergraduate humanities courses at a southeastern university.

A secondary purpose of the study was to investigate the relationship between instructional delivery style and student perception of teacher effectiveness. Additionally, the primary researcher investigated to whether the proportions of the level of agreement to disagreement between faculty IDS self-ratings and student ratings of faculty differ between transformational and transactional IDS.

The qualitative element of in-person interviews was added to the study in an effort to triangulate the participating instructors' IDSs. The interviews along with the instructors' scores on instrument I-1 and the scores of the Multifactor Leadership Questionaire-5xShort Rater only survey (instrument I-3) served as three legs of triangulation that led to a reasonable and accurate classification of their IDS.

Participating Instructor Demographics

In an effort to account for possible confounding variables, and in an attempt to provide context for the ongoing analysis, the ten participating instructors were asked a series of demographic questions including:

1.   What is your gender?

2.   What is your academic rank? Adjunct / Lecturer / Tenure Track Professor

3.   How many years have you taught at the university level?

4.   What is the highest academic degree you have completed? Masters / Terminal degree, ABD status / Terminal degree

5.   Are you currently teaching Western Humanities I or Western Humanities II?

6.   How many times have you taught this particular course?

There were five female and five male instructors. They had taught their respective classes from a minimum of three times to a maximum of thirty. The instructors' ranks included three adjuncts (one of which is a retired professor now teaching part time), six full-time non-tenure track lecturers, and one tenured professor. The instructors have been teaching at the university level anywhere between 3 and 45 years. Six instructors hold master's degrees. Two instructors have all-but-dissertation (ABD) status in terminal degree programs, and two instructors hold the PhD in English. Generally, the ten subjects are representative in rank and in academic degrees completed with a larger range of general teaching experience and number of times teaching their respective Western Humanities courses. Table 3 displays this information in tabular format according to each question. Demographic items are listed in the leftmost vertical column. Participating instructors (subject A, B, C, etc.) are listed in the topmost horizontal row. For the purposes of Table 3 (below), the abbreviations follow: F, female; M, male; Ad, adjunct; L, lecturer; TTP, tenure-track professor, MA, Master's degree; Doc, doctoral degree; ABD, doctoral degree all-but-dissertation status; I, western humanities I; II, western humanities II.

Table 3   Participating Instructor Demographics

Instructor	A	B	C	D	E	F	G	H	I	J
Gender	F	F	M	F	M	M	F	M	F	M
Rank	Ad	Ad	L	L	TTP	L	L	L	L	Ad
Years taught	3	3	8	11	20	7	20	15	9	45
Degree	MA	MA	ABD	MA	Doc	MA	MA	ABD	ABD	Doc
Course taught	II	II	II	I	I	I	II	II	I, II	I
Times taught	3	4	7	30	12	7	8	30	12	12

Qualitative Goals

The goal of the qualitative interviews was to provide qualitative information to the project as well as to provide another leg of triangulation to better classify each subject's instructional delivery style as more transformational or more transactional. Between the interviews, subjects' I-1 scores, and the results of the Multifactor Leadership Questionnaire which the students took at the end of the semester, an accurate categorization of each subjects' instructional delivery style was projected.

Instrument and Qualitative Data Collection Methods

Instrument I-4: Mid-semester Teacher Interviews

These interviews served as a triangulation element (TE) for gauging the instructional delivery style of the participating instructors. This instrument contributed largely to ensure the rigor and value of the project. Conducting the interviews a week after midterms was determined

to be a reasonable amount of time for the instructors to form an informed opinion regarding their sections and how things were progressing. It does take some time for an instructor to judge how a class is going and to see if there is a need to alter their standard approach of instructional delivery style. The interviews lasted approximately twenty minutes with the possibility for follow-up questions. The primary researcher asked five questions about how each instructor believed the class was going while recording the interviews as well as utilizing automated dictation for transcription. The questions were designed to capture a sense of the instructor's instructional delivery style in an attempt to ascertain if the instructor's self-rating responses to I-1 aligned with his/her interview answers. The questions follow:

1. What are some of the strengths of your instructional delivery style? Any perceived weaknesses?
2. What are some activities you have included in your instructional delivery style that should motivate students to learn?
3. What are some challenges you are facing with translating your idea of your instructional delivery style into practice?
4. Have you made any adjustments to your instructional delivery style this semester as a result of the challenges you encountered? Give an example or two.
5. How flexible do you see yourself concerning students meeting deadlines and punctuality matters?

Transcriptions and Analytic Memos

After deciding upon a summative transcription approach in lieu of a verbatim one (as outlined in Chapter III), the primary researcher carefully considered internal validity threats to the study. During the summative transcription phase, the PR utilized close paraphrasing and careful attention to detail regarding any elements summarized from the interview audio files. If a researcher was not sufficiently careful, summative interviews could present a more robust threat to internal validity. This is a known risk, but the primary researcher believes he proceeded with

due diligence to minimize the risk. The primary researcher conducted the interviews in person on the campus of the university and stored the audio files securely on a password-protected device. He took field notes immediately following each interview and recorded his initial impressions about the interviews and the subjects themselves. He then utilized summative transcriptions to transcribe the interviews. The primary researcher chose to include iterative transcriptions of the mid-semester interviews consisting of a six step process of (1) digitally audio taping each interview while note taking, (2) reflective journaling immediately post-interview, (3) listening to the audiotape and amending and revising field notes and observations, (4) preliminary content analysis, (5) secondary content analysis, and (6) thematic review via analytic memos (Halcomb & Davidson, 2006). This process was pioneered for mixed-method nursing research; however, it appears *apropos* for this project. After transcribing the interviews, the primary researcher composed analytic memos (Rossman & Rallis, 2011) to add credibility and rigor to the qualitative portion of the project. Analytic memos help ensure the researcher took the requisite time to digest, consider, and interpret the interview data. The immediate post-interview field notes, analytic memos, and coding information are included in Appendices D and E.

The primary researcher also conducted member checks with each interview subject by sending the summative interview transcripts to them via email and asking them if they believed the transcriptions were accurate. All subjects agreed the summative interviews appeared accurate to the best of their memory, and employing these member checks helped assure internal validity (Krefting, 1991). Additionally, the primary researcher employed thick description (Rossman & Rallis, 2011), analytic memos, immediate post-interview field notes, and coding with the qualitative software QDA Miner 4 to help better control interpretive threats to internal validity.

These techniques helped bolster the triangulation efforts and increased the likelihood of correct instructional delivery style assessment.

Qualitative Findings [Major Themes Found in the Data]

I-1 Score and I-4 SII: Two Triangulation Elements

A discussion of emergent themes is to follow, but it should be noted that the primary purpose for the qualitative interviews was to help triangulate the subjects' instructional delivery style. See Appendix D for the post interview notes and analytic memos. The tripartite elements of instruments I-1, I-3, and I-4 served to capture an accurate judgment of the subjects' instructional delivery style (IDS). With each instructional delivery style thus rigorously defined, the goal of judging each IDS's effect on the dependent variables of I-2 and final course grade will be more reliable. To return to the assignment of instructional delivery style labels, the primary researcher was curious if the self-reporting scores of instrument I-1 would correlate with the suggested instructional delivery style of the interview data. As mentioned above, this did not happen in all cases. To categorize the suggested interview instructional delivery style (SII), the researcher examined which codes were associated with the operational definitions of each instructional delivery style. In the case of emerging codes, the researcher categorized them as transformational or transactional based on how closely they fit the operational definitions of the respective instructional delivery styles. It should be noted that the subjects are all colleagues with the primary researcher, so during the process of coding the interviews the primary researcher took care to be as objective as possible. Each subject was assigned a letter, and all possible attempts were made to remain ignorant of the subjects' I-1 scores while coding and analyzing the

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interviews. A good faith effort was made toward this end. Table 4 is a short matrix of instructors' I-1 score, and suggested interview instructional delivery style (SII):

Table 4   I-1 and I-4 Scores

Instructor ID	I-1 score	I-4 score
Instructor A	2.0	2.0
Instructor B	2.0	1.0
Instructor C	1.0	2.0
Instructor D	2.0	2.0
Instructor E	2.0	2.0
Instructor F	1.0	1.0
Instructor G	1.0	1.0
Instructor H	1.0	1.0
Instructor I	1.0	1.0
Instructor J	1.0	2.0

Note that subjects B, C, and J do not have concurring I-1 scores and suggested interview instructional delivery styles (SII). See the post-coding interview note above regarding subject J; the primary researcher believes this accounts for this discrepancy. The remaining two I-1/SII disparate cases (B and C) were surprising, notably since Case B self-reported the highest and most transactional I-1 score (32) of the entire study while displaying a very strong transformational SII. However, for the remaining 80% of the cases there appeared to be agreement between I-1 score and suggested interview instructional delivery style. This was the main hypothesis of the qualitative aspect of the study, and the first two instructional delivery

style triangulation outcomes (I-1 scores and SIIs) seemed to strongly suggest each participant's instructional delivery style was accurately categorized.

Emerging Themes

At this point, with 80% similarity between the first two instructional delivery style triangulation outcomes after controlling for subject J, the primary researcher began holistically considering the collected data at this point including the self-rating instructor scores, the mid-semester interview data, summative interview transcriptions, post-interview field notes, analytic memos, post-coding interview notes, and coding frequencies and distributions. Patterns and themes emerged. It is helpful to identify clearly which subjects were more transformational and more transactional at this point. Tables 5 and 6 are graphical representations of courses taught by instructor IDS (for the cases in question, the I-1 score was utilized with the exception of subject J, for reasons stated above).

Table 5   More Transactional Subjects and Course(s) Taught

Subject	Course Taught
Subject A	1150
Subject B	1150
Subject D	1130
Subject E	1130
Subject J	1130

Table 6   More Transformational Subjects and Course(s) Taught

Subject	Course Taught
Subject C	1150
Subject F	1130
Subject G	1150
Subject H	1150
Subject I	1130 and 1150

It is helpful to keep the two instructional delivery styles clearly differentiated because they represent the levels of the main independent variable of this study. Also, in this section, emergent themes will be discussed relative to the entire study (all ten cases) and within each of the instructional delivery style groupings. Also, note this discussion only refers to the information gathered during the collection and analysis of I-4, which is to say during the qualitative portion of this study. A discussion of the quantitative results of I-2 and I-3 will occur in Chapter V.

After reviewing data about all the study's participants, some clear themes emerged. The first step was to summarize the emergent themes and common codes, question by question. The most commonly listed strengths were encouraging participation, utilizing a blended lecture and discussion format, making material relevant to student's lives.

Narrative Discussion of Emergent Themes

Question 1a: What are some of the strengths of your IDS?

Participants often reported passion, clarity, heavy use of discussion, relating texts to students' everyday lives, circling desks, clarity, utilizing Blackboard (the university's online instructional delivery system), deviating from plans if the need arises, storytelling, a combination of lecture and discussion, and letting students have some amount of ownership over a class. The most dominant strength seemed to relate to helping students personally relate to the texts.

Question 1b: Any perceived weaknesses of your IDS?

Reported weaknesses included students sometimes crossing personal lines, having better questions prepared to spur discussion, a tendency to teach to the more heavily engaged students, a tendency to answer one's own questions instead of waiting for students to do so, being unable to overcome the manners associated with rising section sizes, having failing discussions because the students were unprepared and having to "wing it," being too flexible for the preferences of more rigid students, not being clear in assignment objectives and expectations, spending too much time lecturing, and getting distracted as a result of following interesting discussion topics.

There is not a clear pattern in these weaknesses; they all appear unique.

Question 2: What are some activities you have included in your instructional delivery style that should motivate students to learn?

Responses included periodically giving traditionally non-academic assignments, small group thematic examinations and other group work, interactive lectures, getting bumper stickers that reflect ideas in Voltaire, having students consider what they would do in certain characters' places, use *Monty Python and the Holy Grail* to illustrate logical issues in Descartes, reading quizzes, and going outside on fair-weather days.

These responses were dominated with the heavily saturated codes of pairs and small group work, encouraging participation, and relating texts to students' lives. It appears these subjects believe it is important to have students somehow personally relate to the assigned texts.

Question 3: What are some challenges you are facing with translating your idea of your instructional delivery style into practice?

Responses included difficulties of early or shorter sections as well as the ever increasing class size, encouraging participation, relating texts to students' lives, providing clear guidance regarding expectations, the problem of unengaged students, needing to be generally more structured, and the difference in age and experience between instructor and student.

The most common themes were the problems associated with rising class size, providing clear expectations, and unengaged students who may not be prepared for, or willing to take part in, discussions. With many of these instructors' IDSs so reliant on discussion, this appears to be a significant and reoccurring problem.

Question 4: Have you made any adjustments to your instructional delivery style as a result of the challenges you encountered or emergent class needs?

Responses included an attempt to get to know students more personally, being more rigorous in preparing questions before class, rearranging assignments and tests due to the 2.5 snow cancellation days UTC had during the Spring of 2014, attempting to know the students less due to rising class sizes, paying more attention to personal demeanor during early sections, reducing the amount of sarcastic in-class humor due to the presence of sensitive students, changing the assigned texts to better make use of class time, and lecturing more than usual due to the snow days and illness.

Generally, the most dominant theme for this question was changes to the schedule due to the snow days. That was heavily featured in the responses in one form or another. Other responses exist, but this was the main reported change. The majority of the instructors seemed generally flexible to changes such as this with a few exceptions (Subject B, for example).

Question 5: How flexible do you see yourself in regards to students meeting deadlines and punctuality matters?

Responses included being generally flexible, tracking tardies, not tracking tardies, but having other measures (such as quizzes within the first five minutes of class) which ultimately are punitive tardy tracking systems, tracking early departures, not tracking early departures, allowing changes to assignments as long as the student is thoughtfully addressing a related theme or issue, attendance policies that allow X absences and then result in lowered overall course grades, no real attendance policy at all, being generally pretty rigid, being generally pretty flexible.

However, the dominant answer in this question included the theme of being generally flexible with students who communicate before, during, and after attendance issues while being generally disinclined to be flexible at all with students who simply do not attend, not communicate, and show up later. This was dominant and present in almost all ten cases.

Emerging Themes and Patterns

Though the questionnaire was geared to reflect the instructional delivery style operational definitions, several themes emerged. There was a strong tendency toward elements that are more transformational as well as several emerging themes related to classroom management.

Most instructors reported having an attendance policy of some sort as well as tracking tardies. Encouraging participation was a dominant theme as well as utilizing the discussion class format. Several subjects reported utilizing a blended format of lecture and discussion. More so than these, however, almost all ten instructors voiced the opinion that it was somehow important to make an attempt to make the material relevant to the students' lives. Additionally, many of the subjects employed pairs or small groups during their class meetings voicing the opinion that this was helpful for pre-discussion activities.

Also commonly expressed included concerns with rising class sizes and time constraints of class periods as well as how to deal with unengaged, unmotivated students. The snow cancellations earlier in the semester were mentioned frequently. This led to an emerging theme of instructors either being generally capable of coping with unplanned exigencies or being generally inflexible regarding such emerging changes. The majority of the instructors appeared generally flexible in this particular matter. The notion of flexibility led to the most dominant emerging theme of the study, which is the habit of being generally flexible with students who communicate before, during, and after attendance issues. Conversely, almost all instructors reported they are generally disinclined to be flexible at all with students who simply do not attend, do not communicate, and show up after a prolonged absence seeking assistance.

Differences

One notable difference may be the case of Subject J. This instructor is a retired full professor with forty-five years of teaching experience who is now working post-retirement in an adjunct capacity. No other instructor approaches this level of experience, and his longevity in both education and at UTC alone provides a significant difference from the other subjects.

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Additionally, his section alone was a night class, taught once weekly in contrast to the other sections that were day sections meeting two or three times weekly. This format is distinctly different, so much so that it could also lead to qualitative difference status. Finally, Subject J failed to respond to two items on instrument I-1. The faculty member was the only subject not to complete the entire instrument. These reasons add to the difference of Subject J.

Other differences were found in the cases of Subjects B and C. Said subjects do not have concurring I-1 and suggested interview instructional delivery style scores; one rates them transformational and the other transactional. Subject J also had differing I-1 and SII scores, but this has been discussed above. The cases of Subjects B and C were surprising, notably since Subject B self-reported the highest and most transactional I-1 score (32) of the entire study while displaying a very strong transformational SII. The quantitative element of the study served as a tiebreaker in these two cases, but speaking strictly from the qualitative aspect of the study, these two cases could be considered outliers.

Summary and Conclusion

The qualitative portion of this study effectively helped categorize the instructors' instructional delivery style as more transformational or more transactional. In fact, this was the sole focus of the qualitative aspect of the study. Auspiciously, the first two instructional delivery style triangulation outcomes (I-1 scores and SIIs) seemed to strongly suggest each participant's instructional delivery style was accurately categorized. Aside from Subjects B and C (and controlling for the case of Subject J), 80% of the subjects were categorized similarly by the two separate instruments. Chapter V discusses the quantitative elements of the study and examines the results of the MLQ form 5x-Short in conjunction with the first two elements of triangulation.

CHAPTER V

QUANTITATIVE FINDINGS

Introduction to Quantitative Element of Study

The purpose of the study was to utilize a causal comparative approach to compare two

contrasting instructional delivery styles to determine if there is any significant difference in final

grade outcome between transactional and transformational instructional delivery in two lower

division undergraduate humanities courses at a southeastern university.

A secondary purpose of the study was to investigate the relationship between

instructional delivery style and student perception of teacher effectiveness. Additionally, the

primary researcher investigated to see if the proportions of the level of agreement to

disagreement between faculty IDS self-ratings and student ratings of faculty differ between

transformational and transactional IDS.

Participating Student Demographics

The participating students were asked a series of demographic questions that were

appended to instrument I-3. The questions included:

1.   What is your gender?

2.   What is your place of residence?

3.   What is your study preference?

4.   What is your ethnicity?

5.   What is your working arrangement?

6.   What is your student status?

7.   What is your age?

Fifty-seven respondents were female while nineteen were male. The majority of the

students (55) lived on campus with 21 reporting they lived at home or in the community. Sixty

students reported they prefer to study alone while only 15 preferred to study in collaboration

with others. Fifty-five respondents were white while 9 were Black or African American, 8 were

two or more races, 2 were Asian, and 1 was Hispanic of any race and 1 reported race and

ethnicity unknown. Four students reported working full-time while 26 reported part-time

employment. Forty-six were unemployed. Three students were part-time students while 73 were

full-time students. The age was skewed toward younger. Sixty-four reported being between 18

and 20. Eight were between 21 and 23, while three were between 24 and 26. Graphical

representation of the added demographics follow in Table 7.

Table 7   MLQ Added Demographics Frequencies

Gender	Frequency	Percent
Female	57	75.0
Male	19	25.0
Total	76	100.0

Place of Residence	Frequency	Percent
On Campus	55	72.4
Community / Home	21	27.6
Total	76	100.0

Study Preference	Frequency	Percent
Alone	61	78.9
In Collaboration	15	19.7
Total	76	100.0

Ethnicity	Frequency	Percent
Race and Ethnicity Unknown	1	1.3
Hispanics of any race	1	1.3
Asian	2	2.6
Black or African American	9	11.8
White	55	72.4
Two or more races	8	10.5
Total	76	100.0

Working Arrangement	Frequency	Percent
Full Time	4	5.3
Part Time	26	34.2
Unemployed	46	60.5
Total	76	100.0

Student Status	Frequency	Percent
Full Time	73	96.1
Part Time	3	3.9
Total	76	100.0

continued

Student Age	Frequency	Percent
18-20	65	84.2
21-23	8	10.5
24-26	3	3.9
Total	76	100.0

Instruments and Quantitative Data Collection Methods

Instrument I-1: Transformational-Transactional Instructional Delivery Style Inventory, with Demographics

I-1 served as a triangulation control element to verify the instructional delivery style of the participating instructors. It is a 20-item inventory to assess whether a teacher has a tendency to utilize a more transformational or transactional instructional delivery style in the classroom. The inventory is a forced-choice paradigm where a respondent chose between a teaching exhibition that is more transformational or more transactional. I-1 is very similar in form and function to the Rotter Internal-External Locus of Control Scale (Rotter, 2011). Respondents read two statements and chose which they most closely described their behavior. One option was exhibitions/behaviors associated with a transformational instructional delivery style as operationally defined in this study. The other option was exhibitions/behaviors associated with a more transactional instructional delivery style as operationally defined in this study. The questions were staggered so that the respondent did not develop a response set. One point was assigned for transaction, two points assigned for transformational. A total score ≤ 27 = more transformational IDS. Total score ≥ 28 = more transactional instructional delivery style.

Because of the forced-choice dichotomous paradigm, and the primary researcher's careful development of the questions in conjunction with the operational definitions of each instructional delivery style, this scale has a high level of construct validity. Additionally, the primary

researcher has benefitted from expert opinion of scholars and mentors during the development of I-1 in order to address validity concerns. Due to the input of these more-senior scholars and social scientists, I-1's reliability and content validity were determined to be satisfactory.

I-1 also featured a short demographic section to capture data regarding the instructors in order to establish professional homogeneity. These demographics were outlined and discussed in Chapter IV.

Instrument I-2: Capturing Student Perception of Teacher Effectiveness:
UTC Student Rating of Faculty

The university online evaluation system administered I-2 to all sections in order to capture the second dependent variable (DV2), student's perception of teacher effectiveness. The students completed these electronically over the final two weeks of class. The instructors impressed the importance of completing I-2 on their students, and the primary researcher encouraged them as well via email. However, the primary researcher took precautions and care so that students would not feel coerced into completing the instruments. The students were not offered any incentives to complete the evaluation and the primary researcher made it clear that participation in this study was voluntary. Only the seven university level questions utilizing a Likert scale were used; the open-ended short free response questions were not utilized for this study. The ratings captured the students' opinion of their instructor's effectiveness on a scale of zero to seven. The mean response rate for all instructors was 56.6%.

Instrument I-3: Testing Transactional and Transformational Instructional
Delivery Style: The Multifactor Leadership Questionnaire Form 5X-Short
with added Student Demographics

Instrument I-3 was the Multifactor Leadership Questionnaire form 5x-Short. I-3 (along

with I-1 and the qualitative portion of the study [I-4]), served as a triangulation element to verify

the instructional delivery style of the participating instructors. The MLQ allows raters to rate the

leadership style of an individual as either more transformational or more transactional. The MLQ

has been utilized in hundreds of studies and is widely respected in the social science research

community (Bass & Riggio, 2006). The MLQ emphasizes leadership development and measures

leader effect on the development of others. The model of the MLQ is easily understandable and

clear and captures the leadership style of leaders as self-perceived and perceived by others (Bass

& Avolio, 2004). The MLQ plots leadership style along a continuum ranging from laissez-faire

to transactional to transformational. Transactional includes Contingent Reward and

Management-by-Exception, active and passive, while transformational includes the five I's of

transformational leadership (Avolio & Bass, 2004). Complete information form the publisher is

available in Appendix G.

The MLQ 5X-Short form encapsulates 45 items intended for organizational survey and

research purposes. The MLQ 5X-Long form is no longer available; the 5X-Short format is

currently the only edition in print and is the standard (Avolio & Bass, 2004). To elucidate, the

following description is from the publisher of the MLQ:

> The current questionnaire, MLQ (5X short), contains 45 items that identify and measure
> key leadership and effectiveness behaviors shown in prior research to be strongly linked
> with both individual and organizational success. Each of the nine leadership components
> along a full range of leadership styles is measured by four highly inter-correlated items
> that are as low in correlation as possible with items of the other eight components.
> (Bass & Avolio, 2004)

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The MLQ has displayed high construct and predictive validity, reliability, and usability (Bass & Avolio, 2004). It is considered successful in capturing the full range of leadership factors of transformational leadership theory. Muenjohn and Armstrong (2008) write that researchers should be confident when using the MLQ 5X version if their intent is to "measure the nine leadership factors representing transformational, transactional, and non-leadership behaviors" (Muenjohn & Armstrong, 2008, p. 35).

The primary researcher added a short section to I-3 in order to capture student demographics. This served to quantify the seven listed possible correlational extraneous variables to the study. Additionally, the added demographics asked students to identify the course in which they were currently enrolled by CRN and course and section number. This was integral to the study since it was required to capture each instructor's instructional delivery style according to their students' I-3 responses. Appendix F displays the I-3 added demographics.

The primary researcher digitally distributed the instrument to 349 student participants via Mindgarden's secure Transform system. A total number of 76 students chose to participate in the study resulting in a response rate of 21.7%. Low online survey response rate is a known issue in social science research (Sauermann & Roach, 2013). There is no collectively standardized minimum response rate for survey research, and response rates for virtual survey delivery have fallen in recent years (Fowler, 2013). The in-person pen-and-paper delivery method typically has higher response rates (Fowler, 2013); however, in some cases (such as this study) time or manpower constraints necessitate online delivery modes. The primary researcher visited the sections he could in order to inform the students how important the survey was to his dissertation research. He also sent three reminders to students via email.

What to do in the case of missing data was discussed in Chapter III. In some cases, there were more instances of missing data than discussed in Chapter III. For example, the total transformational score was comprised of five transformational subscales. In some cases, respondents only answered two or even one of the subscale questions resulting in missing three or sometimes four out of five total responses. In these cases of missing more than one score, the primary researcher calculated a mean for every subscale. That mean was plugged in to the missing slots. This was completed for each subscale. Filling in missing data in this manner allowed for the MLQ to be as accurate and as useful as possible in its current usage as a triangulation element of instructional delivery style.

Triangulated Instructional Delivery Style

As discussed in Chapter IV, the primary researcher was curious if the self-reporting scores of instrument I-1 would correlate with the suggested instructional delivery style of the interview data (I-4) and if those would correlate with the outcomes of the MLQ (I-3). The triangulation elements (TEs) were designed to capture the participating instructors' instructional delivery styles (IDSs) accurately as either more transactional or more transformational. In two cases, all three TEs supported a particular IDS, resulting in a best-case 3/3 triangulated IDS. In other cases, instructor instructional delivery style varied throughout TEs. In these cases, two of the three TEs presented a certain instructional delivery style resulting in a 2/3 triangulated IDS. Two out of three TEs in agreement were considered acceptable identification of instructor instructional delivery style. This yielded a total of three instructors with transactional IDSs and four with transformational IDSs. An explanation of how each triangulation element (TE) captured each instructor's instructional delivery style is in order.

TE-1: I-1 Score

I-1 was a researcher-developed instrument each instructor took. The details of I-1 have

been explained earlier in this dissertation. I-1 was the first TE in the process of identifying each

instructor's IDS. After the participant instructors completed I-1 via the Qualtrics survey delivery

system, their effort yielded a numeric score. A total score ≤ 27 = more transformational

instructional delivery style while a total score ≥ 28 = more transactional IDS. In order to label

each triangulation element (TE) nominally, the primary researcher assigned a value of 1 to any

instructor I-1 score of 27 or less. This value of number 1 denotes the individual displays more

transformational characteristics than transactional characteristics. A value of number 2 was

assigned to any I-1 score of 28 or greater. This denotes that the individual displays more

transactional characteristics than transformational characteristics. Ultimately, this resulted in the

assignment of either 1 or 2 for each instructor that served as the first TE. Five instructors rated as

more transformational in their I-1 results. Four rated as more transactional.

Table 8   I-1 Results by Instructor

Instructor ID	I-1 score
Instructor A	2.0
Instructor B	2.0
Instructor C	1.0
Instructor D	2.0
Instructor E	2.0
Instructor F	1.0
Instructor G	1.0
Instructor H	1.0
Instructor I	1.0
Instructor J	1.0

TE-2: I-4 Outcome

The I-4 score has also been referred to as the instructors Suggested Interview Instructional delivery style (SII). These were conducted by the primary researcher with the participating instructors during the week after mid-term. They served to gauge whether the instructors are in fact modeling their respective IDSs. A complete discussion of the interview, analysis, and coding process, as well as how the researcher arrived at the instructors' SIIs is presented in Chapter III. After analysis of the coding, the primary researcher used his knowledge of both the operationally defined IDSs and leadership theory to label the instructor's responses as ultimately either more transformational or more transactional. Similarly, to TE-1, in order to label each triangulation element (TE) nominally, the primary researcher assigned a value of 1 to any SII of more transformational. This value of I denotes the individual displayed more

transformational characteristics than transactional characteristics during the interview according to the operational definitions of each instructional deliver style and according to the primary researcher's opinion. A value of 2 was assigned to any SII of more transactional. This denotes that the individual displayed more transactional characteristics than transformational characteristics during the interview. Ultimately, this resulted in the assignment of either 1 or 2 for each instructor that served as the second TE. According to this process, five instructors rated as more transformational and five rated as more transactional.

Table 9   I-4 Results by Instructor

Instructor ID	I-4 score
Instructor A	2
Instructor B	1
Instructor C	2
Instructor D	2
Instructor E	2
Instructor F	1
Instructor G	1
Instructor H	1
Instructor I	1
Instructor J	2

TE-3: MLQ Result

The MLQ Transform system provided scored results in subscales as well as norm-referenced tables with percentiles for individual scores. The percentiles are based on results of 27, 285 ratings of leaders (Bass & Avolio, 2004). This informs the basis for the percentiles of each answer and allows a judgment of each response as being in a certain percentile, which in turn leads to the capability to judge the instructors as more transformational or less transformational than the norm.

The final triangulation element was the MLQ, referred to as I-3. The students completed the MLQ in reference to their instructor. Mindgarden administered and scored the MLQ and provided the data in a CSV file. The MLQ data provided the subscale scores of both transformational leadership, Contingent Reward (CR), and Management-by-Exception, Active (MBEA) ranging from 0-4.0. As mentioned earlier, CR and MBEA are types of transactional leadership the MLQ measures. To arrive at a more transactional labeling of an instructor through the MLQ, the primary researcher averaged the CR and MBEA subscale totals. This yielded a number between 0-4; this captured if the instructor was more transactional or less transactional from the norm. The transformational average captured if an instructor is more or less transformational than the norm. Since the scales (of Transformational and total transactional [the mean of CR and MBEA]) both had a top range of 4, the primary researcher simply interpreted the greater of the two numbers to estimate the instructors as more transformational or more transactional, as long as there was an 0.59 difference between them (the standard deviation of the Transformational total). To adhere to the suggested word choice of the MLQ authors, if the transformational subscale total was more than one standard deviation greater than the transactional total (again, achieved by averaging the CR and MBEA subscales), which had a very

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similar standard deviation, the finding was that the person exhibited a higher frequency of

Transformational Behaviors that of Transactional Behaviors. Conversely, if the transactional

subscale total was greater than the transformational total, the primary researcher interpreted

those results to mean the person exhibited a higher frequency of Transactional Behaviors than of

Transformational Behaviors. If there was not a difference of at least 0.59 between the two scores,

the MLQ findings were labeled as inconclusive. The significance of 0.59 is that it was the

standard deviation of the mean of all transformational total scores (see Table 10 below).

Table 10   Mean of Transformational Total MLQ Results with Standard Deviation

	N	Minimum	Maximum	Mean	Std. Deviation
TR Total	76	.00	3.84	2.8600	.58793

The MLQ measures reported instances of transactional and transformational behaviors.

They are tallied in various subscales that represent transactional and transformational leadership.

The MLQ scoring provides a numeric total for each subscale that can averaged to provide a mean

score for each type of leadership. Table 11 shows the total transactional and transformational

MLQ subscale leadership behavior totals by instructor:

Table 11   MLQ Transactional and Transformational Total by Instructor

Instructor ID	TA Total	TR Total
Instructor A	2.39	2.44
Instructor B	1.98	2.69
Instructor C	2.76	3.01
Instructor D	1.96	2.77
Instructor E	1.88	3.04
Instructor F	2.07	2.63
Instructor G	2.20	3.02
Instructor H	3.38	3.36
Instructor I	2.39	2.79
Instructor J	2.71	2.56

Once the primary instructor observed which score was greater, he assigned a value of 1 to any instructor exhibiting more transformational characteristics than transactional characteristics. A value of 2 was assigned to any individual who displayed more transactional characteristics than transformational characteristics. If the MLQ was inconclusive, a value of 3 was assigned. Ultimately, this resulted in the assignment of either 1, 2, or 3 for each instructor that served as the final triangulation element. In five cases, the MLQ results were inconclusive. The remaining five cases displayed more transformational behaviors than transactional ones shown in Table 12.

Table 12   MLQ Results by Instructor

Instructor ID	I-3 score
Instructor A	3
Instructor B	1
Instructor C	3
Instructor D	1
Instructor E	1
Instructor F	1
Instructor G	1
Instructor H	3
Instructor I	3
Instructor J	3

Total Triangulated IDS

After all three triangulation elements were interpreted, the primary instructor totaled the points of all three triangulation elements to arrive at a total triangulated IDS. As mentioned above, in two cases, all three TEs confirmed a particular instructional delivery style resulting in a best-case 3/3 triangulated instructional delivery style. In other cases, instructor instructional delivery style varied throughout TEs. In these cases, two of the three TEs presented a certain instructional delivery style resulting in a strong 2/3 triangulated instructional delivery style. Two out of three TEs in agreement were considered acceptable identification of instructor instructional delivery style. The total triangulated instructional delivery style of each instructor appears in Table 13.

Table 13   Triangulated Instructional Delivery Style of Participating Instructors

Subject	I-1 score	1-3 score (MLQ)	1-4 score (interviews)	Total IDS
A	28 TA	INC	TA	TA 2/3
B	32 TA	TF	TF	TF 2/3
C	27 TF	INC	TA	INC
D	29 TA	TF	TA	TA 2/3
E	31 TA	TF	TA	TA 2/3
F	26 TF	TF	TF	TF 3/3
G	26 TF	TF	TF	TF 3/3
H	27 TF	INC	TF	TF 2/3
I	25 TF	INC	TF	TF 2/3
J	27 TF	INC	TA	INC

As Table 13 displays, the qualitative and quantitative data yielded a total of five instructors with a transformational instructional delivery style (B, F, G, H, and I) and three with a transactional instructional delivery style (A, D, and E). Two instructors (C and J) were eliminated from the study after data collection due to inconclusive findings regarding their instructional delivery style. Eight instructors' instructional delivery styles were appropriately triangulated. As the hypotheses investigated if either of these two instructional delivery styles would be related to either final course grade or perceived teacher effectiveness, at the end of the MLQ collection and analysis the primary researcher felt confident that the instructional delivery style of the eight remaining instructors, as operationally defined, was accurate.

Procedures

Quantitative Data Collection: Administered to All Students

I-1 (Transformational-Transactional Instructional delivery style Inventory, with demographics) was administered to the participating instructors near the beginning of the spring, 2014 semester. It required approximately twenty minutes to complete online.

I-2 (UTC student rating of faculty) was completed online by the students during the final three weeks of class. This timeframe was established by the university; however, this was a reasonable amount of time for the students to gain an impression of their teacher's effectiveness. It required approximately fifteen minutes completing. Only the quantitative portion of the reviews was utilized; the open-ended response questions were not utilized in this study. This served as the study's second dependent variable (DV2).

I-3 (Multifactor Leadership Questionnaire form 5X-Short with added student demographics) was administered digitally by the primary researcher during the last three weeks of the semester. This was a reasonable amount of time for the students to gain an impression of their teacher's IDS. The MLQ manual states it requires approximately twenty minutes to complete (Bass & Avolio, 2004). It was scored and delivered to the primary researcher by Mindgarden's aforementioned Transform online survey system.

The instructors provided the primary researcher with the final grades from each of their courses. This served as the first dependent variable of the study (DV1).

Statistical Analyses of Null Hypotheses

$H_0 1$: There will be no significant difference in course grade between students taught by an instructor(s) employing a more transformational instructional delivery style as compared to

students taught by different instructor(s) employing a more transactional instructional delivery style.

$H_0$2: There will be no significant difference in student perception of teacher effectiveness between students taught by an instructor(s) employing a more transformational instructional delivery style as compared to students taught by different instructor(s) employing a more transactional instructional delivery style.

$H_0$3: The proportions of the level of agreement to disagreement between faculty instructional delivery style (IDS) self-ratings and student ratings of faculty will be the same for transformational and transactional IDS.

Dependent Variable One: Course Grade and IDS

The average of each section's final grade (per all of the instructors' sections) served as the study's first dependent variable. At the end of the semester, each instructor provided the primary researcher with how many As, Bs, Cs, Ds, and Fs they assigned. As were assigned 4 points; Bs 3 points; Cs 2 points; D's 1 point, and Fs were assigned 0 points. These points were totaled and divided by the total number of grades provided which yielded a mean GPA for each instructor section ranging between 0.0 and 4.0. If the cases where instructors had more than one section in the study, the primary researcher calculated the mean GPA for each section and then calculated a mean between the multiple sections. This number served as the study's first dependent variable. Table 14 provides a list of each instructors' final GPA in their section(s).

Table 14   DV1: Instructors' Final GPAs

Instructor ID	DV1: Average Final Course Grade
Instructor A	3.62
Instructor B	2.68
Instructor C	2.44
Instructor D	2.46
Instructor E	3.29
Instructor F	2.21
Instructor G	3.27
Instructor H	2.91
Instructor I	2.70
Instructor J	2.75

Independent Samples *t*-Test: Instructional Delivery Style and DVI

The primary researcher conducted an independent samples *t*-test to test the effect both instructional delivery styles exhibited on the final course grade (DV1). The N of the two groups is 69 instead of 76. This reflects the fact that two instructors (C and J) were eliminated from the study due to inconclusive instructional delivery style triangulation. The researcher hypothesized that final course grades would differ significantly by instructional delivery style of the remaining instructors. Upon running an independent samples *t*-test, the assumption of equal variances was violated (Levene's test $p < .05$). As a result, the researcher ran the Mann-Whitney *U* non-

parametric test and arrived at $p < .005$ (see Table 15). The Mann-Whitney U test is the

equivalent of the independent samples t-test with non-parametric data.

Table 15   Mann-Whitney U Results

Test Statistics[a]	DV1: Average Final Course Grade
Mann-Whitney U	252.00
Wilcoxon W	1527.00
Z	-3.06
Asymp. Sig. (2-tailed)	.002

Note. a. Grouping Variable: Triangulated IDS

As a result of the significant Mann-Whitney U test, the two groups (transformational and

transactional IDS) differed significantly in final course grades, $U(67) = 252$, $Z = -3.06$, $p < .005$.

Students in classes with an instructor displaying a more transactional instructional delivery style

($M = 3.10$, $SD = 0.46$) earned a significantly higher GPA than students in classes with an

instructor displaying a more transformational instructional delivery style ($M = 2.77$, $SD = 0.34$).

The 95% confidence interval of the difference is .57 points to .09 points. These results support

the researcher's hypothesis and reject the null hypothesis.

Dependent Variable Two: Student Perception of Teacher Effectiveness

and Instructional Delivery Style

At the end of the semester, the instructors provided the primary researcher with pertinent information from their student rating of faculty results. This information served as the study's second dependent variable and is referred to as Perceived Teacher Effectiveness (PTE) as well as Instrument 2 (I-2) of the study. UTC's student rating of faculty includes a quantitative section that asks students to answer questions in reference to their teacher and capture their response via a seven-part Likert scale. The ratings also include a narrative section, which asks students to enter short answers in response to questions about their teachers, but this section was not used. On the first page of the student rating of faculty results report, an overall average of the Likert scale responses is provided. The primary researcher assumes the university utilized a meaningful process to arrive at these averages. The participant instructors provided this average number for each of their sections as well as the overall response rate for each section. In the case of instructors with multiple sections, the mean of these provided overall rating averages and the response rates were averaged to yield the second dependent variable of the study.

Independent Samples *t*-Test: Instructional Delivery Style and DV2

As per Table 16, the primary researcher conducted an independent samples *t*-test to test the effect each instructional delivery style exhibited on students' perceived teacher effectiveness (DV2). The researcher hypothesized that perceived teacher effectiveness would differ significantly by IDS.

Table 16   Independent Samples *t*-Test Group Statistics

	Triangulated IDS	*N*	Mean	Std. Deviation	Std. Error Mean
DV2: Perceived Teacher Effectiveness	more transformational	50	6.36	.282	.040
	more transactional	19	6.60	.265	.060

Table 16 displays that the perceived teacher effectiveness (PTE) of the students in the classes of instructors who are more transactional in their instructional delivery style was $M = 6.6$ while the students in the classes of instructors who are more transformational in their instructional delivery style was $M = 6.4$. With equal variances assumed (Levene's statistic = .949), mean perceived teacher effectiveness differed significantly by instructional delivery style according to an independent samples *t*-test, $t(67) = 3.21$, $p < .005$. Students in classes with an instructor displaying a more transactional instructional delivery style ($M = 6.60$, $SD = 0.27$) demonstrated a higher degree of perceived teacher effectiveness than students in classes with an instructor displaying a more transformational   instructional delivery style ($M = 6.36$, $SD = 0.28$). The 95% confidence interval of the difference is .39 points to .09 points. These results support the researcher's hypothesis and reject the null hypothesis.

Null Hypothesis 3

$H_0 3$: The proportions of the level of agreement to disagreement between faculty instructional delivery style (IDS) self-ratings and student ratings of faculty will be the same for transformational and transactional IDS. This ultimately examines the question if student's I-3

(Multifactor Leadership Questionnaire) results would or would not concur with the instructors' I-1 scores across both instructional delivery styles. The primary researcher wanted to determine if the instructors would accurately judge their instructional delivery style similarly to how students judged it. In addition, he wanted to see if the proportions of the level of agreement between the two triangulation elements would differ between the instructional delivery styles. The primary researcher hypothesized that the proportions would be different between the two IDSs (see hypothesis 3). The null hypothesis states the proportions will be the same for each IDS. To test this null hypothesis, the primary researcher compared each instructor's I-3 student-reporting results with their I-1self-reporting results.

As it turned out, only five instructors' MLQ results were conclusive. To produce a conclusive finding, a difference of at least 0.59 between the two instructional delivery style scores was required. The significance of 0.59 is that it was the standard deviation of the mean of all transformational total scores. Table 17 displays the mean score per instructor of the total Transactional behaviors and total Transformational behaviors exhibited as reported by each instructors' students.

Table 17   MLQ Transactional and Transformational Total Scores

Instructor ID	TA Total	TR Total
Instructor A	2.39	2.44
Instructor B	1.98	2.69
Instructor C	2.76	3.01
Instructor D	1.96	2.77
Instructor E	1.88	3.04
Instructor F	2.07	2.63
Instructor G	2.20	3.02
Instructor H	3.38	3.36
Instructor I	2.39	2.79
Instructor J	2.71	2.56

Only cases B, D, E, F, and G displayed a difference between means of 0.59 or greater. Therefore, excluding these five cases the rest of the MLQ results were labeled as inconclusive since there was not at least one standard deviation difference between them.

After excluding the inconclusive I-3 cases (resulting in N=35), the primary researcher ran a cross tabulation between the agreement between I-1 and I-3 (agree, disagree) and total triangulated instructional delivery style of the instructors (transformational N = 22; transactional N = 15). Table 18 displays these results.

Table 18   Cross tabulation of agreement and disagreement between I-1 and I-3

	Transformational	N	Transactional	N
I-1 and I-3 agree	86.4%	19	0.0%	0
1-1 and I-3 disagree	13.6%	3	100.0%	15

The primary researcher also performed a chi-square test of independence to support statistically the proportions observations. Table 19 presents these results.

Table 19   Chi-Square Test

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.629[a]	1	.000
Likelihood Ratio	33.740	1	.000
Linear-by-Linear Association	25.909	1	.000
N	76		

Note. a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.30.

The proportions of the level of agreement to disagreement between faculty instructional delivery style (IDS) self-ratings and student ratings of faculty are different for transformational and transactional instructional delivery styles. I-1 scores and I-3 scores did not concur in the population, as they are independent. As per Table 18, in the case of a more transformational

instructional delivery style, I-1 and I-3 scores agreed 86.4% of the time. In the case of a more

transactional instructional delivery style, I-1 and I-3 scores agreed 0.0% of the time. This

difference in the proportions in the level of agreement to disagreement is apparent, and the chi

square statistic supports this situation. The relationship between these variables was significant,

X^2 (4, N = 37) = 26.63, p = .000. Therefore, the null hypothesis is rejected. This supports

research hypothesis 3 that the proportions of the level of agreement to disagreement between

faculty instructional delivery style (IDS) self-ratings and student ratings of faculty are different

for transformational and transactional instructional delivery styles.

Validity and Reliability

Regarding H_3 and perceived teacher effectiveness of H_2, all assumptions were met for the

Pearson chi-square test and the independent samples t-test, respectively. In the case of testing

final course grade of H_1, the assumption of equal variances was not met relative to the

independent samples t-test; therefore, the primary researcher employed the Mann-Whitney U

statistic, of which all assumptions were met.

CHAPTER VI

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter will first provide brief discussions and analyses of Chapter IV and Chapter V results (qualitative results and quantitative results respectively) in accordance with the relevant subheadings of those chapters. The discussion and analysis of the study's three hypotheses will occur in the Chapter V section of this chapter. Recommendations, researcher reflections, suggestions for further researcher, and a summary and conclusion general to the entire project will then close this chapter and dissertation.

Purpose of the Study

The purpose of the study was to utilize a causal comparative approach to compare two contrasting instructional delivery styles to determine if there is any difference in final grade outcome between students whose instructors used transactional instructional delivery techniques and students whose instructors used transformational instructional delivery techniques in two lower division undergraduate humanities courses at a southeastern university.

A secondary purpose of the study was to investigate the relationship between instructional delivery style and student perception of teacher effectiveness. Additionally, the primary researcher measured student perception of the instructors as either more transformational or more transactional in their delivery approaches.

Research Questions and Hypotheses

1. Is there a statistically significant difference between a transformational instructional delivery style (IDS) and a transactional instructional delivery style

relevant to final course grade?

2.   Is there a statistically significant difference between a transformational instructional delivery style and a transactional instructional delivery style relevant to student perception of teacher effectiveness?

3.   Will the proportions of the level of agreement to disagreement between faculty IDS self-ratings and student ratings of faculty differ between transformational and transactional IDS?

H_1: There will be a significant difference in course grade between students taught by an instructor(s) employing a more transformational instructional delivery style as compared to students taught by different instructor(s) employing a more transactional instructional delivery style.

H_2: There will be a significant difference in student perception of teacher effectiveness between students taught by an instructor(s) employing a more transformational instructional delivery style as compared to students taught by different instructor(s) employing a more transactional instructional delivery style.

H_3: The proportions of the level of agreement to disagreement between faculty instructional delivery style (IDS) self-ratings and student ratings of faculty will be different for transformational and transactional IDS.

Discussion of the Qualitative Findings and Participating Instructor Demographics

       The plan for the study was that the instructors' demographics would be relatively similar between the participating instructors. As it turned out, they were largely similar. Gender was evenly split with five female and five male instructors. As for academic rank, among the subjects were six full-time non-tenure track lecturers, three adjunct instructors, and one tenure-line professor. At the time of the study in UTC's English department, lecturers usually taught these

lower-division western humanities courses, and this was indicative of the population. There was

a wide range of teaching experience ranging from three years to forty-five years. Five subjects

had Masters Degrees, three held ABD status in a terminal degree program, and two held PhDs in

English. There was also a wide range of times each subject has taught their respective course

ranging from a low of three to a high of 30. Overall, the demographic picture was one consistent

with an experienced full-time non-tenure track English lecturer at UTC. The participating

instructor demographics seemed in accordance with a typical teacher of undergraduate literature

courses.

Qualitative Goals

Between the interviews, subjects' I-1 scores, and the results of the MLQ which the

students took at the end of the semester, an accurate categorization of each subjects' instructional

delivery style was projected. Chapter IV focused on the interviews, which were illuminating.

One never knows how truthful subjects will be in interviews; however, the instructors in this

study seemed open and honest. This is important for other researchers who may wish to replicate

this study; these subjects seemed open and very willing to help with the research.

Instrument I-4: Mid-Semester Teacher Interviews

Conducting the interviews the week after midterm was believed to be enough time for the

instructors to get an impression of their class(es). It was believed the instructors had already

spent enough time with their classes to inform their answers. Overall, the experience of

interviewing the instructors was a positive one. It became clear very early in the interview

process that the subjects were cooperative. The primary researcher was, however, able to utilize the iterative transcription approach to isolate the pertinent material.

Transcriptions and Analytic Memos

The summative interviews combined with the analytic memos helped the primary researcher stay focused and organized and reflexive. Providing a basis for detailed reflection and multiple examinations, the interviews helped with the credibility and rigor of the chapter. The primary researcher referred to the summative interview transcripts many times in the coding and reflection process. The primary researcher highly recommends summative transcriptions and analytic memos to mixed-method researchers undertaking similar dissertation projects in the future. As long as they are undertaken with the requisite care and concentration, they can be very valuable.

Immediate Post-Interview Field Notes and Analytic Memos

The purpose of the immediate post-interview field notes was for the primary researcher to catalog quickly his reflections of the interviews. Conducting ten interviews in one week was a formidable task and the field notes served to capture initial impressions as soon as possible following each interview. In retrospect, the PR was glad he did this step. Without them, it is possible the interviews, which were somewhat similar, would have run together in his head and resulted in data contamination. Utilizing the triangulation techniques previously discussed throughout the study ensured a more accurate assignment of each instructor's instructional delivery style. Additionally, the reflective post-interview process increased the rigor and the credibility of the project. The analytic memos were highly useful in the reflection process.

Interpreting the codes required reflection, and the analytic memos were very helpful in this regard

Post-Coding Interview Notes

The post-coding notes also provided needed organization and structure when it came time for the primary researcher to interpret the codes and assign an instructional delivery style to each subject after interviewing them. Organizing the post-coding notes by subject helped the researcher to see the subtle differences between each participating instructor. Interview results (unlike instructor self-rating and student assessment of instructor style) were interpretive. The assigning of instructional delivery style was achieved by a thorough review and reflection of each interview by the primary researcher. The combination of analytic memos, post-interview notes, and post-coding notes greatly assisted the primary researcher to make an accurate observation and labeling of each subject's suggested interview instructional delivery style.

Instructor Style Self-Rating and Mid-Semester Interviews: Two Triangulation Elements

It was auspicious that the subjects' self-rating and interview scores aligned in 80% of the cases. As discussed, this was a promising result to receive during the middle of the project. The primary researcher worked diligently to ensure his inventory was accurately designed and that his interpretation of the interview results was reasonable and valid. Having the first two triangulation elements in 80% agreement helped to validate the process.

Emergent Themes and Patterns

Themes that were more transformational appeared more often throughout the study's instructors than transactional. The emerging themes likewise revealed a heavy element of transformational behaviors. Most instructors were similar in classroom management areas (tracking tardies, having an attendance policy) as well as classroom activities (blending lecture and discussion, being more lenient with reasonable students, utilizing pairs and small group discussions). Their goals also had some commonality (attempting to make material relevant to students' lives, attempting to engage all students). Several of the instructors expressed concern with rising section enrollment caps and unengaged students. Overall, the primary researcher believes these are themes to be expected of literature instructors who take concern to employ best practices. The responses seemed logical and indicative of teachers who do care about their jobs and their student success. Ultimately, there were no unexpected emerging themes that warrant further examination.

Differences

The only notable qualitative difference involving instructor demographics was the case of Subject J. The instructor was much older and much more experienced than the rest of the instructors (teaching for 45 years). Additionally, this section was the only section that met once a week at night. This format alone may be a significant difference as the remainder of the sections included traditional day sections. Additionally, the instructor did not complete the self-rating style instrument in its entirety. Therefore, the two triangulation elements for this instructor were likely invalid. These three instances likely qualify as a significant difference between Subject J and the remainder of the subjects.

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Summary and Conclusion of the Qualitative Findings

Ultimately, the data reported in Chapter IV were helpful in establishing instructional delivery style. The qualitative portion of this study did not test the hypotheses; it strictly served as a triangulation element in hopes of better defining the instructional delivery styles of the study.

Discussion of the Quantitative Findings and Participating Student Demographics

The added participating student demographics have been detailed previously. Overall, the student respondents appear to be largely typical of the primary researcher's experience of undergraduate students. It is always with some reservations that primary researcher utilizes the label "typical," however, the seventy-six students who chose to participate are largely typical in his experience. They were young adults who were primarily full-time students and who were mostly working either part time or not at all. The fact they were typical university undergraduates may account for the low response rate. Perhaps UTC students (and students at all institutions) experienced survey fatigue, or perhaps they just do not care very much about taking part in institutional research.

Instruments and Data Collection Methods

Instrument I-1: Transformational-Transactional Instructional Delivery Style
Inventory, with Demographics

The instructors were very prompt in returning the survey, and the self-reported instructional delivery style of the instructors' style was closely distributed with six instructors self-identifying as more transformational and four identifying as more transactional.

Instrument I-2: Capturing Student Perception of Teacher Effectiveness:
UTC Student Rating of Faculty

The university online evaluation system administered the student rating of faculty

surveys to all sections in order to capture the second dependent variable, students' perception of

teacher effectiveness. The students completed these electronically over the final two weeks of

class. The instructors impressed the importance of completing the ratings on their students, and

the primary researcher encouraged them as well via email. Nonetheless, these student ratings of

instructors have low rates at UTC, in the primary researcher's experience. He has been told

numerous times that some of his colleagues barely have twenty percent of their students to

complete the surveys; some get even lower percentages. It is unclear why students appear so

apathetic regarding these ratings at UTC. However, in the PR's experience, any response rate

greater than fifty percent appears to be somewhat successful. The mean response rate across all

ten participant instructors was 56.6%.

Instrument I-3: Testing Transactional and Transformational IDS:
The Multifactor Leadership Questionnaire Form 5X-Short
(Bass & Avolio, 2004) with Added
Student Demographics

As it turned out, the result of the MLQ did not add to the triangulation of instructional

delivery style in 50% of the subjects' cases. This particular limitation could have affected the

results more than originally thought. This may implicate that future researchers could utilize, or

develop (if time, experience, and budget permit) a more useful instrument for such inquiries.

Though the MLQ is helpful in categorizing an individual's behaviors as more transformational or

less transformational (as well as more transactional or less transactional) than the norm, other

instruments may serve better to categorize an individual as more transactional or more

transformational. Additionally, of the five subjects who had conclusive MLQ results, all of them were rated as more transformational than the norm. It also may be that the MLQ is a better metric to capture transformational leadership behaviors than transactional since it is informed by the full range of leadership model, which does tend to skew toward transformational leadership, which it classifies as more effective than transactional (Bass & Avolio, 2004). However, the MLQ does measure transactional leadership and the full range of leadership model (see Figure 1) does indicate that effective leadership begins at contingent reward. Therefore, for the purposes, budget, and intent of this study, the MLQ was a helpful addition as a triangulation element.

Triangulated Instructional Delivery Style

Though the MLQ might not have been the best instrument for the third triangulation element of this study, the primary researcher is satisfied with the outcome of the three triangulation elements. It is unfortunate that two subjects were eliminated due to inconclusive instructional delivery style classification. These two instructors' student assement results were inconclusive, and their remaining triangulation elements disagreed. As mentioned in Chapter I, the primary researcher's experience as a literature and humanities teacher informs him to expect most literature teachers to take a more transformational approach to instructional delivery. Again, the majority of the study's subjects being categorized as more transformational was not surprising. In addition, only two subjects' instructional delivery styles were categorized at a 3/3 level, that is to say that all three triangulation elements were in agreement. More 3/3 levels would have been desirable; however, the careful planning and executing of the triangulation elements made the 2/3 level classifications acceptable for the scope of this dissertation study. It was essential to have instructional delivery style operationally defined and identified since it was

the independent variable of this study. Triangulating instructional delivery style from three

points of view (self-rating, researcher interpretation, and student perception) added strength to

the classification of the independent variable. In fact, even with the inconclusive findings from

half of the student assessment results, the triangulation system with its tripartite points of view is

one of the strengths of this study.

Procedures

Quantitative Data Collection: Administered to All Students

The low MLQ response rate (21.7%) was likely attributable to many factors. As

aforementioned, at the time of the study UTC students may very well have been experiencing a

sense of survey fatigue; they could have been bombarded with many survey opportunities via the

official campus email system. Originally, the primary researcher hoped to administer the MLQ in

person with the pen-and-paper approach. However, the time and budget constraints of this

project demanded electronic distribution and collection. The primary researcher strongly

believed the most effective method to deliver surveys was in person, whenever feasible, and

research supports this (Dillman et al., 2009; Sauermann & Roach, 2013). If a researcher is in a

room discussing and handing out a survey, it seems very unlikely, almost eighty percent of

students would choose not to participate. In summary, the electronic delivery of the MLQ survey

was a required mindful compromise.

Statistical Analyses of Null Hypotheses

H_01: There will be no significant difference in course grade between students taught by an

instructor(s) employing a more transformational instructional delivery style as compared to

students taught by different instructor(s) employing a more transactional instructional delivery style.

$H_0$2: There will be no significant difference in student perception of teacher effectiveness between students taught by an instructor(s) employing a more transformational instructional delivery style as compared to students taught by different instructor(s) employing a more transactional instructional delivery style.

Final Course Grade and IDS: DV1

Through use of statistical testing, it was found that this study's first hypothesis was supported by the data. Considering the widely held bias toward transformational approaches in literary studies (as discussed in earlier chapters), it is interesting that this study's transactional instructors engendered statistically significantly greater student success relative to final course grade. Of course, there are other metrics by which to discuss student success; however, final course grade is an easily quantifiable and comparable one. In this study, a more transactional instructional delivery style resulted in a statistically significantly higher final course grade. Given the heavy preference for transformational approaches over transactional ones as outlined in the literature, this might be a surprising result for some leadership scholars.

Student Perception of Teacher Effectiveness and IDS: DV2

Through additional statistical testing, it was found that the second hypothesis was also supported by the study. Students who were enrolled in courses taught by the instructors displaying a more transactional instructional delivery style had a more positive opinion of their teacher's effectiveness. Again, the primary researcher has widely observed many literature

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colleagues employing what could easily be considered transformational approaches in the classroom. It is very interesting that relative to student perception of teacher effectiveness, a more transactional approach again seems to be more successful. If there is a coming pressure to quantify instructional approach as mentioned in Chapter I, then this outcome may merit a closer investigation into transactional approaches in the classroom, regardless of the wide bias toward transformational leadership (Kirkbride, 2006).

Confounding variables such as student gender, place of residence, ethnicity, working arrangement, student status, or student age could have influenced students' opinions of their teachers' effectiveness. It could be that the students who received the highest grades simply rated their instructors higher. It could be that students simply rate teachers higher if they like them, or if they think the teacher is "cool," or something similar. Likewise, students may rate teachers lower simply because the teacher is difficult. Moreover, it could be the case that the students simply do not take the student ratings of faculty very seriously.

Null Hypothesis 3

$H_0 3$: The proportions of the level of agreement to disagreement between faculty instructional delivery style (IDS) self-ratings and student ratings of faculty will be the same for transformational and transactional IDS.

The primary researcher was interested in instructors' ability to self-rate their instructional delivery style accurately. The primary researcher looked forward to the testing of this hypothesis, predicting that instructors' self-rating and student assessment scores would coincide to a greater degree in one IDS than the other, i.e. the proportions of the levels of agreement to disagreement between faculty instructional delivery style (IDS) self-ratings and student ratings of faculty

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would differ between transactional and transformational IDS. The results were expected. The test statistic showed that the self-rating instructional delivery style classifications were significantly different from the students' summations of them most of the time and differed between the two IDSs. Ultimately, the transactional instructors self-rated their instructional delivery style in accordance with how their students viewed it zero percent of the time. Conversely, more transformational instructors' self-ratings coincided with student ratings 86.4% of the time. However, with fifty percent of the instructors' MLQ scores being inconclusive, it is likely that $H_0 3$'s outcome could be inaccurate.

Having designed a triangulation system, there were two other triangulation elements to help capture the instructors' instructional delivery styles. A triangulation factor of 3/3 was the most desirable, but a factor of 2/3 was acceptable. This allowed for possible unforeseen problems such as the inconclusive MLQ results in half of the cases to be addressed. Due to the careful planning of the triangulation of instructional delivery style, only two subjects were eliminated from the study due to an inconclusive instructional delivery style finding. Nonetheless, the self-reported judgment of instructional delivery style differed significantly from the student-reported judgment of IDS. It is very likely that the sample size was simply too small. Future researchers, who wish to replicate this study, or design a similar one, should consider accessing a much larger sample. Additionally, there may be a better metric than the MLQ to serve as a third triangulation element for categorizing instructors' instructional delivery style. As mentioned, five out of ten MLQ results were inconclusive and the other five were all transformational. It could be possible that it is easier for students to identify a transformational instructional delivery style than a transactional instructional delivery style when utilizing the MLQ due to the aforementioned possible skewing of the MLQ toward transformational leadership. However, the MLQ also

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clearly tests Contingent Reward and Management-by-Exception, so this researcher is satisfied

with his choice to utilize the MLQ for the third triangulation element. Similarly, the notion of

instructors self-rating their instructional delivery style is likely complex and worthy of its own

future studies by future scholars.

Summary and Conclusion of the Quantitative Findings

The quantitative data portion of this project tested the study's three hypotheses. Chapter

V provided the third triangulation element and tested the three hypotheses. The addition of the

third triangulation element (student assessment score via the MLQ) helped solidify the

instructional delivery styles of the instructors. Five instructors (subjects B, F, G, H, and I)

displayed a total triangulated instructional delivery style of more transformational while three

instructors (subjects A, D, E) displayed a more transactional IDS. Two instructors (subjects C

and J) were deemed to have an inconclusive instructional delivery style due to an inconclusive I-

3 score and contradicting I-1 and I-4 scores. Relative to H_1 and 2, the data suggest that a more

transactional instructional delivery style is more effective in both final course grade outcome and

degree of perceived teacher effectiveness. In addition, relative to H_3, it appears that the

proportions of the level of agreement to disagreement between faculty instructional delivery style

(IDS) self-ratings and student ratings of faculty differed significantly.

The primary researcher took great measures to acknowledge his personal teaching

preference and not allow it to bias the study unfairly; he simply followed where the data led.

However, the results of testing both dependent variables of the first hypothesis seem to concur

that a transactional approach may be more effective than a transformational approach, at least

when discussing final course grade and perceived teacher effectiveness. It appears that students

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both prefer a transactional instructional delivery style in lower-division literature courses and they have higher success relative to final course grade when instruction is presented in a more transactional manner. They also have a higher opinion of the effectiveness of their teachers. Regarding the study's third hypothesis, students in more transformational instructors' sections gauged their instructors IDS more similarly to their instructors' self-ratings than those in more transactional sections. The notion of a teacher's ability to self-rate their instructional delivery style, as well as students' ability to recognize teachers' instructional delivery styles remains ripe for future mining.

Synthesis of Qualitative and Quantitative Findings

The effort to triangulate the instructors' instructional delivery styles integrated the qualitative and quantitative portions of the study. For instance, the first and third legs of triangulation were quantitative data. These included instrument I-1 in which instructors self-rated their instructional delivery style via the researcher-developed scale. Additionally, the third triangulation element involved students taking the MLQ in reference to their instructor. These two triangulation elements captured two-thirds of the instructors' instructional delivery styles. The second leg of triangulation was the mid-semester qualitative interviews conducted by the primary researcher. This qualitative element worked in concert with the other quantitative triangulation elements in order to capture each instructor's instructional delivery style.

The qualitative emergent themes helped make sense of the quantitative data gathered (final course grade and perceived teacher effectiveness). The quantitative findings relayed the students' final course grade and how effective they thought their instructor was. The emergent themes in and of themselves may likely be unconnected to the outcome variables; however, the

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emergent themes helped the primary researcher capture a key leg of triangulation working in concert with the other two quantitative elements in order to accurately capture instructors' instructional delivery style through the aforementioned usage of thick description (Rossman & Rallis, 2011). And instructional delivery style was found to be related to the two outcome variables. It was determined that the three points of view (self-rating, student-rated, and primary researcher-ascertained) would form an effective lens through which to attempt to identify instructor instructional delivery style.

Additionally, regarding the third null hypothesis of this study (that he proportions of the level of agreement to disagreement between faculty instructional delivery style self-ratings and student ratings of faculty would be the same between the two IDSs), the instructor self-rating data and the quantitative MLQ student survey data were paramount and inseparable in testing these hypotheses. Resultantly, the qualitative and quantitative findings are closely woven together in the outcomes of this study

Recommendations

The primary researcher has several general recommendations for researchers who may wish to conduct future mixed-methods research such as this study. The first ones have been mentioned, and relate to mechanics of such research. First, the primary researcher highly recommends, if at all feasible, utilizing in person paper and pencil survey delivery methods. The primary researcher believes there would have been a much higher MLQ student response rate if they surveys were administered in person. Secondly, if a researcher designs an instrument (such as I-1) and administers it digitally, she should set a parameter where respondents cannot skip any items. One subject refused to answer several questions, and this action likely led to less-accurate

results. Finally, regarding mechanics as mentioned above, there might be a better-suited

instrument for gauging an individual as either transformational or transactional than the MLQ.

The remainder of the recommendations address the findings of this study and parties who

may be interested in them. This study should be of interest to instructors, administrators, and

other parties seeking data concerning best practices regarding teaching literature to lower-

division university literature students. As established in Chapter II, there is a lack of research

regarding data-driven approaches to instructional delivery style in the undergraduate literature

classroom. Academic freedom results in a myriad of approaches, and the data regarding final

course grade and perceived teacher effectiveness relative to instructional delivery style are a

movement toward attempting to provide quantifiable data for teachers, administrators, and other

stakeholders.

Leaders in higher education and academia should take these results as a possible

approach to providing more structured, methodological, and nuanced approaches to instruction,

not to what literature teachers teach, but how they teach it. This study, though likely not

generalizable to the population due to its small sample size, can be utilized as an early first step

toward such quantification. The fact the primary researcher is a literature instructor and a lecturer

in English is relevant because this study was conducted by someone intimately familiar with the

undergraduate lower-division literature and humanities classroom being studied. If things such as

instructional delivery style are to be eventually quantified, they should be quantified by subject

area practitioners and not outside agents. Only those with teaching experience should make

recommendations regarding best, or better, teaching practices. This study is such a project,

designed, conceived, and executed by a literature teacher with doctoral study in learning and

leadership and focused on literature teachers. As accreditation bodies become more active, and

as the public continues to demand more accountability and results for their education dollars, leaders in academia could utilize this study to engender future research into quantifiable and detailed examination of instructional delivery style.

There are elements in this study that warrant closer examination and raise new questions. For instance, how can the issue of poor response rate be overcome in online survey research? Is there a better way to indicate student success than final course grade? Does perceived teacher effectiveness really matter in the larger scope of educating students? What are alternate ways to gauge instructional delivery style? Regarding instructional delivery style, is it even possible to capture one's style accurately? Why do students not seem to take student rating of faculty surveys very seriously? How accurate are student evaluations of faculty? Should all teachers be required to have a background in human learning theory? Is it possible that it is easier for students to identify a transformational instructional delivery style than a transactional instructional delivery style when utilizing the MLQ? How personal do teachers need to get with students to create an effective learning environment? Is it possible to be transactional in a transformational manner and vice versa? These questions have many implications.

Regarding implications, leadership theory and education likely have more points of intersection that could be interdisciplinary explored. Scholars in both fields should communicate, collaborate, and attempt to better their fields in concert. Teachers should consider much more beyond their subject matter content knowledge. *How* they teach content is, in the primary researcher's opinion, as important as *what* they are teaching. This also, of course, is secondary to how learners learn content knowledge. Teaching classes the same way for the duration of an entire career is likely not a very effective approach to learning. Even though the academic freedom of higher education does not require them to, university literature instructors should

carefully consider what informs their instructional delivery style. To consider how learners learn would also create more robust learning environments. In fact, if more instructors had greater knowledge of learning theory, the lower division university humanities classroom would likely be a more productive affair. This insight was largely arrived at during the course of the data analysis portion of this project. In retrospect, this project might have been better constructed with more thought to human learning theory and how students in western humanities courses learn. Learning theory and leadership studies can be a powerful lens to help focus and maintain the edge of one's instructional delivery style and learning environment. The implications of utilizing this combined lens could be immense and transformational—if not transcendental—to the university undergraduate classroom.

Researcher Reflections

The primary researcher's preconception was that most literature teachers would be more transformational in their instructional delivery style. Additionally, before the study the primary researcher believed instructional delivery style was largely a matter of polarity, that is to say one is either more transformational or more transactional. Any possible bias toward IDS was controlled through the primary researcher taking due diligence to remain objective, and it was fascinating to see the study come together. Ultimately, the primary researcher changed his view during the capturing and analysis of the triangulation elements. He now believes there to be fluidity between instructional delivery styles. In fact, as mentioned above, he believes it very probable for a lower-division university literature instructor to be transformational in a transactional manner (as he now views himself), and the converse. However, the underlying structures and explanations of this are beyond the scope of this study and left to future research.

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Nonetheless, it is likely more prudent to view instructional delivery style along the lines of a continuum rather than a dichotomy. Contrary to how it appears in the leadership theory literature, transactional leadership behaviors may clearly offer great clarity and guidance to certain types of learners.

Suggestions for Further Research

Future researchers should focus on alternative methods to operationally define and capture instructional delivery style. Instructional delivery style is a fascinating, fluid, and ethereal element of teaching, and it would benefit the field of higher education for more researchers to devote careful attention to capturing it. There are potentially many methods in which to capture, or at least attempt to capture, instructional delivery style. Once operationally defined, methodology can be developed to study it. It would be of interest to see researchers apply instructional delivery style to dependent variables other than final course grade and perceived teacher effectiveness. Expanding this methodology to a larger sample size would be useful as well. The triangulation method developed in this study could serve as a barometer to study instructional delivery style in courses other than literature. Populations could include all manner of higher education course subjects. It would also be informative to see this study replicated in different parts of the country to compare and contrast with this study conducted in the Southeast. In short, studying instructional delivery style as much and as diligently as possible is the primary researcher's most paramount recommendation.

Furthermore, given the primary researcher's surprise regarding how the data ultimately appeared to favor the more transactional instructional delivery style, investigations into the widely supported bias toward transformational leadership might be appropriate.

Transformational efforts are likely very effective in many learning environments; however, it would be an uniformed mistake to discount transactional approaches to the classroom.

Additionally, this project was teacher-centric; it focused on how teachers teach. Future efforts should take into consideration how learners learn. A closer examination of human learning theory relative to how learners go about learning should inform efforts to examine, deconstruct, and investigate how lower-division university literature teachers teach.

Summary and Conclusions

This mixed-method causal comparative study explored instructional delivery styles' relationship with final course grade and perceived teacher effectiveness. The research questions proposed there would be a significant statistical difference between the two dependent variables in courses taught by contrasting IDSs. The literature exhibited there is a paucity of research focusing on instructional delivery style relevant to undergraduate lower-division literature courses. The literature largely displayed a tendency to favor transformational leadership over transactional leadership and underscored how teaching is considered a leadership domain. The literature review established the link. According to the sixty-nine student participants and the ten instructor participants in this study, the underlying conclusion of the quantitative and qualitative data in this study is that there is a significant relationship between enacted instructional delivery style and final course grade as well as between enacted instructional delivery style and student-perceived teacher effectiveness. As opposed to the findings in the literature, a more transactional instructional delivery style was significantly different from transformational and had results that were higher regarding the dependent variables. Additionally, it appears that instructors who self-rated as more transformational in their instructional delivery style were typically identified by

their students as more transformational. It also appears that instructors who self-rated as more transactional in their instructional delivery style were not identified by their students as more transactional. Instructional delivery style is a difficult teaching element to quantify, and more researchers should attempt to do so. Attempting to understand how and why university literature instructors teach their courses may yield important data relative to instructional delivery.

Chapter VI concludes this research study. Recommendations invite all higher education stakeholders to support additional approaches to identify and study instructional delivery style in undergraduate lower-division literature courses, and for future researchers to investigate instructional delivery style further and its outcomes on other variables. Regarding many of American society's challenges in 2014, education may be the great answer, the panacea. A more educated society is a more thoughtful society, and thoughtfulness can lead to transcendence (Grube & Reeve, 1992). Simply put, few things can actually change the world. Higher education might be one of them. Too much is at stake not to focus on how teachers teach and what informs their approach. University instructors may view these methodical investigations as intrusive or unsavory; nonetheless, future investigations into instructional delivery style are paramount. All empires fall, and without reform and careful investigations into instructional delivery style across many differing disciplines and many other working parts of education, the Academy could very likely follow the Glory of Rome into the shadowed dark depths of time.

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APPENDIX A

IRB APPROVAL LETTER

Institutional Review Board
Dept. 4915
615 McCallie Avenue
Chattanooga, TN 37403-2598
Phone: (423) 425-5867
Fax: (423) 425-4052
instrb@utc.edu
http://www.utc.edu/irb

MEMORANDUM

TO:	Michael Jaynes	**IRB #14-013**
	Dr. David Rausch	

FROM: Lindsay Pardue, Director of Research Integrity
         Dr. Bart Weathington, IRB Committee Chair

DATE: February 3, 2014

SUBJECT: IRB #14-013: A causal comparative investigation into transactional versus
         transformational instructional delivery style in two freshmen-level humanities courses at a
         Southeastern American university.

The IRB Committee Chair has reviewed and approved your application and assigned you the IRB number
listed above. You must include the following approval statement on research materials seen by
participants and used in research reports:

*The Institutional Review Board of the University of Tennessee at Chattanooga (FWA00004149) has
approved this research project #14-013.*

Please remember that you must complete a Certification for Changes, Annual Review, or Project
Termination/Completion Form when the project is completed or provide an annual report if the project
takes over one year to complete. The IRB Committee will make every effort to remind you prior to your
anniversary date; however, it is your responsibility to ensure that this additional step is satisfied.

Please remember to contact the IRB Committee immediately and submit a new project proposal for
review if significant changes occur in your research design or in any instruments used in conducting the
study. You should also contact the IRB Committee immediately if you encounter any adverse effects
during your project that pose a risk to your subjects.

For any additional information, please consult our web page http://www.utc.edu/irb or email
instrb@utc.edu

Best wishes for a successful research project.

APPENDIX B

INSTRUMENT I-1

Transformational-Transactional Instructional delivery style Indicator, with demographics

Please choose the statement you most agree with:

1.   a) I believe students' assignments should be accepted even if late simply because they completed the assignments and deserve feedback. (Transformational: Enabling others to act)

         b) I believe students' assignments are due on the due date with very little exceptions (Transactional: Agree to exchange specific rewards for follower effort)

2.   a) There are things that are much more important in teaching my courses than adherence to Standard English. (Transformational: Challenging the process)

         b) Grammar is fundamental and crucial to the teaching of my courses. (Transactional: Specifically explain the goals and outcomes of the course)

3   a)   Generally, I find myself briefly veering off topic into unplanned conversations with students based on subjects they bring up. (Transformational: Challenging the Process)

         b) I rarely stray from the topic I intend to cover in class on any given day. (Transactional: Present a traditional and professional comportment and appearance and approach to the classroom)

4   a) I approach the syllabus as a business contract between me and the student, and I rarely stray from the syllabus schedule. (Transactional: Specifically explain the goals and outcomes of the course)

         b)   I believe the syllabus is a good general outline of what we will be covering. I prefer not to provide a detailed daily schedule on the syllabus (Transformational: Challenging the Process)

5   a)   I encourage students to think of me as a safety and support system in and out of class.   (Transformational: Encouraging the Heart)

b)   Though I help students, I believe they must take the initiative and not overly rely on me. (Transactional: Agree to exchange specific rewards for follower effort)

6   a)   I believe it is acceptable to allow students to get me distracted with irrelevant conversation during classes   (Transformational: Challenging the Process)

b) I believe it is very important to remain very focused while teaching   (Transactional: present a traditional and professional comportment and appearance and approach to the classroom)

7   a)   I use clearly defined rubrics in most, if not all, of my classes.   (Transactional: Provide a clearly defined path to outcome success in the course.)

b)   I rarely use rubrics on my grading assignments in my classes. (Transformational: Challenge the Process)

8   a)   If a student wrote a brilliant essay response that compromised the parameters of the question, I would still grade it on its own merit (Transformational: Inspiring a shared vision)

b)   If a student's essay response doesn't clearly line up with the requirements, the student must fail the assignment. (Transactional: Provide a clearly defined path to outcome success in the course.)

9   a)   I believe that rubrics are not always appropriate in all courses (Transformational: Modeling the Way)

b)   I believe very specific rubrics help quantify subjective grading issues usually. (Transactional: Provide a clearly defined path to outcome success in the course.)

10   a)   I remind students of the clearly outlined objectives on the syllabus often throughout the semester (Transactional: Specifically explain the goals and outcomes of the course)

b)   I don't usually remind students of objectives; I believe they are empowered and capable of acting independently without my assistance. (Transformational: Enabling others to act)

11   a)   I attempt to avoid irrelevant conversations about my personal life with my students. (Transactional: Present a traditional and professional comportment and appearance and approach to the classroom)

b)   I believe letting students know things regarding my personal life is good for fostering positive student-teacher relationships (Transformational: Encouraging the heart)

12   a)   I reward students based on the amount of effort they put into the class. (Transactional: Agree to exchange specific rewards for follower effort)

b)   I provide strong support for students even if they are not working hard because it is the ethical thing to do. (Transformational: Modeling the Way)

13   a)   I believe I should work to earn students' respect. (Transformational: Modeling the way)

b)   Students' respect for their instructor should be non-negotiable. (Transactional: Present a traditional and professional comportment and appearance and approach to the classroom)

14   a)   I include a detailed daily course schedule for each class on the syllabus (Transactional: Specifically explain the goals and outcomes of the course)

b)   I believe the ebb and flow of each individual class should dictate the pacing and scheduling of my syllabus. (Transformational: Inspiring a Shared Vision)

15   a)   I believe a classroom is best served by the instructor occupying a prominent position in the room. (Transactional: Agree to exchange specific rewards for follower effort)

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b)   I often arrange the desks in a semi-circle or some other non-linear arrangement. (Transformational: Enabling others to act)

16   a)   I often feel my grading is much too subjective and that I should take steps to better quantify it. (Transactional: Provide a clearly defined path to outcome success in the course)

b)   The best feedback is constructive and positive, and I take measures not to upset or disillusion students.   (Transformational: Inspiring a Shared Vision)

17   a)   If students violate a physical parameter of an assignment (i.e., MLA format), they should lose points. (Transactional: Present a traditional and professional comportment and appearance and approach to the classroom)

b)   The content of student papers is much more important than style and/or formatting adherence. (Transformational: Encouraging the Heart)

18   a)   I am inclined to let students challenge the grades they receive on papers. (Transformational: Modeling the Way)

b)   Students must accept the grades I assign within reason. (Transactional: Specifically explain the goals and outcomes of the course)

19   a)   I rarely allow students to turn in papers after they are due. (Transactional: Agree to exchange specific rewards for follower effort)

b)   I understand if students need longer to complete their assignments. (Transformational: Encourage the Heart)

20   a)   Students are responsible for being aware of course learning objectives and expected outcomes. (Transactional: Provide a clearly defined path to outcome success in the course)

b)   I guide students toward understanding what I expect from them because it is good for their general wellbeing. (Transformational: Inspiring a Shared Vision)

Each chosen transformational item = 1 point

Each chosen transactional item = 2 points

Total score $\leq$ 27 = more transformational instructional delivery style

Total score $\geq$ 28 = more transactional IDS

ITEM SUBSCALES

Transformational instructional delivery style (1 point each for the following choices)

Modeling the Way (9a / 12b / 13a / 18a)

Inspiring a Shared Vision (8a / 14a / 16b / 20b)

Challenging the Process (2a / 3a / 6a / 4b / 7b)

Enabling others to act (1a / 10b/ 15b)

Encouraging the heart (5a / 11b / 17a / 19b)

Transactional instructional delivery style (2 points each for the following choices)

Specifically explain the goals and outcomes of the course (2b / 4a / 10a / 14b / 18b)

Agree to exchange specific rewards for follower effort (1b / 5b / 12a / 15a / 19a)

Provide a clearly outlined path to outcome success in the course (7a / 8b / 9b /16a / 20a)

Present a traditional and professional comportment, appearance, and approach to the classroom

(3b / 6b / 11a / 17b / 13b)

Grading scale:
1 a   1
1b.   2
2a   1
2b   2
3a   1

3b	2
4a	2
4b	1
5a	1
5b	2
6a	1
6b	2
7a	2
7b	1
8a	1
8b	2
9a	1
9b	2
10a	2
10b	1
11 a	2
11b	1
12a	2
12b	1
13a	1
13b	2
14a	2
14b	1
15a	2
15b	1
16a	2
16b	1
17a	2
17b	1
18a	1
18b	2
19a	2
19b	1
20a	2
20b	1

DEMOGRAPHIC COMPONENT TO I-1

1. What is your gender?

2. What is your academic rank? Adjunct / Lecturer / Tenure Track Professor

3. How many years have you taught at the university level?

4. What is the highest academic degree you have completed? Masters / Terminal
    degree, ABD status / Terminal degree

5. Are you currently teaching Western Humanities I or Western Humanities II?

How many times have you taught this particular course?

APPENDIX C

VARIABLES ANALYSIS, TABULAR FORMAT

	Variable Label	Levels of the Variable	Scale of Measurement
Dependent Variable(s)	Course grade	Final grade (0 to 100)	Interval or Ratio
	Student perception of teacher effectiveness: how well the students believe the course and its instructional delivery method helped them meet course objectives.	University student rating of faculty overall average. 0.0-7.0	Interval
Independent Variables	Type of instructional delivery style	1= more transactional 2= more transformational	Nominal
Some Extraneous Variables	Student Gender	1 = Female 2 = Male	Nominal
	Place of residence	1 = On campus 2 = Community/Home	Nominal
	Study Preference	1 = Alone 2 = In Collaboration	Nominal
	Ethnicity	1=Nonresident Alien 2=Race and Ethnicity unknown 3=Hispanics of any race For non-Hispanics only: 4=American Indian or Alaska Native 5=Asian	Nominal

		6=Black or African American 7=Native Hawaiian or Other Pacific Islander 8=White 9=Two or more races	
	Working arrangement	1= Full Time 2= Part Time 3= Unemployed	Nominal
	Student status	1= Part Time 2=Full Time	Nominal
	Student age	1= 18-20 2= 21-23 3= 24-26 4= 27-30 5= 31 or above	Nominal

APPENDIX D

IMMEDIATE POST-INTERVIEW FIELD NOTES AND ANALYTIC MEMOS

Subject A:
Immediate Post-Interview Field Notes
Subject A was very animated and a pleasure to interview. She spoke quickly and really seemed

passionate about her job. She seemed eager and even excited to talk about her practice and IDS.

As all the subjects are my colleagues, I am aware of them. She was a high school teacher before

coming to UTC, and it appears that experience informs her instructional delivery style and

current practice. I felt like by conducting this interview I was learning something from her and

even becoming a better teacher through the process.

ANALYTIC MEMO

Surprises	Interesting Thoughts	Themes to Pursue	Emergent Themes	Member Check
This subject seemed more transformational in some areas than her I-1 score of 28 might suggest.	Her pairs activity on Voltaire's *Candide* was interesting to me. I think that could be a very effective exercise.	The attempt to reach students on a personal level despite age differences.	Voltaire / *Candide*	Subject reports via email that the summative interview transcript is acceptable and accurately represents the interview.
Subject seems very intellectual and well versed in the subject material of this course It was surprising to hear that she thinks she might not be intellectual enough for upper division courses. I might disagree with her assessment.	Her stance on attendance was interesting as well. She expects attendance and is strict within reason. However, she says she thinks it may be arrogant of her to expect them to come to every class.	How much should teachers expect students to adhere to meticulous matters such as attendance, tardies, and early departure? Subject seems reasonable and fairly laid back regarding this.	Conducting class outside on pretty days.	

Subject B:
Immediate Post-Interview Field Notes
Subject B was very relaxed in her interview. She was very succinct, and answered the questions

very directly with little distraction or idle chatter. I appreciated this. She seems very passionate

about her craft of teaching and has spent the last several years working as a high school English

teacher at Central High School before coming to UTC. We met in her office, and she was very

accommodating and seemed excited to discuss the subject at hand. She is gracious, poised, and

very well spoken.

ANALYTIC MEMO

Surprises	Interesting Thoughts	Themes to Pursue	Emergent Themes	Member Check
Even though her I-1 score is 32, she appeared to employ some manners associated with a more transformational IDS.	I like how she said passion and animation informs her style. An animated instructor, in my experience as a student, is definitely preferable. Her foci of passion, content knowledge, and animation, are likely well received by her students.	Her focus on judicious and specific questioning is interesting. She seems to take a Socratic approach, and it will be interesting to see if any other interviewees bring up the Socratic method.	Having questions to ask students about works.	Subject reported the summative interview transcription was fine with her and seemed accurate to her.
Her focus on having questions ready for class appears to be a major daily practice of her teaching.	She seems strict on housekeeping matters such as punctuality and tracking tardies. Her I-1 score of 32 is the most transactional of the participants. I tend to guess this is due to her secondary teaching background	She is the second subject to specifically mention Voltaire. I know this is a core text of the course, so I wonder if it will continue to arise.	Closely tracking tardies.	

Subject C:
Immediate Post-Interview Field Notes
Subject C speaks with immediacy and speed. In fact, he spoke very quickly. It was almost

overwhelming; however, it is likely due to his passion for the topic. It is always nice to hear him

talk about his teaching. He takes it very seriously, and the amount of intertextual connections he

makes along with the additional assigned philosophical readings is impressive. As he described

this, I imagined most freshman/sophomore level students would struggle outrageously with this

approach. However, he must have those skills to translate critical theorists and philosophers to

undergrads.

ANALYTIC MEMO

Surprises	Interesting Thoughts	Themes to Pursue	Emergent Themes	Member Check
He was a little stricter with his tardy policy. But truly, his score does denote a more transactional IDS.	He seems to be rigidly devoted to his schedule and plan. This may be due to his focus on much more philosophy than is typical. I wonder if it is a weakness for teaching first and second years.	Said the snow days were "disastrous" to the reading schedule. Seems to be much less adaptive than Subject I (score 25)	Giving students freedom while still holding them to defined boundaries.	Subject commented it was odd to read himself "rambling on," but indicated the interview was accurate as he recalled it. He did not request to hear the audio file.
Subject utilizes much more philosophical and critical theory than the typical 1150 instructor does.	I wonder if he would be better suited to teaching upper division courses. It sure seems like he longs for it.	Being pretty rigid with things such as tardies, late work, and such. He reported part of the job, in his opinion, is to teach students how to operate within boundaries.	Marking students absent when they are merely tardy.	

Subject D:

Immediate Post-Interview Field Notes

Subject D appears to take her job seriously and to enjoy that job. Subject exudes a feeling of

empathy. She is soft-spoken, and seems to choose her words very carefully. Subject D appeared

mindful and present during the interview.

ANALYTIC MEMO

Surprises	Interesting Thoughts	Themes to Pursue	Emergent Themes	Member Check
She rated transactional, and she sometimes thinks she could be more structured.	I liked her focus on mutual respect between teacher and student.	Her desire to be stricter may be fairly common among humanities classes.	A desire to be more structured	She indicated the summative interview transcript is accurate and acceptable.
	Her answers to question five seem reasonable. She really seems like she has considered this.	The notion of respect between students and teachers.	Mutual respect between teacher and student	

Subject E:

Immediate Post-Interview Field Notes

Upon beginning this interview, it was clear that Subject E would lend great insight and

interesting points to this project. I was correct. This focus on performance seems a key notion to

his IDS. Considering the texts taught in western humanities, that is likely a very effective

approach that is probably well liked by most of his students.

ANALYTIC MEMO

Surprises	Interesting Thoughts	Themes to Pursue	Emergent Themes	Member Check
How thoroughly he has thought these ideas out. It was clear he was speaking from a long practice of introspection.	His focus on the performance aspects of these texts was really helpful.	A difference between tenure track, lecturer, and adjunct subjects?	Storytelling / Performance	He indicated the summative interview is accurate and acceptable.
	I wonder if as an English PhD he simply has more content knowledge and is a better teacher.	The notion of not using attendance as a punitive element.	Expanding section sizes	

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Subject F:

Immediate Post-Interview Field Notes

Subject F is very laid back, and I am sure that is very effective with certain, if not most, students.

I had to reschedule his interview, and he was very flexible in accommodating that. He is one of

our new lecturers, but he has been working as a part-time adjunct for several years. He seems to

be the most relaxed of the subjects. I noticed he mentioned he is willing to work with students

during emergencies and exigencies as long as they communicate with him in a reasonable and

timely fashion. He is the third subject so far to relay this emergent theme, and I expect other

subjects may broach the subject as well.

ANALYTIC MEMO

Surprises	Interesting Thoughts	Themes to Pursue	Emergent Themes	Member Check
He frankly discussed that he sometimes does have off days. Everyone does, and it was nice to hear someone own it so directly.	His comment regarding the challenges of earlier sections is helpful. Even if the teacher is a morning person and is on top of it, undergraduates typically drag more before ten or eleven in the morning.	Earlier sections vs. later sections. When these courses are taught could easily be a confounding variable.	Being lenient with students during exigencies as long as they communicate (and the inverse).	He indicated the summative interview is accurate and acceptable.
I thought a similar thing to his response about the earlier class times. He is very honest.	Most people likely combine lecture and discussion, and his comments about this were appreciated.	Being more flexible with communicative students.	"Winging it" when necessary.	

Subject G:
Immediate Post-Interview Field Notes
Subject G is one of our senior lecturers, so it was a pleasure to pick her brain on these subjects.

Oddly, I found her answers to meander and to veer off topic at regular intervals. However, she

did answer the questions and provided some valuable insight. Her focus on adaptability is one

example of this. In addition, Voltaire was mentioned again. Among these subjects teaching

western humanities II, *Candide* must be a favorite text.

ANALYTIC MEMO

Surprises	Interesting Thoughts	Emergent Themes	Member Check
I have heard that she is a "difficult" teacher that really asks a lot of her students. I was surprised that she seemed so student-centric.	Her focus on being adaptive. This appears to be clearly one of her closest foci.	Adaptability	Subject reports she is fine with the summative interview and that is appears accurate to her.
	I appreciated her comments about not becoming combative with students. She is right that some of our colleagues get overly combative with students, and I agree with her that this is folly.	Designing projects/assignments that engage students in realms they are interested in. Again, another subject expressed the desire to make material relevant to students' lives.	

Subject H:
Immediate Post-Interview Field Notes
Subject H has gained a bit of fame around the department for an innovative way to deliver

instruction in his composition classes. I was interested to interview him regarding these courses

to see if he would provide more such innovation. It seems he did, especially regarding his

beginning of class quiz system and how its points have replaced the need to track absences,

tardies, and early departures. In the experience and observation of the primary researcher, plenty

of instructors do not worry about these matters, but for those who do it seems it would be a

challenge to pay attention to so many details in each section. His quiz system might do all that

for him. He was well spoken, experienced, and very succinct. I always appreciate brevity, and on

that front, he delivered!

ANALYTIC MEMO

Surprises	Interesting Thoughts	Themes to Pursue	Emergent Themes	Member Check
Subject has taught this course over thirty times, and he has two decades of teaching experience. Regardless, he was among one of the most gracious and humble subjects interviewed for this project.	Well, the theme of making material relevant to students' lives popped up again. This seems to be something these subject are very concerned with in WH1 and 2.	This subject, like several others, expressed the desire to make material relevant to students' lives. This is coming up a lot. These subjects believe this is an important goal to strive for.	Explaining assignments clearly	Subject reports he is happy with the summative transcript and that it seems accurate to him.
He was the first subject in a while to be succinct and brief. This was welcome and appreciated	Thought it's likely many WH instructors employ what he terms "interactive lectures," I thought the moniker is descriptive and pleasing.	having a detailed quiz process that replaces attendance tracking.	making material relevant to students' lives.	

Subject I:

Immediate Post-Interview Field Notes

Subject I was precise, concise, well spoken, and employed my much-appreciated brevity I saw in

too few subjects. She seems to take her job very seriously, and that is impressive. Subject is

completing her PhD while retaining a lectureship at UTC. Plenty of active ABDs might let their

teaching slip while focusing on their project; however, it appears Subject I is on top of it.

ANALYTIC MEMO

Surprises	Interesting Thoughts	Themes to Pursue	Emergent Themes	Member Check
She scored more transformational, and that is reflected in her responses. I had assumed she might test to be more transactional or that her interview would show more transactional responses. However, that was a faulty assumption.	She seems very flexible with due dates (will move it back if student needs more time).	The snow day made another appearance. It may be that one instructional delivery style or the other may be more capable to adapt to things such as missed days and illness.	Non-linear desk arrangement

Groups | She has approved the summative interview as accurate and acceptable. |
| The amount of thought she displayed regarding arranging the desks in a circle was a little surprising. She definitely has her reasons for this, and it was clear she has carefully considered why she does this. | Discussion seems to be a very central element to her IDS. Her willingness to let the students have more ownership of their education in her class is likely rare in lower division instructors. | Similarly, some of the subjects who employ discussion as a common part of their style have mentioned getting off track due to interesting tangential discussions. Again, I wonder which style typically does better than this. | Not having enough time to get through the material. This has come up with several subjects | |

		This subject seems okay with it (plus two snow days). Others (Subject C and his score of 27 seems to be ravaged by the snow days).		

Subject J:

Immediate Post-Interview Field Notes

This subject retired from teaching after for 45 years, and now he has come back to teach on an

adjunct basis. That, and the fact his class is a night class, may very well make him significantly

different to the rest of the sample. Subject J definitely had some bitterness and frustration to his

tone when he discussed the lack of student engagement he sees on a regular basis as well as the

ever-increasing size of his sections. However, his content knowledge is unsurpassed amongst the

subjects. There is much to learn from this subject.

ANALYTIC MEMO

Surprises	Interesting Thoughts	Themes to Pursue	Emergent Themes	Member Check
That he spends so much time on the historical aspects of each text to the detriment, apparently, of his happiness.	He changed the Shakespearean text to *Julius Caesar* since time is so limited and it would fit with the backstory of the *Aeneid* section. That is interesting, and more experienced instructors may feel more license to do this.	Challenges of the Emeritus would be significant. After all, the world has changed. It is not the Emeritus's fault, but it is vastly different. May not be relevant to this study, but it could be of use elsewhere.	Expanding Section Size and the challenges that presents	He approved the summative transcript reporting it was accurate to the best of his recollection.
			Small groups	

APPENDIX E

POST-CODING INTERVIEW IMPRESSIONS AND CODING INFORMATION

Coding and QDA Miner 4

After carefully reviewing the transcripts, field notes, and analytic memos, the primary

researcher utilized the qualitative software QDA Miner 4 to code the interviews individually. A

total of forty-nine codes were used to code the interviews. The primary researcher developed two

sets of codes. The first were predefined codes taken from the operational definitions of the two

IDSs of this study. Seeing these in the data was expected. The second set of codes was emergent

and unplanned. They were:

- Generally flexible in class management
- Allowing students to take "ownership"
- Flexible with changes to schedule
- Be equitable to all students
- Actively avoid the sage on the stage approach
- Difficulties of early sections or shorter sections
- Mutual respect between teacher and student
- Encouraging participation
- Need to provide clearer guidance regarding expectations
- Relate texts to students' lives
- Attendance Policy
- Tracks tardies
- Spontaneously change course if class needs it
- Support risk taking in students
- Remind students of course objectives
- Arrange desks in non-linear format
- Present a team feeling
- Reading quizzes
- Difficulties with rising course sizes
- Virgil
- Reading aloud
- Focus on performance in texts
- Homer
- Tracks early departures
- Use lecture format sparingly
- Use planned questions during discussion
- Encourage the relationship of hard work and success in the Classroom

- Lecture often in class
- Candide
- Will not contact students if absent or falling behind
- Descartes
- Be certain students clearly understand assignments and objectives
- Not flexible with changing schedule
- Generally rigid in class management
- Utilize pairs or small groups
- Give students as much effort as they give you
- Show clear concern for the student and student outcomes
- Strictly enforce due dates
- More flexible with communicative students
- Stay clearly focused on task completion
- Utilize rubrics when appropriate
- Be a good example to students
- Actively utilize Blackboard/UTC Online
- Make attempt to know each student personally
- Will contact students if absent or falling behind
- Avoid irrelevant conversations with students
- Relate texts to other texts
- Present clear assignment objectives
- Utilize prewriting activities

Below, the codes are grouped in accordance to the operational IDSs of the study. The groupings are as follows:

TRANSFORMATIONAL CODES:
- Generally flexible in class management
- Allowing students to take "ownership"
- Flexible with changes to schedule
- Be equitable to all students
- Mutual respect between teacher and student
- Relate texts to students' lives
- Attendance Policy
- Spontaneously change course if class needs it
- Support risk taking in students
- Arrange desks in non-linear format
- Present a team feeling
- Use lecture format sparingly

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- Show clear concern for the student and student outcomes
- Be a good example to students
- Make attempt to know each student personally
- Will contact students if absent or falling behind

TRANSACTIONAL CODES:
- Attendance Policy
- Tracks tardies
- Remind students of course objectives
- Tracks early departures
- Encourage the relationship of hard work and success in the Classroom
- Lecture often in class
- Will not contact students if absent or falling behind
- Be certain students clearly understand assignments and objectives
- Not flexible with changing schedule
- Present clear assignment objectives
- Give students as much effort as they give you
- Strictly enforce due dates
- Stay clearly focused on task completion
- Utilize rubrics when appropriate
- Avoid irrelevant conversations with students

CLASSROOM ACTIVITY CODES:
- Allowing students to take "ownership"
- Relate texts to students' lives
- Reading aloud
- Use planned questions during discussion
- Will not contact students if absent or falling behind
- Utilize pairs or small groups
- Will contact students if absent or falling behind
- Relate texts to other texts
- Utilize prewriting activities

EMERGING CODES:
- Generally flexible in class management
- Flexible with changes to schedule
- Mutual respect between teacher and student
- Encouraging participation
- Need to provide clearer guidance regarding expectations
- Tracks tardies
- Does not track tardies
- Reading quizzes
- Difficulties with rising course sizes
- Virgil
- Homer
- Tracks early departures
- Does not track early departures
- Candide
- Descartes
- Not flexible with changing schedule
- Generally flexible with classroom management
- More flexible with communicative students
- Flexible on tardies
- Strict regarding tardies

Code frequency was the primary researcher's first item of interest. Some codes were used

more frequently than others. Following is a list of the codes arranged from the most frequently

coded to the least:

- Generally flexible in class management
- Encouraging participation
- Spontaneously change course if class needs it
- Attendance Policy
- More flexible with communicative students
- Utilize pairs or small groups
- Allowing students to take "ownership"
- Difficulties with rising course sizes
- Tracks tardies
- Present clear assignment objectives
- Relate texts to students' lives
- Focus on performance in texts
- Mutual respect between teacher and student

- Use lecture format sparingly
- Candide
- Reading quizzes
- Relate texts to other texts
- Use planned questions during discussion
- Encourage the relationship of hard work and success in the classroom
- Stay clearly focused on task completion
- Be equitable to all students
- Flexible with changes to schedule
- Need to provide clearer guidance regarding expectations
- Lecture often in class
- Virgil
- Strictly enforce due dates
- Difficulties of early sections or shorter sections
- Utilize prewriting activities
- Present a team feeling
- Arrange desks in non-linear format
- Show clear concern for the student and student outcomes
- Tracks early departures
- Give students as much effort as they give you
- Reading aloud
- Support risk taking in students
- Utilize rubrics when appropriate
- Avoid irrelevant conversations with students
- Be certain students clearly understand assignments and objectives
- Generally rigid in class management
- Not flexible with changing schedule
- Will not contact students if absent or falling behind
- Actively avoid the sage on the stage approach
- Make attempt to known each student personally
- Descartes
- Homer
- Will contact students if absent or falling behind
- Actively utilize Blackboard/UTC Online
- Be a good example to students

After examining several different presentations of the codes, it became clear that some subjects' interview data indicated either a more transactional or a more transformational instructional delivery style. In some cases, the interview data concurred strongly with the subject's I-1 score. In some cases there appeared to be a weak connection while in others the interview data implied an opposite instructional delivery style leaning than the I-1 score did. At this point in the project, the primary researcher looked forward to I-3 results to clarify the instructional delivery style in the cases that showed a tendency in their interview data contrasting with I-1 scores. After the coding was complete, the focus shifted to analysis. Below is a paragraph containing brief narrative summaries of the primary researcher's initial impressions of each interview. The actual notes follow the narrative summary. The primary researcher recorded these directly after coding each interview.

Subject A is mostly transactional with some hints of transformational behaviors. Being a former secondary school teacher and administrator likely informs her transactional display. She is rating transactional so far, but her transformational leanings are apparent. Subject B had the most transactional I-1 score. As another ex-high school teacher, these transactional elements seem logical. After the interview coding process, however, she clearly displays some transformational aspects. Subject C's interview revealed a clearly transactional approach to the classroom and leadership. The subject self-rated on I-1 as transformational; however, the interview yielded contradicting results. Subject D seemed very firm but reasonable in during the interview. The interview data suggest a concurring shift toward a more transactional instructional delivery style with the I-1 results. Subject E is a tenured faculty member with largely apparent ethos and Western Humanities subject-matter knowledge. Subject appeared very transactional, possibly one of the most transactional in the study. Subject F was very laid-back and confident

regarding his teaching practice. He was very open and genuine during the interview, and his I-4 data revealed a more transformational IDS. Subject G is likely the most transformational of the study. She is much more student-centric than the rest of the instructors, and is apparently strongly more transformational in her IDS. Subject H appeared relaxed, thoughtful, and generally flexible in classroom matters. His I-4 data suggest a more transformational IDS. Subject I's interview data matches most closely with her I-1 score than any other participant instructor. Her I-1 score of 25 is the most transformational of all subjects, and her I-4 interview results are the most clearly transformational of the study as well. Subject J rated as more transformational on I-1 simply because he failed to respond to two items. If he had not, I-1 would have captured his instructional delivery style as transactional. This is most likely the case. He has been teaching for forty-five years and his interview data suggested highly transactional behavior displays.

Actual Notes:

Subject A post-coding interview notes: Subject is more transactional than not. However, some of these codes suggest a meandering into transformational IDS. However, it does appear she is mostly in line with her 28. I assume her experience as a high school teacher, administrator, and school-founder inform her trending toward transactional. But it is clear that she displays some highly transformational elements as well. She heavily focused on pairs and is the only subject to report taking her classes outside on nice days

Subject B post-coding interview notes: Her 32 is the most transactional. Nevertheless, this interview reveals many transformational notions. Again, it could be her high school background and formal graduate literary training at U. of Florida making her rate herself as more transactional. But, this instrument reveals highly transformational elements present. It will be

interesting to see what her students rate her on the MLQ. Just as writers can hardly ever self-edit, maybe it is impossible to self-evaluate as well.

Subject C post-coding interview notes: This subject is, in my opinion and informed by this interview data, clearly transactional. In fact, he appears to be the second most transactional subject of the entire group. However, there are some transactional elements in his data. Nonetheless, this is one transactional teacher according to my operational definitions and the coding / analysis of this interview. However, he scored a 27. That is the least of the more transformational scores; however, it is a little shocking that he rates himself as more transformational while he provides this interview. This is another case in which the MLQ will have to provide additional instructional delivery style clarification.

Subject D post-coding interview notes: Again, we have a subject with a transactional score displaying some transformational elements to her IDS. However, this subject's interview largely concurs with her I-1 of 29. She seems firm but very reasonable, and I think I would have liked to take her class as an undergraduate.

Subject E post-coding interview notes: This subject is the only tenured (non-retired) subject of the study. It is clear that he has more deeply considered his subject matter. And, frankly, he displays more expert ethos than the project's non-tenure track participants do. There just really is no substitute for doctoral study in the humanities, I am coming to believe. So, he is the second most transactional at 31, and like Subject B (32), he appears somewhat transformational at times in this interview. Even though there are not a huge number of transactional codes, there is something ineffable about him that truly appears transactional. This is likely not quantifiable, and it may simply be an assumption based on my personal biases; however, I get the feeling that this subject is truly transactional, as his I-1 score heavily implies. This notion of I-1 scores and

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interview data not exactly lining up both makes me thankful we opted for three elements for triangulation (MLQ will be a nice tiebreaker for those subjects on the fence), and it reminds me of something Dr. Rausch said in one of our meetings. He says he thinks his instructional delivery style is "transformational in a transactional manner," and that is making more sense as I progress through this study.

Subject F post-coding interview notes: Subject seemed very relaxed and confident in his teaching style. I was impressed by his willingness to discuss having "off days." All teachers have these, and it seems few will admit it so readily. I felt similarly regarding his comment about "winging" it sometimes during those off days. He was very honest and open during the interview, and the interview seems to confirm his more transformational score of 26

Subject G post-coding interview notes: Subject is very transformational in this interview. This concurs with her 26. Her focus on adaptability and her clear student-centric philosophy is very transformational. So far, she is the only subject who has said something that could accurately be coded as "places student needs ahead of instructor needs." In my opinion, that element is one of the most transformational and one of the rarest elements for a teacher to have. Perhaps this study will somehow verify that assumption (at least in this case).

Subject H post-coding interview notes: Subject has been teaching a long time, and his approach seems thoughtful and developed. His transformational score of 27 reflects the notions in this interview of relating texts to students' lives, being generally flexible, and his notion of interactive lectures, which seem heavily to feature discussion. He seems relaxed and confident.

Subject I post-coding interview notes: This subject's interview coding output matches up with her I-1 score more closely than any participant does. Her score of 25 is the most transformational of

the study, and this interview clearly displays the most transformational approach of all the subjects.

Subject J post-coding interview notes: This subject scored a transformational score of 27 on I-1; however, he is most clearly transactional in his interview. It should be noted that he chose not to respond to two of the instrument's questions. If he had, this minimum of two points would have pushed him over into the more transactional side of the scale. That likely accounts for this disparity, in the primary researcher's opinion.

APPENDIX F

DEMOGRAPHICS ADDED TO INSTRUMENT I-3

Variable Label	Levels of the Variable	Scale of Measurement
Please choose the section in which you are currently enrolled.	1 = CRN# 21812 (ENGL 1150-10) 2 = CRN# 23879 (ENGL 1150-05) 3 = CRN# 21803 (ENGL 1150-01) 4 = CRN# 21932 (ENGL 1130-08) 5 = CRN# 21927 (ENGL1130-03) or CRN# 23852 (ENGL 1130-10) 6 = CRN# 23853 (ENGL 1130-12) or CRN# 21937 (ENGL 1130-13) 7 = CRN# 24676 (ENGL 1150-0) or CRN# 21808 (ENGL 1150-06) 8 = CRN# 23920 (ENGL 1150-03) or CRN# 21813 (ENGL 1150-11) 9 = CRN# 21924 (ENGL 1130-01) or CRN# 23922 (ENGL 1130-18) or CRN# 21802 (ENGL 1150-02) 10 = CRN# 21939 (ENGL 1130-15)	Nominal
Student Gender	1 = Female 2 = Male	Nominal
Place of residence	1 = On campus 2 = Community/Home	Nominal
Study Preference	1 = Alone 2 = In Collaboration	Nominal
Ethnicity	1=Nonresident Alien 2=Race and Ethnicity unknown 3=Hispanics of any race For non-Hispanics only: 4=American Indian or Alaska Native 5=Asian	Nominal

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	6=Black or African American 7=Native Hawaiian or Other Pacific Islander 8=White 9=Two or more races	
Working arrangement	1= Full Time 2= Part Time 3= Unemployed	Nominal
Student status	1= Part Time 2=Full Time	Nominal
Student age	1= 18-20 2= 21-23 3= 24-26 4= 27-30 5= 31 or above	Nominal

APPENDIX G

THE TYPES OF LEADERSHIP GERMANE TO THIS PROJECT

MEASURED BY THE MLQ

The MLQ measures what is known as the 5 I's of transformational leadership as well as different types of transactional leadership. The following info is verbatim from the MLQ manual (Bass & Avolio, 2004)

Transformational Leadership (THE "5 I'S")

Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance "at expectations." They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards.

A. Idealized Influence (Attributes and Behaviors)

These leaders are admired, respected, and trusted. Followers identify with and want to emulate their leaders. Among the things the leader does to earn credit with followers is to consider followers' needs over his or her own needs. The leader shares risks with followers and is consistent in conduct with underlying ethics, principles, and values. Followers may say of these leaders that they:

1. Idealized Attributes (IA)

Instill pride in others for being associated with me

Go beyond self-interest for the good of the group

Act in ways that build others' respect for me

Display a sense of power and confidence

2. Idealized Behaviors (IB)

Talk about my most important values and beliefs

Specify the importance of having a strong sense of purpose

Consider the moral and ethical consequences of decisions

Emphasize the importance of having a collective sense of mission

B. Inspirational Motivation (IM)

These leaders behave in ways that motivate those around them by providing meaning and challenge to their followers' work. Individual and team spirit is aroused. Enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, which they can ultimately envision for themselves.

Talk optimistically about the future

Talk enthusiastically about what needs to be accomplished

Articulate a compelling vision of the future

Express confidence that goals will be achieved

C. Intellectual Stimulation (IS)

These leaders stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. There is no ridicule or public criticism of individual members' mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions. These leaders:

Re-examine critical assumptions to question whether they are appropriate

Seek differing perspectives when solving problems

Get others to look at problems from many different angles

Suggest new ways of looking at how to complete assignments

D. Individual Consideration (IC)

These leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow. Individual differences in terms of needs and desires are recognized. These leaders:

Spend time teaching and coaching

Treat others as individuals rather than just as a member of the group

Consider each individual as having different needs, abilities and aspirations from others

Help others to develop their strengths

II. TRANSACTIONAL LEADERSHIP

Transactional leaders display behaviors associated with constructive and corrective transactions. The constructive style is labeled contingent reward and the corrective style is labeled management-by-exception. Transactional leadership defines expectations and promotes performance to achieve these levels. Contingent reward and management-by-exception are two core behaviors associated with 'management' functions in organizations. Full range leaders do this and more.

A. Contingent Reward (CR)

Transactional contingent reward leadership (CR) provides very clear expectations and offers recognition primarily upon goal achievement. This clarification of goals and objectives and providing of recognition of achieved goals ensures individuals and groups achieve expected levels of performance. These leaders very often provide others with assistance in exchange for their efforts. There is a clear notion of the benefits of hard and diligent work and goal

completion. The leaders will discuss in specific terms who is responsible for achieving performance targets and what those targets are. The CR leaders also clarify what one can expect to receive upon completion of the clearly defined performance goals.

B. Management-by-Exception: Active (MBEA)

The leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards. This style of leadership implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur. These leaders:

Focus attention on irregularities, mistakes, exceptions, and deviations from standards.

Concentrate my full attention on dealing with mistakes, complaints and failures

Keep track of all mistakes

Direct my attention toward failures to meet standards.

VITA

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