

**THE RELATIONSHIP AMONG TRANSFORMATIONAL LEADERSHIP,  
ORGANIZATIONAL OUTCOMES, AND SERVICE QUALITY IN THE FIVE  
MAJOR NCAA CONFERENCES**

A Record of Study

by

JIN HO CHOI

Submitted to the Office of Graduate Studies of  
Texas A&M University  
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 2006

Major Subject: Physical Education

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Approved by:

Chair of Committee,	Michael Sagas
Committee Members,	George B. Cunningham
	Frank B. Ashley
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## ABSTRACT

The Relationship among Transformational Leadership, Organizational Outcomes, and Service Quality in the Five Major NCAA Conferences. (May 2006)

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The major purpose of this study was to assess the impact of leadership style on service quality in intercollegiate athletics. Specifically, the study examined the relationship between the athletic directors' transformational leadership and service quality as perceived by the student athletes via the organizational outcomes including organizational citizenship behavior, organizational commitment, and job satisfaction.

To accomplish this purpose, two web-based surveys were utilized to collect data from 927 head coaches and 1,064 student athletes from 53 institutions of the major five conferences in the NCAA during the 2005-06 academic year. The final response rate from the head coaches was 19% (175/927), and from the student athletes was 25% (271/1064).

The instrument included basic demographic information, a nine-item to measure the athletic directors' transformational leadership (Bass, 1985a), a twelve-item measure to assess head coaches' organizational citizenship behavior (Smith, Organ, & Near, 1983), a six-item measure to capture head coaches' affective commitment (Meyer & Allen, 1997), a three-item measure to assess head coaches' overall job satisfaction

(Cammann, Fichman, Jenkins, & Klesh, 1983), and a fourteen-item measure to assess student athletes' perceived service quality (Harris, 2002).

The descriptive data revealed that the athletic directors' charismatic leadership, one dimension of transformational leadership, was the prominent factor, as perceived by the head coaches. Further, the student athletes perceived responsiveness and empathy as the prominent dimensions of service quality. Results from the SEM indicated that the overall athletic directors' transformational leadership was correlated to all organizational outcomes. In the relationship between the transformational leadership and service quality via the organizational outcomes, generalized compliance mediated the relationship between the transformational leadership and service quality.

## **DEDICATION**

I wish to dedicate this Record of Study to my parents, Duck-Cheon Choi and Sung-im Kim. Their support, encouragement, and unconditional love have helped me overcome hard times and reaffirmed their constant presence.

I would like to thank my wife, Wonsook, for all of her dedicated support. Without her encouragement and self-sacrifice, this degree might not have been possible.

To my brother, sister, and their families, I say thank you for your support during this endeavor. Their affection and unwavering love have meant a great deal to me in all matters great and small.

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I recognize that without the support of my doctoral committee, this study would have encountered tremendous difficulties.

I sincerely thank my committee members for taking time out of their busy schedules to serve on my committee. I would especially like to thank Dr. Michael Sagas for serving as my committee chair. For three years, he has dedicated his time and effort on this Record of Study and research. His encouragement and guidance is greatly appreciated. I would also like to extend a thank you to Dr. George B. Cunningham for his time and extremely insightful assistance.

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## CHAPTER I

### INTRODUCTION

Sport organizations today have been faced with many difficulties while trying to survive in competitive business environments. In this struggle for existence, organizations also have struggled with solutions to distinguish themselves from other organizations (Kandampully, 1998; Ko & Pastore, 2004; Papadimitriou & Karteroliotis, 2000; Ugboro & Obeng, 2000). Service quality, which is provided by managers or leaders in a sport organization, has been an important way to ensure the survival of an organization (Crompton, MacKay, & Fesenmaier, 1991; Howat, Absher, Crilley, & Milne, 1996; Kim & Kim, 1995; McDonald, Sutton, & Milne, 1995). Organizational service quality might be a vital factor in determining the level of work satisfaction in the relationship between managers and employees, as well as the level of customer satisfaction in the relationship between workers and customers (Jabnoun & Rasasi, 2005). With regard to the management of service quality, many managers recognize that the level of service that is provided to employees should determine the level of employee contribution to the organization (Kandampully, 1998).

According to Ugboro and Obeng (2000), service quality is related to an organization's climate that consists of internal and external variables such as leadership commitment, employee empowerment, and all efforts focused on service quality. That is,

manager leadership behavior and service quality can lead to customer satisfaction (Ugboro & Obeng, 2000). Further, the results of this study indicated that top management leadership was positively related to service quality. Testing this relationship is central to this study of the relationship between leaders and employees in sport organizations.

Most leaders in organizations believe that customer satisfaction comes from satisfied employees' service (Chowdhary & Saraswat, 2003). Leaders and employees must know precisely their organization's goals and vision, and be aware of their roles. Further, Milakovich (1993) has contended that employee dissatisfaction is a serious problem for an organization's mission and vision. The organization and leaders should understand the causes of an employee's dissatisfaction and take the appropriate actions for correcting the problem. Milakovich suggested that leaders understand that it is difficult to answer whether or not their organizations provide good service quality to employees and customers. Furthermore, they recognize that service quality and productivity meet on the same stage (Milakovich, 1993). In addition, Milakovich looked at leadership style as one of the significant factors having an influence on high service quality and productivity improvement. However, for now the most considerable thing is that leaders should keep the balance of what their employees want and need with the service quality provided by them (Milakovich, 1993). Employees play a crucial role in delivering services and products to their customers. With enough support from leaders, employees may properly deliver services to customers.

Snipes, Oswald, LaTour, and Armenakis (2005) suggested, “maintaining high service quality is also a function of providing employees with the control and authority to better serve customers” (p. 1). As a result of service quality perceived by customers, customer satisfaction determines the chance of repurchase of new products or goods (Kelly & Turkey, 2001). In sporting events or games, a large audience and the repurchase of spectators is the most important resource to survive in an environment of constant change (Kelly & Turkey, 2001). This notion explains the importance of high service quality provided to employees by managers or leaders in sport organization.

Doherty and Danylchuk (1996) contended that leadership has attracted researchers from sport management with the evidence that a lot of studies related to leadership have been conducted. The vast amount of research that has studied leadership effectiveness in a variety of organizational environments is based on leadership behavior (Javitch, 1997). Today, most organizational concern is centralized upon improving organizational performance (Kolb, 1995). Effective leadership can operate as a functional role to maintain organizational task performance (Kolb, 1995). Tubbs and Hain (1979) found that leaders’ communication behavior with employees is related to organizational effectiveness. Avolio, Waldman, and Einstein (1988) stressed a “substantial relationship between organizational behavior factors, such as leadership, and ‘hard criteria,’ such as a firm’s financial performance” (p. 78). According to Kolb (1995), teamwork in organizations has been considered as one of the ways for improving organizational performance. As a result, the interest of organizations has concentrated on the relationship between leadership and organizational task performance (Kolb, 1995).

Findings reported by many studies in organizational behavior have suggested that effective leadership should be an indispensable factor for successful organizational outcomes (Boss, 1978; Larson & LaFasto, 1989; Sweeney & Allen, 1988; Thamhain & Wilemon, 1988). Further, many researchers have emphasized leadership as an essential factor toward the first stage of successful quality (Cole, Barcdayan, & White, 1993; Dale & Duncalf, 1984; Deming, 1986; Ebrahimpour, 1985; Juran, 1989; Krantz, 1989; Lascelles & Dale, 1989).

Based on previous literature, it can be assumed that service quality might be critical in the relationship with leadership style. Thus, in this study, it would be expected that the athletic directors' leadership style as perceived by the head coaches is related to the quality of service as perceived by student athletes. Furthermore, this study was undertaken to gain a better understanding of what other organizational outcomes has in the relationship between the athletic directors' leadership behavior and student athletes' service quality in the context of intercollegiate athletics.

### **Statement of the Problem**

A large number studies focusing on service quality has been studied in various sport contexts (Mangiantini, Ko, & Durrant, 2005). These territories include fitness centers (e.g., Kim & Kim, 1995; Papadimitriou & Karteroliotis, 2000) and recreational sports (e.g., Crompton & Mackay, 1989; Crompton et al., 1991; Howat et al., 1996; Ko & Pastore, 2004, 2005), as well as in the field of professional sports (e.g., McDonald et al., 1995; Milne & McDonald, 1999). However, despite the evidence that today's

intercollegiate athletics has gradually been increased to “a multimillion dollar business” (Keiper, 2002, p. 5), service quality research in intercollegiate athletics has not been thoroughly investigated or demonstrated (Mangiantini et al., 2005). In this multimillion dollar business, the student athletes’ needs and wants might be directly related to a college’s revenue because the student athletes satisfied with service provided by the athletic directors or their coaches should produce great effectivenesses for their organizations. Therefore, the athletic directors and the coaches may need to assure service quality delivered to their student athletes.

### **Purpose of the Study**

The purpose of this research was to extend knowledge of service quality in intercollegiate athletics as a result of leadership style. The study investigated the relationship between the athletic directors’ transformational leadership and service quality as perceived by the student athletes in intercollegiate athletics of the five major NCAA conferences (the Big 12 Conference, the Big Ten Conference, the Pacific 10 Conference, the Southeastern Conference, and the Atlantic Coast Conference) during the 2005-2006 academic year. Furthermore, this study looked more specifically at the role of organizational outcomes including organizational citizenship behavior (OCB), organizational commitment (OC), and job satisfaction (JS) in the relationship between leadership and service quality. The service quality provided to the student athletes may be an important aspect toward successful performance of an athletic department. In other words, leadership of the athletic directors perceived by the head coaches may have

positive effects on the quality of service provided to their student athletes. Specifically, the study utilized two samples of the head coaches and student athletes of the five major NCAA conferences to examine what three transformational factors (charisma, intellectual stimulation, and individualized consideration) are related to service quality as perceived by the student athletes, and if the organizational outcomes mediate the relationship between the athletic directors' transformational leadership and service quality as perceived by the student athletes.

### **Research Questions**

To meet the purpose of the study, the following research questions were advanced:

1. What are the prominent factors of the athletic directors' transformational leadership style (i.e., charisma, intellectual stimulation, and individualized consideration) as perceived by the head coaches in the five major NCAA conferences?
2. What are the prominent factors of service quality (i.e., reliability, responsiveness, assurance, and empathy) as perceived by the student athletes in the five major NCAA conferences?
3. Which of the athletic directors' transformational leadership dimensions (i.e., charisma, intellectual stimulation, and individualized consideration) are correlated with the organizational outcomes (i.e., organizational citizenship



- behavior, organizational commitment, and job satisfaction) as perceived by the head coaches in the five major NCAA conferences?
4. Which of the organizational outcomes (i.e., organizational citizenship behavior, organizational commitment, and job satisfaction), as perceived by the head coaches, are correlated to the four dimensions of service quality (i.e., reliability, responsiveness, assurance, and empathy), as perceived by the student athletes in the five major NCAA conferences?
  5. Do the organizational outcomes (i.e., organizational citizenship behavior, organizational commitment, and job satisfaction), as perceived by the head coaches, mediate the relationship between the athletic directors' transformational leadership style as perceived by the head coaches, and service quality as perceived by the student athletes in the five major NCAA conferences?
  6. Does the athletic directors' transformational leadership style predict service quality as perceived by the student athletes?

### **Assumptions**

This study includes the following assumptions:

1. The participants to whom the survey was e-mailed clearly understood the questionnaires.
2. The participants responded to the questionnaires used in the study independently and honestly.

3. The data analyzed was accurately interpreted to reflect perceptions of the participants.

### **Operational Definitions**

For a better understanding of this study for the reader, the following definitions and concepts are presented.

**Leadership:** the ability of an individual to lead others to contribute toward organizational goals and success (Yukl, 2002).

**Transformational leadership:** “the process of influencing major changes in attitudes and assumptions of organizational members and building commitment for the organization’s mission and objects” (Yukl, 1989, p. 204).

**Charisma:** a quality to attract people and inspire loyalty and admiration of large numbers of people or the emotional ability that can articulate shared visions and a sense of purpose for subordinates (Bass, 1985a).

**Intellectual stimulation:** a stimulus that induces followers to find out the true ways of solving problems and spurs them to ask about these true ways (Bass, 1985a).

**Individualized consideration:** a concern of what followers want and need within shared goals and the interaction with subordinates.

**Organizational citizenship behavior:** the voluntary help for co-workers, supervisors, and the organization facing job-related problems without enforcement and compensation (Bateman & Organ, 1983).

**Altruism:** the unselfish concern or care for specific individuals in an organization (Schnake, 1991).

**Generalized compliance:** the unselfish concern or helping toward the overall organization, not specific individuals within an organization (Schnake, 1991).

**Organizational commitment:** “the extent to which workers in an organization are committed and involved in the organization, its goals and values, and to its processes” (Chelladurai, 1997, p. 5).

**Affective commitment:** “the employee’s attachment to, identification with, and involvement in the organization. Employees with a strong affective commitment continue employment with the organization because they want to do so” (Meyer & Allen, 1991, p. 67).

**Job satisfaction:** the feelings about a job role in which an employee works in an organization or the extent to which a worker satisfies the work conditions within an organization.

**Service quality:** the student athletes’ overall impression of the relative inferiority/superiority of the organization and coaches’ services (Bitner & Hubbert, 1994).

**Reliability:** the employee’s trust to execute the promised services to their customers confidentially (Kim & Kim, 1995).

**Responsiveness:** the degree and promptitude of employee assistance to the customers that are asking for help.

**Assurance:** the employee's politeness, respect, and credibility towards the customer (Papadimitriou & Karteroliotis, 2000).

**Empathy:** the employee's care and concern while the customer uses the service (Papadimitriou & Karteroliotis, 2000).

**National Collegiate Athletics Association (NCAA):** "a voluntary organization through which the nation's colleges and universities govern their athletics programs. It comprises more than 1,250 institutions, conferences, organizations, and individuals committed to the best interests, education, and athletics participation of student-athletes" (NCAA, 2005).

### **Significance of the Study**

It has been suggested that leadership plays a role in the success of quality initiatives. According to Waldman and Jabnoun, as cited by Jabnoun and Rasasi (2005), transformational leadership can influence the implementation of successful service quality. Further, a few studies based on this topic have likewise proposed that transformational leadership is essential to ensure organizational outcomes. Yet, little research has been studied to examine the leadership style that enhances service quality in intercollegiate athletics. Moreover, while the relationship between leadership and performance has been tested in previous research, service quality, which is an important variable of an athletic director in intercollegiate athletics, has not been investigated as an outcome of leadership effectiveness.

### **Organization of the Study**

Five chapters are organized for this study. Chapter I provides an overview of the study. The applied significance of the research, a statement of the problem, the purpose of the study, operational definitions, research questions, and assumptions of the study are presented. Chapter II introduces a comprehensive review of the literature and theoretical frameworks pertaining to leadership and service quality. The methodology of the research used to conduct the study is described in Chapter III. Chapter IV contains the research results and data analyses, and Chapter V includes recommendations for future study, as well as the conclusion, discussion, limitations, and implications of the study.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This chapter is designed to provide the literature and theoretical background pertaining to leadership disposition and the role of service quality. First, the introduction of leadership is presented with the definitions. Leadership theories are then described beginning with theories historically regarded and new approaches. Second, the literature of service quality is provided with the definition and the recent trend of service quality in a variety of sport contexts. Third, this review also presents the role of the organizational outcomes in the relationship between transformational leadership and service quality.

### **Leadership**

#### *Theoretical Background*

Researchers in leadership areas have tried to identify a clear definition of leadership for a successful organization. Chelladurai (1984) noted, “Many models of leadership have been proposed and tested, and interest and activity in the area continues to grow” (p. 27). But, it is precise that the definition of leadership might be interpreted differently in organizational environments by researchers and scholars. Bennis (as cited in Strike, 2004) likened leadership to beauty. It is hard to define leadership as much as beauty is difficult to define. However, the common meaning of leadership defined in a variety of studies includes that “at various times one or more group members can be identified as a leader according to some observable difference between the persons(s)

and other members, who are referred to as followers or subordinates” (Yukl, 1989, p. 3). Yukl (2002) likewise defined leadership as meanings such as “traits, behaviors, influence, interaction patterns, role relationship, and occupation of an administration position” (p. 2). In the difficulty to understand the concept of leadership, Bass (1990a) proposed that leadership is a vital factor leading to the success or failure of an organization and a phenomenon that has quickened society’s and researchers’ interest for a long time.

As the interest of leadership has been growing, researchers have asserted some major theories for understanding leadership phenomena in the scope of organization (Kent & Chellardurai, 2001). Many researchers in leadership have focused on theoretical issues that include trait theory, style or behavioral theory, contingency or situational theory, charismatic leadership, and transformational and transactional leadership as ‘the new leadership paradigm’ (Bass, 1990a; Bryman, 1992; Doherty & Danylchuk, 1996; Kent & Chelladurai, 2001; Yukl, 1989). However, all theories are not regarded as adequate leadership theory in explaining the dynamics of leadership in the organizational context.

Yukl (2002) proposed that the earliest theory to conceptualize leadership was trait theory. This theory has been discussed over time, and there have been more disputes in trait theory than other theories (Kirkpatrick & Locke, 1991). According to Kirkpatrick and Locke, ‘great man’ theory was the most interesting theory in the 19th and early 20th centuries. In terms of the great man theory, a leader was born from a specific class. Trait theory was changed into the great man theory in the early 20th century. Bass noted that

trait theory was focused on intrinsic and external characteristics that differentiate a leader from a non-leader (as cited in Kent, 1999). Good leaders are distinguished from non-leaders in certain key aspects and have several salient physical and personal attributes (e.g., appearance, ambition, self-confidence, integrity, and knowledge) (Kirkpatrick & Locke, 1991). However, most studies that have been conducted under trait theory concluded that leadership effectiveness was not consistently related to leadership traits (Stogdill, 1948; Yukl, 1989). Robbins (1986) asserted that trait studies have failed to prove the traits that distinguish effective leaders from non-effective leaders. On the other hand, Bass, Kouzes and Posner, Nanus, Stogdill, and Yukl (as cited in Kent, 1999) proposed that although there were no specific attributes that represent an effective leader, certain traits might mean a high likelihood to become a good leader. It seems that effective leaders commonly display certain traits such as passion, self-confidence, and integrity more than non-effective leaders in certain situations (Yukl & Van Fleet, 1990).

As the limitation of trait theory was made clear, leadership researchers started to focus on leader behaviors exhibited for organizational success (Bass, 1990a; Fiedler & Garcia, 1987). Slack (1997) indicated that the behavioral approach is the most effective leadership theory to improve members' performance. While trait theory emphasizes leaders' personal characteristics, the behavioral approach stresses leaders' actual action on their job (Yukl, 1989). It is clear that leaders' behavior has occupied an important position in today's leadership theories (Bass, 1990a). According to the behavioral leadership theorists, leaders would do certain things to some degree of intensity and



frequency to differentiate themselves, and these leaders' behaviors would have an influence on what their subordinates do (Bass, 1990a). Yukl (2002) provided two subcategories in the behavioral approach. The first category is to examine how managers use their time and what the typical pattern of activities and roles of manager in organization are, and the second category concentrates upon identifying effective leadership style (Yukl, 2002). The Ohio State Studies and the Michigan Studies are referred to as the best examples for studies of behavioral approach (Slack, 1997).

The Ohio State Studies verified the types of leader behaviors that are used in their leadership style with questionnaires known as the Leader Behavior Description Questionnaire (LBDQ) (Slack, 1997). Also, the Ohio States Studies showed that followers can get a general idea of their leader's behavior as two dimensions (i.e., initiating structure and consideration) (Slack, 1997). Slack defined, "The term initiating structure concerns the degree to which leaders structure their own work and that of their subordinates to obtain the organization's goals" (p. 292). The meaning of consideration is "the extent to which leaders promote camaraderie, mutual tasks, liking, and respect in the relationship between themselves and their subordinates" (Bryman, 1992, p. 5). As the result of the Ohio State Studies analysis, leaders who got high scores in initiating structure and consideration were more likely to induce high performance and satisfaction of subordinates than leaders who got low scores on the two dimensions (Slack, 1997).

The Michigan Studies include the two dimensions related to measures of performance effectiveness (e.g., employee-oriented and production-oriented) (Robbins, 1986). Robbins explained that employee-oriented is defined as a leader who focuses on

interpersonal relations and production-oriented is described as a leader who emphasizes task aspects of the job. In terms of the Michigan Studies, employee-oriented leaders derived higher group productivity and job satisfaction than production-oriented leaders (Robbins, 1986). However, it was concluded that the Ohio State and Michigan Studies failed to consistently correlate leadership behaviors with organizational performance (Robbins, 1986). That is, both failed to notice the situational changes that leaders' behaviors could work differently as situations (Robbins, 1986).

Researchers attempted to complement the problems laid on previous trait and behavioral approaches. The next attempts to supplement the study of leadership were known as the contingency theories. Contingency theories have been developed with "task structure, the characteristics of the environment, or a subordinate's characteristics on leadership effectiveness" (Slack, 1997, p. 294). Furthermore, Chelladurai (1984) mentioned, "Task and interpersonal orientation represent the leader's interaction style while leader-member relations, the task structure, and the power position of the leader are the factors which make up situational favorableness" (p. 28). There are the three major theories as the best-known contingency theories: the Path-Goal Theory, Situational Leadership Theory, and Least Preferred Co-worker (LPC).

House (1971) defined the path-goal theory as "the force on an individual to engage in a specific behavior is a function of his expectations that behavior will result in a specific outcome, and the sum of the personal utilities or satisfaction that he derives from the outcome" (p. 322). It has been noted that the path-goal theory focused on the needs and desires of subordinates and considered leaders as identifying the path where

members could be satisfied at work (House, 1971). The role of leaders in the path-goal theory is to supply the correct direction and social support feeling that subordinates lack in the organizational environment (House, 1971). Chelladurai (1984) argued that preferred leadership style of subordinates accords with member accomplishment and satisfaction. The fulfillment of effective leadership would result from the identified leader behavior to the verified workplace (Stinson & Johnson, 1975).

Situational leadership theory is based on Hersey and Blanchard's (1984) approach. Hersey and Blanchard pointed out that effective leadership depends on the level of the ability and willingness of followers to take responsibility. That is, subordinates' maturity, regardless of leaders' behavior, could influence the organization and the leader. There are two dimensions that can be explained as the maturity of subordinates. Slack (1997) defined "the term job maturity as subordinates' technical ability" and "the term psychological maturity as the level of self-confidence and self-respect members bring to the task" (p. 295). According to Slack (1997), subordinates who scored highly on both dimensions have high ability and self-respect in the task.

Fiedler's LPC (least preferred coworker) approach is the oldest theory among the contingency theories (Slack, 1997). Fiedler's LPC theory focuses on a good symmetrical relationship between how leaders interact with their followers and the level of ability that leaders have to control the situations that influence them (Robbins, 1986). The good symmetrical relationship could generate a successful organizational performance (Robbins, 1986). Fiedler's LPC theory was developed by three situational components: leader-member relations, position power of the leader, and task structure (Fiedler, 1967).

The three situational components were divided into eight possible categories (Slack, 1997). The most ideal combination of a leader's motivational traits and organizational performance was good leader-member relation, high task structure, and strong position power (Slack, 1997).

Not until the 1980s did leadership researchers attempt to develop a comprehensive leadership for an effective relationship between leader and followers that could come from a result of influential leaders (Kent, 1999). This attempt resulted in the new leadership approaches that characterized leaders who have charismatic, visionary, extraordinary, transactional, and transformational characteristics (Kent, 1999). These new leadership approaches must be regarded as 'the new leadership paradigm' of today (Bryman, 1992).

Charismatic leadership is a representable perspective of these new leadership approaches that the contemporary leadership theorists watch. Yukl (2002) defined the term charisma as "a divinely inspired gift" (p. 241). According to Bass (1985b), "Charisma is one of the elements separating the ordinary manager from the true leader in organizational settings" (p. 34). The prominent world-class leaders, many generals in the military and successful coaches in sport fields, have charisma to lead their subordinates or organizations. Leaders who have characteristics of charisma serve as a role model of successful performance and goals for their subordinates. Charismatic theory emphasizes the personal attributes or traits that distinguish charismatic leaders from non-charismatic leaders (Yukl, 2002). Bass (1985b) found that "many subordinates described their military or industrial leader as someone who made everyone enthusiastic about

assignments, who inspired loyalty to the organization, who commanded respect from everyone, who had a special gift of seeing what was really important, and who had a sense of mission that excited responses” (p. 34).

Yukl (2002) claimed that a subordinate’s attributes are determined by the leader behaviors. If a leader devotes himself or herself and takes risks for achieving the goal of an organization or group, the leader may be viewed as a charismatic leader (Yukl, 2002). Leaders who have a lot of self-reliance about an organization’s ultimate goal must strongly lead followers’ contributions (Yukl, 2002). Charismatic leaders use insights and persuasive appeals instead of authority or personalized power for making decisions and for the mission of the organization (Yukl, 2002). A charismatic leader could influence followers’ attitudes and behaviors such as “articulating an appealing vision, taking personal risks, and self-sacrifices to attain the vision” (Yukl, 2002, p. 244).

### **Transactional and Transformational Leadership**

Burns (1978) stated that the component in the relationship between a leader and followers requires the reciprocal action in leader-follower relation on the degree to which a leader and followers have skills in order to achieve a common or shared goal. The interaction could be different by how the followers are correlated to the leader with transactional or transformational relationship. These two approaches are more comprehensive and expansible theories than the aforementioned leadership styles. More recently, researchers in leadership studies have considered the transactional and

transformational leadership as a new two pattern leadership (Bass, 1985a; Bass, 1990b; Behling & McFillen, 1996; Hater & Bass, 1988; Sosik & Avolio, 1997).

Kent (1999) suggested that transformational leadership proposed first by Burns (1978) was broadly developed and supplemented for organizational effectiveness by Bass (1985a). It was hard to conceptualize a comprehensive leadership that encompasses specific situations and problems having previously referred leadership theories (Bass, 1985a). Bass suggested transformational leadership as a combined leadership theory that fits to these demands. According to Burns, “One of the most failures in the study of leadership has been the bifurcation between the literature on leadership and the literature on followership” (p. 3). On this point of view, future leadership researchers with more realistic and practical views should go forward merging both extremities (Burns, 1978). With this view in mind, the two approaches, which are termed as transformational and transactional leadership, were contrasted in the study of Burns.

Transactional leaders have the individual dispositions that interact with their followers on an exchange of task effort for reward. Transactional leaders would be considered as a manager on this conscious effort of reciprocal interaction between leaders and followers (Bass, 1990a; Yammarino & Bass, 1990; Yukl, 1989). Bass (1997) reported the following:

Transactional leaders recognize what actions subordinates must take to achieve outcomes. Transactional leaders clarify these role and task requirements for their members so that they are confident in exerting necessary effort. Transactional

leaders also recognize subordinates' needs and wants and clarify how they will be satisfied if necessary efforts are made. (p. 28)

Transactional leadership happens when the compensations or disciplines for followers as valued outcomes about followers' performance are necessary (Bass & Avolio, 1994). In general, contingent reward and management by exception are represented as the two types of transactional behavior (Bass, 1985a; Bass & Avolio, 1994; Bass, Avolio, & Goodheim, 1987). Contingent reward, with the valued outcomes such as salary and promotion, motivates followers to meet expected levels of performance, and has been effective on exchange situations of work performance (Bass & Avolio, 1994).

Management by exception is leaders' intervention that occurs when followers can not reach a standard level of performance (Bass & Avolio, 1994). Leaders in active management by exception always monitor what followers execute on task for the purpose of correcting problems that might happen to maintain the level of current performance (Howell & Avolio, 1993). On the other hand, passive management by exception means leaders who tend to respond after mistakes occur, and then take corrective actions about the mistakes (Howell & Avolio, 1993).

Burns (as cited in Kent, 1999) noted that "transactional and transformational leadership were not separate entities, but rather were on opposite ends of a continuum" (p. 40). According to Bass (1985a), transformational leadership includes the dispositions of transactional leadership, and should be an extended leadership style beyond transactional leadership as well. However, it should be clear that neither transformational nor transactional leadership are totally independent dimensions (Howell & Avolio, 1993;

Yammarino, Spangler, & Bass, 1993). Leaders might confront various situations on task performance, which might make it necessary to apply appropriate degrees of either behavior to their followers (Bass & Avolio, 1994; Yukl, 1989). The attempt to make a clear distinction between the two theories might cause the ambiguity that transactional leaders always seek tangible benefits and totally exclude exchange benefits in the relationship with followers (Kent, 1999). However, it is remarkable that several studies in leadership style have found that those leaders who have transformational behaviors have shown more effective results than those leaders who have transactional behaviors in organizations (e.g., Bass, 1999; Bass & Avolio, 1990, 1994; Choi, Sosa, Sagas, & Park, in press; Jabnoun & Rasasi, 2005; Keller, 1995; Yammarino et al., 1993).

Transformational leadership focuses on a strong relation between leaders and followers beyond transactional behaviors that emphasize exchange of reward. Transformational leaders strive to raise “the consciousness of followers by appealing to higher ideals and moral values such as liberty, justice, equality, peace, and humanitarianism, not to baser emotions such as fear, greed, jealousy, or hatred” (Yukl, 1989, p. 210). These leaders inspire their followers with the confidence that subordinates can execute a great performance, and thereby the followers inspired with a greater desire can advance to higher levels of motivation and morality (Bass & Avolio, 1994). Yukl (2002) asserted that transformational leadership makes followers hold commitment on a sympathized organizational goal and then enables them to reach the goal with high commitment. The relationship between transformational leaders and followers is made of the leaders’ personal beliefs and values (Kuhnert & Lewis, 1987). On the base of



these beliefs and values, transformational leaders might change goals and/or beliefs within an assented scope for higher levels of performance (Kuhnert & Lewis, 1987).

According to Bryman (as cited in Kent, 1999):

In tandem, transformational leaders enhance followers' confidence and hence their expectation that they can attain greater performance. These effects on followers operate in conjunction with the tendency of transformational leaders to seek to change the organizational culture, which alters the ways in which followers think about themselves and the organization, and their position within; hence, they produce the greater effort which leads to performance beyond expectations. (p. 41)

Bass and Avolio (2000) proposed that transformational leadership includes the four major behavioral attributes (i.e., charisma (idealized influence), inspirational motivation, intellectual stimulation, and individualized consideration). The following discusses each of the four major behavioral attributes.

*Charisma (idealized influence)* implies a leader's characteristic that followers consider their leader as a role model to practice ethical conduct. It infers that leaders' ethical behavior reflects followers' passion and loyalty for the purpose of the organization. The subordinates will respect, believe, and follow the leaders with high expectation and trust (Bass & Avolio, 2000; Bryman, 1992). Furthermore, these leaders propose a clear sense of purpose that the organization has to achieve. Identified followers for organizational purpose should implement effective performance on task (Bass, 1990a).

As wording itself, *Inspirational motivation* refers to the behavioral disposition that leaders encourage and motivate followers to challenge in hard work. The leaders clearly identify vision and meaning of purpose that can foster followers' enthusiasm and spontaneity (Bass & Avolio, 1994). Moreover, their strength as an inspirational leader lies in their ability to communicate clearly with followers (Bass, 1985a). In good communication with followers, the leaders appeal to the emotion of followers to achieve set goals (Bass, 1985a; Bass & Avolio, 2000).

*Intellectual stimulation (IS)* refers to the behavioral ability that persuades followers to exert themselves to find the true ways of solving problems (Bass & Avolio, 2000). These leaders encourage followers to challenge daringly when creative and innovative ideas are required to improve on the ways that they have used for solving problems (Bass, 1990a; Bass & Avolio, 2000; Bryman, 1992). Followers are able to set up their own new ways of problem solving in these tries to find a means of settling the trouble (Avolio, Waldman, & Yammarino, 1991).

*Individualized consideration (IC)* refers to the leaders' concern toward followers. Having this characteristic, the leaders always keep an eye on the needs of each follower and continuously work to satisfy what followers want (Bass & Avolio, 2000). As the followers get what they need, the leaders induce followers to reach their full potential. The leaders interact with followers on respect and equality to provide appropriate opportunities and recognize individual differences (Bass & Avolio, 1994, 2000). In addition to the individualized consideration, leaders carefully listen to the speaking of followers to make themselves more approachable (Bass & Avolio, 1994).

## **Service Quality**

Blackiston, Cravens, and Sherden (as cited in McDonald et al., 1995) contended that today service quality is regarded as one of the greatest challenges facing management. Service quality has been pervaded in the new research trend as a different target to achieve for organizational success (Papadimitriou & Karteroliotis, 2000). The organizational success depends on the service provider who identifies and provides the needs of the customer, but sometimes influences the targeted customer of the market (Papadimitriou & Karteroliotis, 2000). Marketing researchers have been concerned with service quality and have systematically studied about it since the 1990s (Kelley & Turley, 2001). As a result of the increased interest in service quality, it has been recognized that service quality is the most important factor for customer satisfaction, as well as the service provider, in organizations (Ko & Pastore, 2004). Furthermore, service quality can be a major standard to measure organizational success in competitive environments (Ko & Pastore, 2004). Service organizations should, therefore, focus on service quality implementation for survival and to retain a competitive advantage (Jun, Peterson, & Zsidisin, 1998).

The concept of service quality connotes a multidimensional and elusive meaning (Crompton & Mackay, 1989; Jabnoun & Rasasi, 2005). Service quality was defined as “the consumer’s overall impression of the relative inferiority/superiority of the organization and its services” (Bitner & Hubbert, 1994, p. 77). Meanwhile, several service researchers noted that service quality is the difference between actually providing services and customers’ expectations (Gronroos, 1984; Parasuraman, Zeithaml,

& Berry, 1985). Zeithaml, Parasuraman, and Berry (1990) likewise described that service quality is the extent to which customers perceive service from expectations of customers. Chelladurai and Chang and Reeves and Bednar (as cited in Ko & Pastore, 2004) categorized the determinants of the level of quality as four criteria (i.e., quality as excellence, quality as value, quality as conformance to specifications, and quality as meeting or exceeding customers' expectations). The other side of service quality might be as different as the criterion of people who identify quality (Chelladurai & Chang, 2000). It should mean that the concept of service quality has a multidimensional meaning and could vary by those who perceive service in different situations (Reeves & Bednar, 1994; Spencer, 1994).

Ko and Pastore (2004), based on this multiple concept, reconceptualized the significance of service quality adjusted on the recreational sport industry. Service is focused on human performance that meets service quality by providers and service quality perceived by customers (Deighton, 1992; Gronroos, 1990; Zeithaml & Bitner, 1996). This human performance is the basic attribute that occurs in service. In the human interaction, service providers' behavior toward customers affects the service business for customers and the service product targeted on customers (Lengnick-Hall, 1996). It also could be applied to the recreational sport industry. In this process, customers in the recreational sport industry directly attend and participate in various recreational programs and products (Ko & Pastore, 2004). Furthermore, in the human performance of the recreational sport, a good relationship between customers and service provider is a

necessary factor since it could be a clue that determines whether or not overall service is delivered well (Ko & Pastore, 2004).

According to Ko and Pastore (2004), Gronroos noted that “service is produced and consumed in physical resources or goods and/or systems of the service provider” (p. 161). Physical resources or goods such as physical facilities, equipment, and personnel, and the service delivery process play a mediatory role between service production and consumer behavior (Gronroos, 1990). On this notion, Bitner (1992) supported that all tangible resources or goods, especially in the sport industry, could function as a decisive factor that determines the level of customer consumption and service quality. Customers in a well-equipped facility will have a positive evaluation about the service quality providing a recreational sport in an intangible service delivery process.

Service provides a means of setting a problem to solve the troubles facing customers (Gronroos, 1990). That is, customers determine to purchase the service that brings the positive outcomes, not the service itself (Ko & Pastore, 2004). A sport customer’s experience through the sport product might be one of the most important variables that affect the level of customer satisfaction and motivation. However, the sport product is broad since the degree of service which a sport participant wants and needs should be as varied as the individuals (Ko & Pastore, 2004). For example, each sport participant has different motives to participate in a sport product. These factors, such as physical fitness, losing weight, getting rid of stress, and skill mastery, could be the potential motivations of sport customers to participate in the sport product (Milne & McDonald, 1999). Therefore, service providers should know the motivations and

problems of sport participants to provide high service quality and maintain a customer's satisfaction (Ko & Pastore, 2004).

In brief, service quality is defined to fit to the organization as the characteristics which service organizations connote and the service delivery system (Ko & Pastore, 2004). This notion supports that the meaning of service quality has been interpreted as the concept implicating a broad perspective in marketing research. Based on all angles of service quality, much service research, in general, has been concentrated on the quality through the service delivery system on the relationship between service employee and customer. However, this study is not focused on the relationship between service employee and customer, but rather is centralized in the relationship between the athletic directors and the head coaches as the service provider and the student athletes as the customer. Kandampully (1998) pointed out, "The primary objective of the service provider is identical to that of the tangible goods producer, i.e., to develop and provide offerings that satisfy customer needs, thereby ensuring their own economic survival" (p. 432). To execute this objective, the athletic directors and head coaches will need to understand how their student athletes evaluate the quality of their service offerings, why they choose the organization in the service offered, and on what the basis of provided service is in the student athletes' school days (Kandampully, 1998).

As previously noted, in the areas of intercollegiate athletics, the student athletes' perception of service quality is based on the difference between the degree of service that they expect and the scope of service that is actually served from the athletic directors or head coaches. The student athletes satisfied with an offered service could

create a competitive advantage for their organizations. The competitive advantage is correlated with the organizational performance, and it might produce higher winning rates. Especially in intercollegiate athletics, when the student athletes recognize that service quality offered to them is greater than that of competitors; offering a good service to the student athletes furthers a basic motivation to lift up their loyalty to the organization (Zeithaml & Bitner, 1996). Service quality in the intercollegiate athletics might be an indispensable ingredient to verify student athletes' commitment, as well as loyalty for the organization (Kandampully, 1998). Therefore, it is important to identify the interaction between the athletic directors and head coaches and the student athletes on the quality of service.

### **Relationship among Transformational Leadership, Organizational Outcomes, and Service Quality**

On the perspective of transformational leadership, many researchers have studied the relationship between transformational leadership and organizational outcomes such as organizational citizenship behaviors, job satisfaction, and organizational commitment (e.g., Bryman, 1992; Fuller, Morrison, Jones, Bridger, & Brown, 1999; Kent, 1999; Kent & Chelladurai, 2001, Ugboro & Obeng, 2000). Many recent studies, which have been examined on the relationship between leadership and organizational outcomes, have a common relevance that was focused on transformational leadership (Kent & Chelladurai, 2001). Further, these organizational outcomes have been correlated with service quality

as perceived by employees and customers (e.g., Schlesinger & Zornitsky, 1991; Snipes et al., 2005).

Bass (1985a) found a positive correlation between three transformational dimensions including charisma, intellectual stimulation, and individualized consideration and organizational loyalty. Transformational leaders compared with other leadership behaviors contribute to the organization's vision and goals with high enthusiasm. Bycio, Hackett, and Allen (1995) suggested that organizational commitment is stronger when an organization is led by a transformational leader, who gives group members a strong emotional motivation. Furthermore, Mathieu and Zajac (1990) asserted that "transformational leaders typically hold a sense of moral obligation to the organization as an end value, which in turn is adopted by subordinates" (p. 477).

Kent and Chelladurai (2001) noted that OCB, as another one of the organizational outcomes, has directly been correlated with transformational leadership. Kent and Chelladurai asserted that transformational leadership on OCB might be more effective than on "in-role" behaviors that have been concentrated by a number of transformational leadership studies. That is, transformational leaders inspire subordinates to go beyond an expected performance and level on OCB (Kent & Chelladurai, 2001). Koh, Steers, and Terborg (1995) examined the relationship between transformational leadership of teachers and OCB in secondary schools in Singapore. The result indicated that teachers' transformational behaviors have positive effects on the prediction of OCB.



As was prevalent in the review of literature concerning transformational leadership, job satisfaction is an effective variable in which the impact of transformational behavior has been studied in service quality (Bryman, 1992; Jabnoun & Rasasi, 2005; Medley & Larochelle, 1995; Snipes et al., 2005). Transformational leadership positively influences employee job satisfaction (Bryman, 1992; Medley & Larochelle, 1995). A study by Medley and Larochelle (1995) investigated how head nurses' leadership style influences staff nurses' job satisfaction. The study indicated that head nurses' transformational factors showed higher correlations with staff nurses' ratings of job satisfaction than transactional dimensions.

Another attempt to demonstrate employees' satisfaction under the charismatic leadership was a study by Howell and Frost (1989) on 144 commerce undergraduates. The researchers examined the study on three different leadership styles (i.e., charismatic, structuring, and considerate) and high and low of group productivity criteria. Howell and Frost found that undergraduates who worked with the charismatic leader effectively showed higher task performance, satisfaction, and adjustment to the leader and the group than under the other two leadership styles, regardless of the levels of group productivity criteria.

Job satisfaction in the relationship with transformational leadership style likewise makes a substantial impact on organizational service quality (Snipes et al., 2005; Schlesinger & Zornitsky, 1991). Snipes et al. (2005) noted that "employee job satisfaction is a relevant factor in service quality improvement" (p. 1). According to Snipes et al., employees satisfied with their job provide the high quality service to their

customers. This notion is supported by Schlesinger and Zornitsky (1991), who suggested that service quality providing to customers, as felt by employees, was positively correlated with job satisfaction as perceived by employees.

As noted previously, in this syllogism of the relationship between transformational leadership, job satisfaction, and service quality, it could be predicted a relationship that transformational leadership is correlated with service quality. Jabnoun and Rasasi (2005) examined the relationship between transformational leadership of employees and service quality as perceived by patients in hospitals. They found the same results as Masi and Cooke's (2000) and Keller's (1995) studies where employees who tend to have transformational leadership attributes provided the high service quality to patients, customers, or subordinates.

### **Summary of Review of the Literature**

In summary, the review of the literature has supported the importance of leadership in organizations. It has been demonstrated that transformational leadership among various leader behaviors has a strong positive influence in various organizations.

Service quality has been suggested to be predictive of organizational success or outcome (e.g., Papadimitriou & Karteroliotis, 2000). However, while many researchers in leadership have studied the importance of transformational leadership and organizational outcomes, as discussed in the literature, relatively little is known about the relationship between transformational dimensions and service quality (Jabnoun & Rasasi, 2005). Moreover, there has been no empirical study about service quality

perceived by the head coaches in intercollegiate athletics. Service quality is very important to the successful performance of an organization (Jun, Peterson, & Zsidisin, 1998). Thus, it may be predicted that the service perception of the student athletes, provided by the athletic directors and head coaches, who tend to use transformational leadership, will play a crucial role for individual or organizational outcomes. The construct of transformational leadership and service quality in intercollegiate athletics may have practical implications in the areas of organizational behavior and sport marketing. Further, the organizational outcomes as perceived by the head coaches will play a bridge role in the relationship between the athletic director's transformational leadership and service quality as perceived by the student athletes.

## **CHAPTER III**

### **METHODOLOGY**

This chapter provides an outline of procedures used to examine the transformational leadership of athletic directors and service quality in intercollegiate athletics settings. The five sections that comprise this chapter are: (1) Research Design, (2) Sample, (3) Procedure, (4) Instrumentation, and (5) Data Analysis.

#### **Research Design**

The study was conducted as quantitative research. The researcher measured the transformational leadership factors of the athletic directors as perceived by the head coaches in five major NCAA conferences (the Big 12, Big Ten, Pacific 10, Southeastern Conference, and Atlantic Coast Conference) during the 2005-06 academic year. The researcher collected data from the student athletes to assess how they perceived service quality that was provided to them. The researcher also measured the mediation of the organizational outcomes in the relationship between the athletic directors' transformational leadership and service quality as perceived by the student athletes from the head coaches.

The research method was a web-based survey (WS), described by Gunn (2002) as “an attempt having a profound influence on survey methodology” (p. 1). Given the large frame, a faster response, and easier process to send a questionnaire, the web-based survey would be most appropriate for the study. Although some issues concerning web-

based surveys have been discussed, the researcher recognizes these are some limitations utilizing this research technique.

### **Sample**

The final sample for the study consisted of 927 head coaches and 1,064 student athletes from 53 institutions of the major five conferences in the NCAA during the 2005-06 academic year. The major five conferences were the Big 12 Conference, the Big Ten Conference, the Pacific 10 Conference, the Southeastern, and the Atlantic Coast Conference, since these five conferences represent the largest schools in intercollegiate sports, and are geographically noteworthy throughout the United States. A head coach was chosen from each sport team in each school of the five major conferences, and ten student athletes were randomly chosen from each sport team from which a head coach responded. The e-mail addresses of the student athletes were acquired from the website of athletics in each school.

Head coaches seemed to be the appropriate sample for the current study to evaluate athletic director leadership since they have direct contact with athletic directors. Student athletes, likewise, were deemed as another appropriate sample for this study since they have been under the guidance of their coaches. The e-mail addresses of the head coaches were obtained from the college coaches online (<http://www.collegecoachesonline.com>).

The final response rate from the head coaches was 19% (175/927) after two rounds of data collection, and the usable response rate from the student athletes was 25%

(271/1064) after three rounds of data collection. Descriptive demographics data of both the head coaches and student athletes for the entire sample are displayed in Table 1. The head coach sample consisted of 60.0% males (n = 111) and 38.3% females (n = 70). The majority of the head coaches were Caucasian 90.7%, (n = 166). The most common age of the head coaches were distributed between 41 to 50 years old (n = 74, 40.4%). The student athlete sample consisted of males (n = 80, 29.5%) and females (n = 191, 70.5%). The majority of the student athletes were Caucasian 84.1%, (n = 227). The most common age of the student athletes was 21 years old (n = 86, 32%).

However, football, cheerleading, and bowling were excluded from the entire data set since only one football coach responded to the questionnaire, and cheerleading and bowling were not considered as a NCAA sport. Therefore, Table 2 depicts the head coach and student athlete demographics data for the final usable sample. In the final sample, the head coach sample consisted of 60.6% males (n = 106) and 38.3% females (n = 67). The majority of the head coaches were Caucasian 90.9%, (n = 159). The most common age of the head coaches was distributed between 41 to 50 years old (n = 73, 41.7%). The final student athletes' demographics information was identical to the full demographics data described previously.

### **Procedure**

An approval from Texas A&M University Institutional Review Board was confirmed before the study was conducted. All questionnaires were administered into two web-based surveys. The first web-based survey included demographic information,

Table 1 Head Coach and Student Athlete Demographics Data for the Entire Sample

Demographic	Head Coaches (N = 183)		Student Athletes (N = 271)
<b>Gender</b>			
Male	111 (60.0%)		80 (29.5%)
Female	70 (38.3%)		191 (70.5%)
<b>Ethnicity</b>			
African-American	9 (4.9%)		12 (4.4%)
Caucasian	166 (90.7%)		227 (84.1%)
Hispanic	1 (.5%)		9 (3.3%)
Other	7 (3.8%)		22 (8.1%)
<b>Age</b>			
< 30	13 (7.1%)	18	17 (6.3%)
31-40	56 (30.6%)	19	41 (15.2%)
41-50	74 (40.4%)	20	61 (22.7%)
51-60	36 (19.7%)	21	86 (32.0%)
61 >	3 (1.6%)	22	56 (20.8%)
		23	8 (3.0%)

Table 2 Head Coach and Student Athlete Demographics Data for the Final Sample

Demographic	Head Coaches (N = 175)		Student Athletes (N = 271)
<b>Gender</b>			
Male	106 (60.6%)		80 (29.5%)
Female	67 (38.3%)		191 (70.5%)
<b>Ethnicity</b>			
African-American	8 (4.6%)		12 (4.4%)
Caucasian	159 (90.9%)		227 (84.1%)
Hispanic	1 (.6%)		9 (3.3%)
Other	7 (4.0%)		22 (8.1%)
<b>Age</b>			
< 30	9 (5.1%)	18	17 (6.3%)
31-40	56 (32.0%)	19	41 (15.2%)
41-50	73 (41.7%)	20	61 (22.7%)
51-60	33 (18.9%)	21	86 (32.0%)
61 >	3 (1.7%)	22	56 (20.8%)
		23	8 (3.0%)



the MLQ, the OCBI, the OCI, and the OJS to collect data from the head coaches (<http://lsia.tamu.edu/LSIA/coachstudy.html>). The second web-based survey was concerned with demographic information and the SERVQUAL to assess data from the student athletes (<http://lsia.tamu.edu/LSIA/athletestudy.html>). The first survey, with a cover letter that explained the purpose and importance of the study, was sent by a web-based e-mail to 927 head coaches, and then the second survey was randomly distributed to 1,064 student athletes by a web-based email (Appendix A). After the first e-mail, a second and third reminder e-mails were sent to the participants who did not respond. Following this procedure, all questionnaires and data were completed and collected.

### **Instrumentation**

Six different instruments were utilized to collect the data needed for this study (Appendixes B and C). The basic demographic information was used as the first instrument. The second instrument was the Multifactor Leadership Questionnaire (MLQ)-Version 4 developed by Bass (1985a). However, as the purpose of this study, the three scales that measured transformational leader behavior were used (Appendix B). The transformational leader behavior includes a total of nine items organized into three subscales. The first scale referred to Charismatic Leadership, which is defined as “a leader provides followers with a clear sense of purpose that is energizing” (Bass & Avolio, 2000, p. 29). The second factor was entitled Intellectual Stimulation, which refers to the leader that “gets followers to question the tried and true ways of solving problems; and encourages them to question the methods they use to improve upon them”

(Bass & Avolio, 2000, p. 29). The third scale measures the leader having an Individual Consideration disposition that “focuses on understanding the needs of each follower and working continuously to get the athletes to develop to their full potential” (Bass & Avolio, 2000, p. 29). The questionnaire was scored on a 7-point Likert-type scale, with responses ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

The third instrument that was utilized to measure the OCB of head coaches was the OCB Instrument (OCBI) developed by Smith, Organ, and Near (1983) (Appendix B). This questionnaire has been the most widely used for measuring the OCB (Organ & Ryan, 1995). This instrument includes the two dimensions of OCB, Altruism and Generalized Compliance. However, the questionnaire was modified to fit the current study. Each dimension consisted of one 6-item scale. The response format for this instrument was also a 7-point Likert-type scale, with responses ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

For measuring the organizational commitment of the head coaches, the Organizational Commitment Instrument (OCI) developed by Meyer and Allen (1997) was used as the fourth instrument (Appendix B). This questionnaire consists of the three component models of the organizational commitment with one 6-item scale measuring Continuance Commitment, one 6-item scale measuring Affective Commitment, and one 6-item scale measuring Normative Commitment. However, only the affective commitment portion of the instrument was used following in this study. Affective commitment most closely reflects the reciprocal process in the relationship between the athletic directors and the head coaches (Lynch, Eisenberger, & Armeli, 1999). This

instrument also was used by a 7-point Likert-type scale, with responses ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

Overall job satisfaction of the head coaches was measured by multiple items as an index (e.g., Cammann, Fichman, Jenkins, & Klesh, 1983) (Appendix B). The multiple items for assessing job satisfaction were developed by Cammann et al. (1983).

According to Fields (2002), many studies that used this instrument have displayed the reliable internal consistency estimates (e.g.,  $>.70$ ). The response format for this instrument was also a 7-point Likert-type scale, with responses ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

The sixth instrument that was utilized to measure the service quality of the head coaches was a modified SERVQUAL, which was previously used to examine undergraduate and graduate students' perceptions of service quality by Harris (2002) (Appendix C). Harris modified the SERVQUAL by Parasuraman, Berry, and Zeithaml (1991) to fit his study. The researcher of current study revised the SERVQUAL to apply to the head coach context. Some minor modifications to reflect the nature of the study were made and likely did not impact the reliability and validity of the instrument (Parasuraman, Valarie, Zeithaml, Leonard, & Berry, 1988).

According to Parasuraman et al. (1991), this questionnaire has been the most widely used to assess the perception of service quality. The SERVQUAL includes the five subscales: Tangibles described as the concepts of "physical facilities, equipment, and appearance of personnel," Reliability described as "ability to performance the promised service dependably," Responsiveness described as "willingness to help

customers and provide prompt service,” Assurance described as “knowledge and courtesy of employees and their ability to inspire trust and confidence,” and Empathy, which has been defined as “caring, individualized attention the firm provides its customers” (Parasuraman et al., 1988, p. 23). The service quality questionnaire for the study had 14 items, and the response format for this instrument was a 7-point Likert-type scale, with responses ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

### **Data Analysis**

Descriptive statistics (means, standard deviations, and bivariate correlations) were assessed for the study variables, measuring the prominent dimensions of the athletic directors’ transformational leadership behavior (i.e., charisma, intellectual stimulation, and individualized consideration), and the prominent factors of service quality (i.e., reliability, responsiveness, assurance, and empathy) (i.e., research questions one and two). Structural equation modeling (SEM) using AMOS 5.0 (Arbuckle, 2003) was used to test the remaining research questions (i.e., research questions three, four, five and six). Specifically, the covariance structure models were used to measure whether or not the hypothesized model reflected a good fit for the data. Polly (2002) noted, “One advantage to using SEM is that it allows for the testing of potential alternative models in order to determine which provides the best fit for the data” (p. 39).

SEM provides various “fit” statistics to assess evaluating models. The fit statistics can be classified into two representative categories: “absolute fit indices and incremental fit indices” (Polly, 2002, p. 32). According to Polly (2002), absolute fit

indices represent the extent to which the hypothesized model fit the collected data. The goodness-of-fit (GFI), the root mean square of approximation (RMSEA), and the standardized residual (SRMR) are all measures of absolute fit (Polly, 2002). On the other hand, Hu and Bentler (as cited in Polly, 2002) note that incremental fit indices are “the degree to which the proposed model improves upon the fit of a baseline model, typically the null model in which all of the observed variables are assumed to be completely uncorrelated” (p. 32). Incremental measures of fit include the normed fit index (NFI), the comparative fit index (CFI), and the non-normed fit index (NNFI).

The current study reported a chi-square goodness-of-fit, RMSEA, CFI, and a parsimonious normed fit index (PNFI) that have been used in sport organization research utilizing SEM (e.g., Dixon & Sagas, 2005; Sagas & Cunningham, 2005). According to Hu and Bentler (1999), a value for the RMSEA of .06 or less and of the PNFI of .60 or greater indicates close model fit. Moreover, Brown and Cudeck (1993) contend that RMSEA values less than .08 indicate an acceptability of the fit value. A value of the CFI of .90 or greater is also an indication of good model fit (Pugesek, Tomer, & Eye, 2003).

In this study, because data from the student athletes were grouped with data from the team, an aggregate for the student athletes' data was used. The data were aggregated at the sport team level to compare data across all student athletes. As noted previously, a questionnaire for the student athletes was sent to ten student athletes on each sport team. The range of respondents numbered from one to five for each team. For analysis, all teams with at least one respondent were retained.

## CHAPTER IV

### RESULTS

#### Descriptive Statistics

Table 3 depicts the descriptive data including bivariate correlations of all the study variables, means, and standard deviations. The table also represents acceptable reliability estimates (Cronbach's Alpha) for each of the studies' measures. The range of Cronbach's Alpha for all studies' measures was from .70 to .93. Thus, all measures were reliable. In addition, the correlation matrix indicates the significant correlations among several study variables. First, according to intra-scale correlation, the three transformational leadership factors were all related to one another. Charisma held a positive association with both individualized consideration and intellectual stimulation ( $r = .83, p < .01$ , and  $r = .71, p < .01$ ), while individualized consideration was correlated with intellectual stimulation ( $r = .70, p < .01$ ). Altruism and generalized compliance organizational citizenship behaviors were also correlated with each other ( $r = .30, p < .01$ ). Finally, the four scales of the service quality (e.g., reliability, responsiveness, assurance, and empathy) were also associated with each other. Reliability was positively related with all of the variables (e.g., responsiveness, assurance, and empathy) ( $r = .83, p < .01$ ,  $r = .87, p < .01$ , and  $r = .83, p < .01$ , respectively). Both assurance and empathy were positively associated with responsiveness ( $r = .79, p < .01$  and  $r = .82, p < .01$ , respectively). Assurance also was correlated with empathy ( $r = .86, p < .01$ , respectively).

Table 3 Bivariate Correlations, Means, Standard Deviations, and Reliabilities for Study Variables

	1	2	3	4	5	6	7	8	9	10	11	Mean	SD
Transformational Leadership													
1. Charisma	.93 <sup>a</sup>											5.79	1.29
2. Individualized Consideration	.83**	.88 <sup>a</sup>										5.38	1.33
3. Intellectual Stimulation	.71**	.70**	.86 <sup>a</sup>									4.70	1.19
Organizational Citizenship Behavior													
4. Altruism	.16*	.30**	.23**	.81 <sup>a</sup>								5.43	.79
5. Generalized Compliance	.20*	.20*	.28**	.30**	.70 <sup>a</sup>							5.99	.67
Organizational Commitment													
6. Affective Commitment	.60**	.67**	.48**	.10	.17*	.82 <sup>a</sup>						5.75	1.01
7. Job Satisfaction	.50**	.52**	.35**	.10	.12	.68**	.84 <sup>a</sup>					6.33	.74
Service Quality													
8. Reliability	-.10	-.09	-.06	-.01	.17	-.02	.00	.89 <sup>a</sup>				5.42	1.02
9. Responsiveness	.03	-.04	.00	.60	.12	.06	.05	.83**	.90 <sup>a</sup>			5.54	1.04
10. Assurance	-.15	-.15	-.05	.03	.15	-.05	-.05	.87**	.79**	.90 <sup>a</sup>		5.20	1.31
11. Empathy	-.11	-.16	-.03	-.07	.14	-.03	-.07	.83**	.82**	.86**	.87 <sup>a</sup>	5.43	1.19

Note. \*\* $p < .01$ , \* $p < .05$ . <sup>a</sup> = Cronbach's Alpha for each of the Instruments.

Another noteworthy finding from the correlation matrix was the relationships between the three transformational leadership dimensions and the four organizational outcome variables. Charisma was significantly associated with each of the organizational outcome variables, including altruism ( $r = .16, p < .05$ ) and generalized compliance ( $r = .20, p < .05$ ) organizational citizenship behaviors, affective commitment ( $r = .60, p < .01$ ), and job satisfaction ( $r = .50, p < .01$ ). Altruism ( $r = .30, p < .01$ ), generalized compliance ( $r = .20, p < .05$ ), affective commitment ( $r = .67, p < .01$ ), and job satisfaction ( $r = .52, p < .01$ ) likewise were positively related with individualized consideration. Further, the correlations between intellectual stimulation and altruism ( $r = .23, p < .01$ ), generalized compliance ( $r = .28, p < .01$ ), affective commitment ( $r = .48, p < .01$ ), and job satisfaction ( $r = .35, p < .01$ ) were also significant and positive.

It should be noted that, contrary to the researcher's expectations, all four dimensions of the service quality were not correlated with all transformational leadership dimensions and the three organizational outcome variables. This finding implies that service quality in the sample does not appear to have a direct relationship with the transformational leadership dimensions or the organizational outcome variables, including organizational citizenship behavior, organizational commitment, and job satisfaction.

### **Research Questions One and Two**

Research question one was concerned with the prominent factors of the athletic directors' transformational leadership style (i.e., charisma, intellectual stimulation, and



individualized consideration) as perceived by the head coaches. Results in support of this question are presented in Table 3. Charisma ( $M = 5.79$ ,  $SD = 1.29$ ) was the prominent transformational leadership style of the head coaches, followed by individualized consideration ( $M = 5.38$ ,  $SD = 1.33$ ),  $t(160) = 7.00$ ,  $p < .001$ ,  $d = .54$  and intellectual stimulation ( $M = 4.70$ ,  $SD = 1.19$ ),  $t(159) = 14.47$ ,  $p < .001$ ,  $d = 1.15$ .

Table 3 also represents the results of second research question, which asked about the prominent factors of service as perceived by the student athletes. The student athletes perceived responsiveness ( $M = 5.54$ ,  $SD = 1.04$ ), as the prominent dimension of service quality. The next perceived factor of service quality was empathy ( $M = 5.43$ ,  $SD = 1.19$ ). However, responsiveness was not significantly different with empathy,  $t(95) = 1.64$ ,  $p > .05$ . The following perceived factors were reliability ( $M = 5.42$ ,  $SD = 1.02$ ),  $t(95) = -2.08$ ,  $p < .05$ ,  $d = .21$  and assurance ( $M = 5.20$ ,  $SD = 1.31$ ),  $t(95) = 4.30$ ,  $p < .001$ ,  $d = .42$ .

### **Research Questions Three, Four, Five, and Six**

A SEM was used to assess the final set of research questions in this study. However, based on the results of correlation analyses in research questions one and two, it was decided to combine the leadership variables into one variable. The service quality factors were also combined into one variable for the SEM models. That is, an analysis of the factors independently would present a potential issue of multicollinearity because of the high pairwise correlations that existed between each of these variables ( $r$ 's  $> .70$  for the leadership variables and  $r$ 's  $> .79$  for service quality) (Mansfield & Helms, 1982).

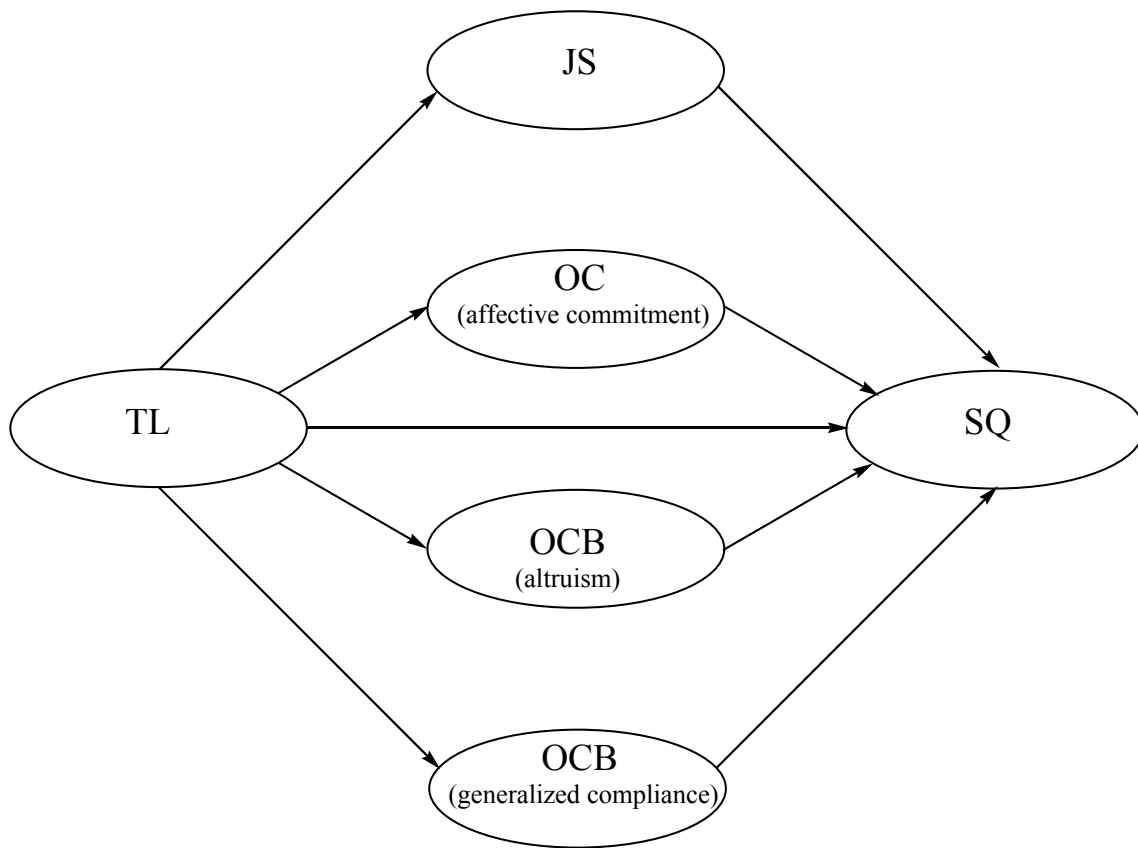
Results of the model comparisons in order to test both the hypothesized relationships among the latent variables and fully mediated model are reported in Table 4. The hypothesized partially mediated model for this current study is depicted in Figure 1. Model A tested both direct and indirect relationships between the transformational leadership and service quality. Model B represents the fit statistics for the fully mediated model that indicates an indirect relationship between the transformational leadership and service quality. Model A fit the data fairly,  $\chi^2 = (341, N = 434) 623.430, p < .001$ ; RMSEA = .07; CFI = .90; PNFI = .62. Model B also fit the data fairly,  $\chi^2 = (342, N = 434) 626.382, p < .001$ ; RMSEA = .07; CFI = .90; PNFI = .62. However, the chi-square difference between Model A and Model B was not significant,  $\chi^2 (1, N = 434) = 2.95, p = .09$ .

Results from SEM indicated that because Model A had almost the same fit indices as Model B, neither of the two models was significantly different from each other. Thus, the more parsimonious model (Model B) is interpreted. Figure 2 depicts the significant standardized estimates among the latent variables for this model. In this figure, we see that five of the hypothesized paths were significant: transformational leadership to organizational citizenship behavior (altruism) ( $\beta = .21, p < .05$ ); transformational leadership to organizational citizenship behavior (generalized compliance) ( $\beta = .29, p < .01$ ); transformational leadership to organizational commitment (affective commitment) ( $\beta = .64, p < .001$ ); transformational leadership to job satisfaction ( $\beta = .68, p < .001$ ); and organizational citizenship behavior (generalized compliance) to service quality ( $\beta = .25, p < .05$ ).

Table 4 Hypothesized and Fully Mediated Model Fit Indices

Model	$\chi^2$	<i>Df</i>	CFI	RMSEA	PNFI
Model A	623.430	341	.90	.07	.62
Model B	626.382	342	.90	.07	.62

*Note.* Model A = the hypothesized model, Model B = the fully mediated model, CFI = comparative fit index, RMSEA = root mean square error of approximation, PNFI = parsimonious normed fit index.



*Figure 1.* Hypothesized partially mediated model relating the latent variables.

*Note.* TL = Transformational Leadership, JS = Job Satisfaction, OC = Organizational Commitment, OCB = Organizational Citizenship Behavior, SQ = Service Quality.

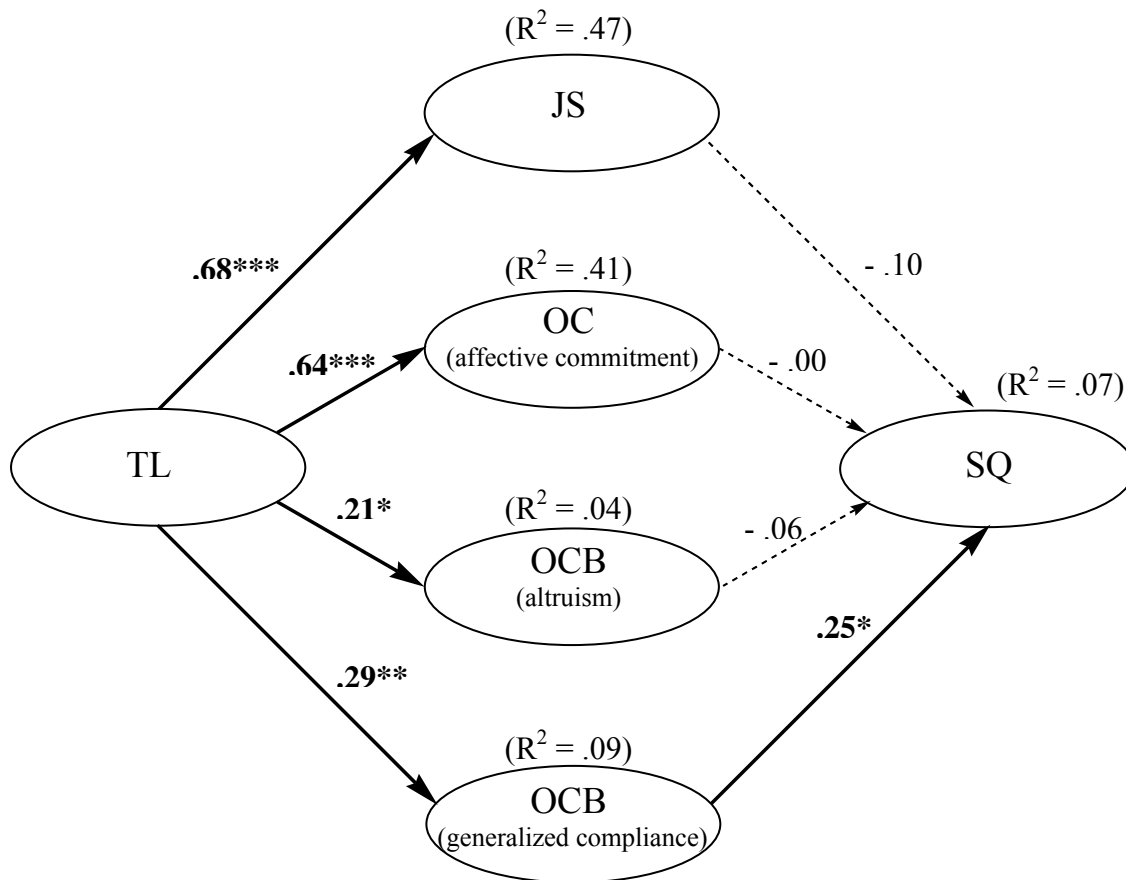


Figure 2. Depiction of fully mediated model relating the latent variables with significant path coefficients.

Note. TL = Transformational Leadership, JS = Job Satisfaction, OC = Organizational Commitment, OCB = Organizational Citizenship Behavior, SQ = Service Quality.

Significant path is the bold arrow. \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$ .

### **Summary of the Results**

The prominent transformational leadership factors and dimensions of the service quality were examined with the descriptive data, and SEM as conducted in this study demonstrated some mediation in the relationship between the athletic director's transformational leadership and service quality as perceived by the student athletes. The descriptive data indicated that the head coaches mainly perceived their athletic directors as a leader having charismatic leadership. In addition, the student athletes perceived responsiveness and empathy as the prominent dimensions of service quality. Results from the SEM using AMOS represented that both the hypothesized partially mediated model and fully mediated model were a good fit for the data. Thus, the more parsimonious fully mediated model was interpreted.

With respect to the research questions advanced in this current study, the overall athletic director's transformational leadership had a positive significant impact on all organizational outcomes (e.g., organizational citizenship behavior, organizational commitment, and job satisfaction). In the relationship between the organizational outcomes and service quality, organizational citizenship behavior (generalized compliance) was significant with the overall service quality perceived by the student athletes. Furthermore, overall transformational leadership had no significant impact on overall service quality.

## **CHAPTER V**

### **DISCUSSION, LIMITATIONS, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION**

The purpose of the current study was to investigate the prominent transformational leadership factors of the athletic directors as depicted by the head coaches and the prominent service quality characteristics perceived by the student athletes. Further, and primarily, the aim to better understand if the transformational leadership from the athletic directors might impact the head coaches' organizational citizenship behavior, organizational commitment, and job satisfaction and ultimately the student athletes' perceptions of service quality provided by their head coach. The following sections contain the discussion of the findings relative to each of the relationships proposed by the research questions, the limitations of this study, the implications of the findings, the recommendations for future study, and the conclusion.

#### **Discussion of the Findings**

##### *Research Question One*

The results from the study indicate that the prominent transformational leadership factor of most athletic directors, as perceived by the head coaches within the five major NCAA conferences, was charisma. This finding represents that the head coaches perceive their athletic director as a leader who has a clear sense of purpose or vision (Bass & Avolio, 1997). The athletic directors, perceived by the head coaches, are

the perfect example of a role model which practices ethical conduct (Bass & Avolio, 2000). The ethical conduct stimulates their head coach to build identification with a clear vision (Bass & Avolio, 2000). The articulated identification with organizational and individual goal likewise increases up the head coaches' loyalty, trust, and respect toward their athletic directors (Bass & Avolio, 1997).

#### *Research Question Two*

Additionally, the results exposed the prominent dimensions of service quality, as perceived by the student athletes in the five major NCAA conferences, are responsiveness and empathy. Responsiveness and empathy are perceived to be relatively more important to the student athletes than the other factors of service quality. This finding indicates that the student athletes believed their head coaches were willing to strive hard to help them and provide "prompt service" (Jabnoun & Rasasi, 2005, p. 71). Furthermore, Crompton and Mackay (1989) suggested, "The higher scores of respondents on responsiveness and empathy dimensions reflect the more individualistic nature of the activity and the importance of the personal chemistry, interaction, and interrelationship with personnel" (p. 373). It is worthwhile to note that the student athletes are more satisfied with the services related to "responsiveness" and "empathy" than other services provided by the head coaches.

#### *Research Question Three*

The hypothesized model and fully mediated model were assessed, and both the models were found to represent an adequate fit for the data. However, as was demonstrated in the fit indices and chi square of each model, the fit statistics for the



hypothesized model were almost identical to those for the fully mediated model. Further, all of the proposed research questions were not supported as the significant paths within the fully mediated model.

Research question three was developed to understand the relationship between the transformational leadership and the organizational outcomes including job satisfaction, organizational citizenship behavior (altruism and generalized compliance), and affective commitment. The significant paths in the fully mediated model provided support for direct positive relationships between overall transformational leadership and all organizational outcomes.

The transformational leadership was positively correlated with the job satisfaction. This finding is consistent with the research results of scholars who have noted a link between transformational leadership and job satisfaction in the workplace (e.g., Bommer, 1995; Butler, Cantrell, & Flick, 1999; Deluga, 1991; Kessler, 1993; Russell, 1996). Transformational leadership has been considered as one of the critical factors on job satisfaction within a variety of work environments (Bass & Avolio, 1990; Katz & Kahn, 1966). Research by Bass (1990b) noted that workers under a transformational leader clearly recognize a sense of their purpose, an assignment of part for their overall goals, and how critical they are to the vision within the organization. Coupled with the results from previous research (e.g., Bass, 1990b), the result of the current study further demonstrates the relationship between the transformational leadership and job satisfaction.

The path from the interpreted model indicated that the transformational leadership influenced affective organizational commitment as well. This significant relationship aligns with previous research results that have found a significant and positive correlation between transformational leadership and affective commitment (e.g., Bass, 1988; Bycio, et al., 1995; Duchon, Green, & Taber, 1986; Hater & Bass, 1988; Kent, 1999; Koh, Steers, & Terborg, 1995; Mathieu & Zajac, 1990; Meyer & Allen, 1997; Niehoff, Enz, & Grover, 1990). With regards to affective commitment, a similar picture was demonstrated from the results of this study. The head coaches in the five major NCAA conferences willingly want to stay in an organization, and are emotionally motivated and attached to his or her organization.

With respect to the relationship between transformational leadership and organizational citizenship behaviors, the transformational leadership also had a direct positive impact on the two dimensions of OCB. The significant paths from transformational leadership to altruism and generalized compliance are consistent with previous research that indicates there is a positive significant link between transformational leadership and OCB (e.g., Graham, 1991; Podsakoff, Mackenzie, Moorman, & Fetter, 1990). Research by Graham (1991) and Podsakoff et al. (1990) indicated that the employees working with managers who tend to have transformational leadership behavior spontaneously help co-workers, supervisors, and organizations facing job-related problems without special indemnification or reward. Those findings, within this current study, allude that the head coach with a transformational leader may

willingly assist in affecting a settlement of a problem facing the organization and specific co-workers without role obligation and guarantee of compensation.

*Research Question Four*

This study expected that the head coaches with high job satisfaction, affective commitment, and OCB would provide the high quality of service to their student athletes because they would be motivated to contribute for their subordinates, as well as the organizational goals and mission. Thus, high head coach's identification, attachment, and satisfaction to the organization would induce providing high service quality to their student athletes. Contrary to expectations, however, the only path supported was from generalized compliance to service quality. This result contradicts the findings of previous research that has suggested a significant correlation between job satisfaction and service quality (Schlesinger & Zornitsky, 1991; Snipes et al., 2005). In intercollegiate athletics, job satisfaction, affective commitment, and altruism of OCB, as perceived by the head coaches resulting from the athletic directors' transformational leadership, would not necessarily be related to providing service quality to the student athletes from the head coach. A possible explanation of this phenomenon could be that this research was carried out in the limited context of intercollegiate athletics, while previous research has focused on the context with a broad scope involving a large number of participants. It might indirectly have an important significance in that the relationships between employees' organizational outcomes and service quality would be as different as the work setting of the organization itself.

*Research Questions Five and Six*

For the assessment of the role of the organizational outcomes as mediators for the effects of transformational leadership on service quality and a direct impact from the transformational leadership to the service quality, the fully mediated model showed that generalized compliance of OCB amongst the organizational outcomes was the only significant mediator of the relationship between the transformational leadership and the service quality.

Regarding an independent main effect of transformational leadership on service quality, transformational leadership was not indicated to have a direct main effect on the service quality. These findings, through research questions five and six, suggest that transformational leadership only has its effect on service quality indirectly through the effect of generalized compliance. This, however, is not consistent with research by Jabnoun and Rasasi (2005), who found that transformational leadership has a main effect on all dimensions of service quality. One reason why these findings could be different, as noted earlier, might be that the relationships between two variables have a unique aspect in the work setting. Another possible reason might be that there could be unmeasured or unexpected variables that might influence the relationships between transformational leadership and service quality. Nevertheless, it can be argued from these findings that transformational leadership does indeed have some, albeit small ( $R^2 = .07$ ) influence on service quality.

### **Limitations of the Study**

Although this study helps us to better understand how to make the experiences of the head coaches and student athletes more effective, several limitations related to the scope of the study need to be addressed:

1. Data were collected from the head coaches and student athletes of 53 institutions in the five major NCAA conferences. Thus, generalizing to other sport organizations the results of this study might be unreasonable.
2. Although data were provided on confidentiality, participants might not have represented honest information toward the athletic director and head coach because they might become aware of disadvantages from their athletic director or head coach by giving negative responses (Kent, 1999).
3. The student athletes might have inflated the service quality scores if they have had a good relationship with their head coach and might have deflated them if they have had a bad relationship with their head coach (Yukl, 1989).
4. The head coaches might rate their athletic director's transformational leadership higher if they perceived their athletic departments as an effective organization. On the other hand, if the head coaches perceived their athletic departments as an ineffective organization, they might rate their athletic director's transformational leadership with lower scores (Yukl, 1989).
5. Affective commitment, job satisfaction, and organizational citizenship behavior were self-reported by the head coaches. Therefore, these ratings might not accurately measure the organization's entity (Kent, 1999).

6. A web-based survey was used in this research. The web-based survey has some limitations. First, participants might ignore the e-mail survey as a junk e-mail. Second, participants might discontinue in the middle of the survey because of length of inconvenience. As a result, the rate of response might be lower than in a mailed survey.

### **Implications for the Sport Management Field**

The researcher understood that this study will assist many researchers in the sport management field to better understand the role of transformational leadership on the successful service quality, through its effect on organizational outcomes. The findings of the current study suggest several implications for the sport management field.

The effect of transformational leadership on service quality has not been highlighted by many scholars or in the area of sport management. Sport managers should recognize how much transformational leadership influences organizational functioning and the employees' work attitudes. This consciousness should be made aware in the sport organization, as well as all professional organizations. For example, according to Bommer (1995), Butler et al. (1999), Deluga (1991), Kessler (1993), and Russell (1996), employees satisfied with their supervisor's transformational leadership should likely exhibit higher job satisfaction in the work environment. This might connect with research by Snipes et al. (2005). Faculty job satisfaction had a significant impact on service quality provided to undergraduate students (Snipes et al., 2005).

Research studies have consistently demonstrated the positive effect of transformational leadership in an organizational setting (e.g., Dumdum, Lowe, & Avolio, 2002; Fuller, Patterson, Hester, & Stringer, 1996; Lowe, Kroeck, & Sivasubramaniam, 1996), but not all. Contingent reward, as one of the transactional leadership's dimensions, also made a positive significant contribution to service quality (Jabnoun & Rasasi, 2005). This notion might indicate that a somewhat mixed leadership style with transformational and transactional leadership could be considered as an effective leadership style in the sport management field.

Within this study, the lack of a significant relationship between overall job satisfaction, affective commitment, and altruism of OCB and service quality may also have an implication for the head coaches and student athletes. The potential implication might be that these organizational outcomes perceived by the head coaches do not work as the effective factors to provide high service quality in intercollegiate athletics. On the other hand, as suggested in research by Snipes et al. (2005), "work itself and satisfaction with customers as intrinsic rewards factors and benefits as extrinsic factor" might have a significant impact on service quality in the sport organization (p. 1335).

### **Future Research Recommendations**

Based on the literature review and the findings of this study, the following recommendations for future research are offered:

1. Future research should ascertain other psychological and contextual factors that can play a catalyst in the relationship between transformational leadership and service quality.
2. With regard to the organizational outcomes, future research focused on the correlation of the leadership behaviors and service quality should be executed in additional other business environments, such as professional sport organizations, intercollegiate athletic contexts, recreational sports, and fitness centers.
3. Future research analyzing the multiple influences of leadership behaviors on service quality provided to student athletes could provide practical information related to organizational performance, such as team success.
4. Future research aimed at increasing winning percentages (i.e., team success) in the NCAA by increasing the student athletes' service quality could be very worthy and beneficial to organizations.
5. Although the present study failed to show evidence that job satisfaction, affective commitment, and altruism of OCB mediated the relationship between transformational leadership and service quality, future research could provide more precise evidence exploring cause and effect of the relationships between these variables.

### **Conclusion**

Transformational leadership in intercollegiate athletics seems to be an important perspective to strengthen the organization's functioning. Especially, the leadership



behavior of executive leaders in intercollegiate athletics may be a significant issue related to organizational performance in the NCAA. With the perception of the importance of leadership, the present study investigated the potential impact of transformational leadership on the service quality provided by their head coaches as perceived by the student athletes. Although the hypothesized model advanced by the research questions did not provide empirical support for the direct linkage between the transformational leadership and service quality, the results suggested that transformational leadership positively impacts the organizational outcomes (e.g., job satisfaction, affective commitment, and organizational citizenship behavior). Further, the transformational leadership indirectly showed a positive impact on service quality through generalized compliance. This indicates that generalized compliance may be one of the important components to the relationship between the athletic director's transformational leadership perceived by the head coach and the perception of student athletes' service quality provided by the head coach. Consequently, organizations should continue to seek the variables that can couple the relationship between transformational leadership and service quality. In this effort, we would see the true nature of relationship between transformational leadership and service quality.

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**APPENDIX A**  
**COVER LETTER**

Dear Participants,

Your participation in a national survey of perceived attitudes toward your profession is needed. As a doctoral student at Texas A&M University, I am conducting this dissertation research to fully understand athletic directors' transformational leadership styles as perceived by head coaches at five major NCAA conferences (Big 12, Big Ten, Pac 10, SEC, and ACC). The second focus of this study is to examine the role of organizational outcomes as perceived by head coaches in the relationship between the athletic directors' transformational leadership and service quality as perceived by student athletes. The third purpose of this study is to investigate the influence of transformational leadership behaviors on service quality as perceived by student athletes.

To meet the aims of this study, we are using a web-based developed and validated questionnaire to survey 927 head coaches and 1064 student athletes at the major five NCAA conferences during the 2005-2006 academic year.

Participation will require about 5-10 minutes to answer the questionnaire. You may refuse to answer any question on the survey if it makes you feel uncomfortable. All data will be dealt with confidentially and no institution or individual taking part in the study will be identified. The questionnaire has been sent in anticipation of your participation. This research study has been reviewed and approved by the Institutional Review Board- Human Subjects in Research, Texas A&M University. For the research-related problems or questions regarding subjects' rights, the Institutional Review Board may be contacted through Sharon Alderete, CIP, Program Coordinator, Institutional Review Board, at (979) 458-4067 (s-alderete@tamu.edu).

Hopefully you will find time in your busy schedule to participate in this study. If you have any comments or concerns with the study, please contact me at the number or email below. Thank you for your time and participation, we look forward to your response.

Sincerely,

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**APPENDIX B**  
**HEAD COACH QUESTIONNAIRE**

<b>Head Coach Questionnaire</b>
---------------------------------

This study is concerned with the athletic directors' transformational leadership and the organizational outcomes perceived by head coaches. In completing this study, we hope to better understand how to make the experiences of the head coaches more enjoyable.

Against each of the items, a response format for all questionnaires (the MLQ, the OCBI, the OCI, and the OJS) ranging from 1 (Strongly Disagree) to 7 (Strongly Agree) is provided. You are requested to participate in the study and indicate the extent to which you agree with the content of each item. Your honest and spontaneous response to each and every item is vital to the success of this study. Do not think about any one item for too long.

**Example:**

	<b>Strongly Disagree</b>							<b>Strongly Agree</b>
My athletic director cares about whether or not I achieve my career goals.	1	2	3	4	5	6	7	

**It is extremely important that you provide a response to every question.**

We thank you in advance for participation in this study. Once, if you have any questions, or would like a copy of the results, please send an email to the email address below. Thank you again.

Jin ho Choi; Department of Health and Kinesiology; Texas A&M University; TAMU 4243; College Station, TX 77843-4243; Phone: (979) 845-3702; Fax: (979) 947-8987; Email: [jhc6190@neo.tamu.edu](mailto:jhc6190@neo.tamu.edu).

**\*\*\*\* Please continue on the back page \*\*\*\***

1. **Your Age:** < 30\_\_\_ 31-40\_\_\_ 41-50\_\_\_ 51-60\_\_\_ 61>\_\_\_
  2. **Your Gender:** \_\_\_Male \_\_\_Female
  3. **Your Ethnicity:**  
African-American\_\_\_ Caucasian\_\_\_ Hispanic\_\_\_ Other\_\_\_
  4. **Your Athletic Director's Gender:** \_\_\_Male \_\_\_Female
  5. **Your Athletic Director's Ethnicity:**  
African-American\_\_\_ Caucasian\_\_\_ Hispanic\_\_\_ Other\_\_\_
- 

#### Multifactor Leadership Questionnaire

	Strongly Disagree						Strongly Agree
1. My athletic director is a model for me to follow.	1	2	3	4	5	6	7
2. I have complete faith in him/her.	1	2	3	4	5	6	7
3. My athletic director makes everyone around him/her enthusiastic.	1	2	3	4	5	6	7
4. My athletic director finds out what I want and tries to help me get it.	1	2	3	4	5	6	7
5. You can count on him/her to express appreciation when you do a good job.	1	2	3	4	5	6	7
6. My athletic director gives personal attention to members who seem neglected.	1	2	3	4	5	6	7
7. My athletic director has provided me with new ways of looking at things which used to be a puzzle for me.	1	2	3	4	5	6	7
8. His/her ideas have forced me to rethink some of my own ideas which I had never questioned before.	1	2	3	4	5	6	7
9. My athletic director enables me to think about old problems in new ways.	1	2	3	4	5	6	7

**\*\*\*\* Please continue on the back page \*\*\*\***

**Organizational Citizenship Behavior Questionnaire**

	<b>Strongly Disagree</b>				<b>Strongly Agree</b>		
	1	2	3	4	5	6	7
1. I help other employees with their work when they have been absent.	1	2	3	4	5	6	7
2. I volunteer to do things not formally required by the job.	1	2	3	4	5	6	7
3. I take the initiative to orient new employees to the department even though it is not part of my job description.	1	2	3	4	5	6	7
4. I help others when their work load increases (assist others until they get over the hurdles).	1	2	3	4	5	6	7
5. I assist others with their duties at work.	1	2	3	4	5	6	7
6. I make innovative suggestions to improve the overall quality of the department.	1	2	3	4	5	6	7
7. I exhibit punctuality in arriving at work on time.	1	2	3	4	5	6	7
8. I exhibit attendance at work beyond the norm, for example, taking less days off than most individuals or less than allowed.	1	2	3	4	5	6	7
9. I give advance notice if unable to come to work.	1	2	3	4	5	6	7
10. I do not take unnecessary time off work.	1	2	3	4	5	6	7
11. I willingly attend functions not required by the athletic department, but help in its overall image.	1	2	3	4	5	6	7
12. I do not spend a great deal of time in idle conversation at work.	1	2	3	4	5	6	7

**\*\*\*\* Please continue on the back page \*\*\*\***

**Organizational Commitment Instrument**

	Strongly Disagree				Strongly Agree		
	1	2	3	4	5	6	7
1. I would be very happy to spend the rest of my career with this organization.	1	2	3	4	5	6	7
2. I really feel as if this organization's problems are my own.	1	2	3	4	5	6	7
3. I do not feel like part of the family at my organization. (r)	1	2	3	4	5	6	7
4. I do not feel emotionally attached to this organization. (r)	1	2	3	4	5	6	7
5. This organization has a great deal of personal meaning for me.	1	2	3	4	5	6	7
6. I do not feel a strong sense of belonging to my organization. (r)	1	2	3	4	5	6	7

**\*\*\*\* Please continue on the back page \*\*\*\***



**Overall Job Satisfaction**

	<b>Strongly Disagree</b>					<b>Strongly Agree</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>1. All in all, I am satisfied with my job.</b>							
<b>2. In general, I don't like my job. (r)</b>							
<b>3. In general, I like working here.</b>							

***Thank you very much for your participation***

**APPENDIX C**  
**STUDENT ATHLETE QUESTIONNAIRE**

<b>Student Athlete Questionnaire</b>
--------------------------------------

This study is concerned with service quality perceived by student athletes. In completing this study, we hope to better understand how to make the experiences of the student athletes more enjoyable. Against each of the items, a response format for all questionnaires (the SERVQUAL) ranging from 1 (Strongly Disagree) to 7 (Strongly Agree) is provided. You are requested to participate in the study and indicate the extent to which you agree with the content of each item. Your honest and spontaneous response to each and every item is vital to the success of this study. Do not think about any one item for too long.

**Example:**

	<b>Strongly Disagree</b>							<b>Strongly Agree</b>
	1	2	3	4	5	6	7	
My head coach cares about whether or not I achieve my career goals.								

**It is extremely important that you provide a response to every question.**

We thank you in advance for participation in this study. Once, if you have any questions, or would like a copy of the results, please send an email to the email address below. Thank you again.

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**\*\*\* Please continue on the back page \*\*\***

1. **Your Age:** 18\_\_\_ 19\_\_\_ 20\_\_\_ 21\_\_\_ 22\_\_\_ 23\_\_\_
  2. **Your Gender:** \_\_\_Male \_\_\_Female
  3. **Your Ethnicity:**  
African-American\_\_\_ Caucasian\_\_\_ Hispanic\_\_\_ Other\_\_\_
  4. **Your Head Coach's Gender:** \_\_\_Male \_\_\_Female
  5. **Your Head Coach's Ethnicity**  
African-American\_\_\_ Caucasian\_\_\_ Hispanic\_\_\_ Other\_\_\_
- 

### SERVQUAL Questionnaire

	Strongly Disagree						Strongly Agree
1. When my head coach promises to do something by a certain time, he/she will do so.	1	2	3	4	5	6	7
2. When a student athlete has a problem, my coaching staff shows a sincere interest in solving it.	1	2	3	4	5	6	7
3. My head coach performs a right the first time.	1	2	3	4	5	6	7
4. My head coach provides services to student athletes at the time promised.	1	2	3	4	5	6	7
5. My head coach tells student athletes exactly when services are performed.	1	2	3	4	5	6	7
6. My head coach gives prompt attention to student athletes on team.	1	2	3	4	5	6	7
7. My head coach is always willing to help student athletes on team.	1	2	3	4	5	6	7
8. My head coach is never too busy to respond to student athletes.	1	2	3	4	5	6	7
9. The behavior of my head coach instills confidence in student athletes on team.	1	2	3	4	5	6	7
10. My head coach is consistently courteous with student athletes on team.	1	2	3	4	5	6	7
11. My head coach has the knowledge to answer student athletes' questions.	1	2	3	4	5	6	7

**\*\*\*\* Please continue on the back page \*\*\*\***

	<b>Strongly Disagree</b>					<b>Strongly Agree</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>12. My head coach gives student athletes individual attention.</b>							
<b>13. My head coach has student athletes' best interests at heart.</b>							
<b>14. My head coach understands the specific needs of student athletes.</b>							

***Thank you very much for your participation***

**VITA**

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