

Relationship between Head Teachers' Leadership Styles and Teachers' Commitment in Ledzokuku Municipality

Ruth Morkor Boye

PhD Candidate, University of Education, Winneba

Corresponding Author: Ruth Morkor Boye. E-mail: boyeruth37@gmail.com

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Abstract: The study made an effort to look at the connection between teacher commitment and leadership philosophies. The study found a substantial and favorable association between overall leadership style and overall commitment, even though it was a weak relationship. A cross-sectional sample method was used in this research. This architecture captures how things are at a certain point in time. The population size is 850, which comprises all head teachers and teachers currently teaching in public basic schools in the Ledzokuku Municipality. The finding further revealed that individually, all the factors of transactional and transformational have a weak but significant positive correlation with the three commitment dimensions except management-by-exception-passive (the negative leadership factor), which has no relationship with affective commitment and a weak and insignificant relationship with normative commitment. Furthermore, the study discovered that a strong leadership style boosts teacher commitment. Furthermore, transactional leadership generates more commitment than transformational or laissez-faire leadership. This means that when head teachers reward teachers, monitor and forecast potential issues in their work, and take remedial action, their commitment rises. Negative leadership styles like laissez-faire and management-by-exception-passive have nothing to do with dedication. This finding suggests that it might be inadequate and deceptive to conclude that transactional leadership style correlates significantly with commitment without an evaluation of all its individual factors.

Keywords: Commitment, relationship between head teachers, leadership styles, Ghana

1. INTRODUCTION

The introduction of the United Nations' Millennium Development Goals (MDGs) came with educational targets (MDG 2); with this schedule to be met, states have prioritized quality primary education in their policy agendas. Meanwhile, one of the main factors that contribute most significantly to the success of the educational sector is the quality and strength of its staff (Addae-Mensah, 2000; UNESCO, 2006). The Ledzokuku Municipality has recorded a worrying trend of worsening results in recent years. In 2017, there was a 58.60 percent pass rate at the Basic Education Certificate Examination (BECE). In 2018, 67.26 percent was obtained, with a decline in 2019, where 63.90 percent was recorded (Mr. Victor Noye Tawiah, Municipal Director of Education, Ledzokuku Municipality). The level of teacher commitment to schools nationwide is worrying, which explains the decline in performance in 2018. In Ghana, it seems efforts to recruit more people into the teaching profession have proven successful, yet determining how to keep quality teachers in the classrooms remains an enigma.

It was reported that an estimated 33,185 teachers had abandoned their posts in recent years to seek greener pastures elsewhere (Agezo, 2010; Ghana Business News, 2017) in Ghana. Teacher absenteeism also appears to be another major topic for discussion in public circles in Ghana. According to the Ghana National Association of Teachers (GNAT), the practice could affect the provision of good-quality education if not adequately addressed. It called on the government to put in place measures to improve the teaching and learning conditions, pay teachers their legitimate entitlement on time, and provide a conducive teaching and learning environment to halt the practice. (Ghanabusinessnews, 2017). Even though governments have instituted incentive packages such as a 15% retention premium, study leave with pay, and recent and yet to be implemented allowances for deprived area teachers, In

addition, best teacher awards and a single-spine salary structure will heighten teacher commitment. It suggests that other variables that could predict employee commitment besides financial and other material factors need investigation.

This study is underpinned by the theoretical viewpoint that leadership style affects teacher commitment. Yet, researchers have used different leadership models, and it seems there is no consensus on the precise leadership style that influences teacher commitment. With this situation, coupled with the diversity of leadership theories, headteachers, in their bid to bolster teacher commitment, may employ leadership styles based on their convictions and idiosyncrasies that might lack theoretical and empirical backing. Besides, leadership theorists such as Hoy and Miskel (2001) and Yuki (2006) call for a paradigm shift in leadership theory that adopts an integrative approach to traits, behaviors, influence processes, situation variables, and outcomes all in the same design. Besides, in the Ghanaian context, it appears there is a lack of studies on leadership styles that engender teacher commitment. With these gaps in the literature, leadership style claims a legitimate focus of study in connection to teacher commitment in Ghana. Against this backdrop, this study dwells on the relationship between head teachers' leadership style and teacher commitment.

2. MATERIAL AND METHODS

Research Design

A research design is a systematic strategy that outlines how a research project will be carried out, including operationalizing factors to be evaluated, choosing samples of interest, and the data collection process to address research questions and test hypotheses, and data interpretation (Creswell, 2019). As a result, study architecture acts as a model for a researcher's data collection, analysis, and interpretation. A cross-sectional sample method was used in this research. This architecture captures how things are at a certain point in time (Bryman, 2019), with no effort to regulate factors or manipulate variables (Kelley et al. 2003). Since it depends on big data from a random sample of a population to describe the essence of actual circumstances, the questionnaire design was chosen (Cohen et al. 2011).

Cohen et al. (2011) propose the cross-sectional surveys use a variety of data collection methods, such as telephone interviews, face-to-face interviews, and questionnaires. Since one solution has drawbacks in offering full answers to questions, one design was chosen because it allows for the mixing of quantitative and qualitative results (Creswell, 2009). People's expectations inform leadership styles and engagement interpretations, and polls, as Atkinson and Muir (2003) point out, are effective tools for gathering vast amounts of knowledge about people's opinions and lifestyles.

Population and Target Population of the Study

The set of units from which a sample is taken is referred to as a population (Bryman, 2019). The population size is 850, which comprises of all head teachers and teachers currently teaching in public basic schools in the Ledzokuku Municipality. Head teachers and teachers who had taught in their classrooms for at least one-year make up the target group. This group of participants is thought to have spent enough time together to be in a stronger place to provide evidence to address the study questions. This was made up of 50 head teachers and 800 teachers, making 850.

Sample and Sampling Procedure

A survey, according to Scheuren (2004) and Polit & Beck (2010), is a part of the population selected to represent the whole population. The goal of sampling is to obtain data from a smaller sample size, which improves productivity by allowing generalizations about the population to be drawn without having to analyze each person. The researchers used a multi-stage sampling approach that included stratified random, census, and convenience sampling. Stratified random sampling population is divided into subsets, or 'strata,' and then selects a random sample from each subgroup (Fink, 1995). This sampling strategy's core principle is to ensure that units from each segment of the population of interest are repeated in the survey. Roughly, proportional stratified random sampling, in which the same percentage of the population was used for each subgroup. The schools were divided into two groups: those led by male principals and those led by female principals.

Census sampling entails gathering data from each citizen who is of concern (Babbie, 1990). To gather everyone's perspective on their head teachers' leadership styles and instructor engagement, this sampling technique was used to pick all teachers who work with head teachers as selected in the stratified sampling. Since everyone's perspective

matters when assessing leadership style and loyalty, this sampling technique was used. Participants in convenience sampling are those that are easily accessible and willing to engage in a sample. "Reliance on available subjects" is the principle that underpins this form of sample collection (Babbie, 1990, p. 99). For the interview, this approach was used to pick head teachers and teachers. To keep the schools' identities hidden, codes were used to represent them.

Sample Size

For the quantitative process of the analysis, a sample size of 425 was chosen. This was based on Borg and Gall's (2003) suggestion that a population be represented by at least 30% of the total population. The researcher desired a larger sample size than that recommended by Borg and Gall (2003). As a result, for the quantitative point, half of the target population was used. Creswell (2022) suggests 3-5 subjects for qualitative experiments, while Whitehead and Annells (2023) say that a typical sample size in qualitative analysis is between eight and fifteen participants. These suggestions are focused on the presumption that qualitative research surveys are usually limited and based on knowledge requirements (Polit & Beck, 2010). The interview included seven (7) people, including four (4) teachers and three (3) head teachers, to consider these ideas.

Data Collection Procedure

Data gathering is a necessary part of every empirical study. Survey research is one of the most prevalent methodologies in the human sciences. Creswell (2022) emphasizes that in research, respecting the study location and obtaining permission before entering it is extremely important. The author conducted personal contact with school principals and support staff to obtain authorization to administer the survey in their respective schools. The schools were visited twice. The researcher presented himself to the heads and teachers on the first visit in order to obtain their informed permission. The study's purpose was stated, as well as instructions on how to complete the questionnaire. The questionnaires were handed out to the participants. Within two weeks, a second visit was made to collect completed surveys and undertake face-to-face discussions.

Data Analysis Procedure

Data analysis is the process through which researchers turn a large amount of data into actionable information. Depending on the nature of research, there is a variety of data analysis methodologies. The analysis of data for this work proceeded in two stages: quantitative and qualitative.

3. RESULTS

The research stated in this study was "what is the relationship between head teachers' leadership styles and teacher commitment in Ledzokuku Municipality"? Interpretation of results was based on Devore and Peck's (1993) guidelines that in assessing resultant correlation coefficients, coefficients less than 0.5 represent a weak relationship, coefficients greater than 0.5 but less than 0.8 represent a moderate relationship, and coefficients greater than 0.8 represents a strong relationship. Pearson correlation was used to investigate the relationship between leadership styles of head teachers and overall teacher commitment, and results are shown in Table 1

Table 1 Pearson Correlation Matrix for Leadership Styles and Commitment

Variables	1	2	3	4	5	6	7	8
1. Overall Head teachers' Leadership style	1	--	--	---	---	---	--	--
2. Transformational Leadership styles		1	---	---	---	---	--	--
3. Transactional Leadership style			1	---	---	---	--	--
4. Laissez-faire Leadership style				1	---	---	--	--
5. Overall Teacher Commitment	.52*	1	---	---	1	---	--	--
6.	.71*	.57*	1	---	---	1	--	--
Affective Commitment	.68*	-.21*	.17*	1	--	---	--	--

Continuance Commitment	.41*	.36*	.43*	.13*	1	--	--	--
Normative Commitment	.28*	.34*	.35*	.00	.83*	1	--	--
	.43*	.26*	.40*	.23*	.81*	.47*	1	--
	.32*	.30*	.33*	.09	.87*	.61*	.57*	1

Table 1 Pearson correlation Matrix for Leadership Styles and commitment

*Correlation is significant at $p > 0.05$ (2-tailed)

The Pearson correlation results in Table 1 show that there is a relatively weak but significant positive relationship between overall leadership style and overall commitment ($r = .41$, $p = .00$, 2-tailed), and a weak but significant positive relationship was found between transformational ($r = .36$, $p = .00$, 2-tailed), transactional ($r = .43$, $p = .00$, 2-tailed), and laissez-faire ($r = .13$, $p = .05$, 2-tailed) leadership styles and overall commitment respectively.

The relationship between the various leadership styles and the dimensions of commitment were examined and the results in Table 4.60 reveal a weak but significant positive relationship between transformational leadership style and affective ($r = .34$, $p = .00$, 2-tailed), continuance ($r = .26$, $p = .00$, 2-tailed) and normative ($r = .30$, $p = .00$, 2-tailed) commitments. A relatively weak but significant positive relationship was found between transactional leadership style and affective ($r = .35$, $p = .00$, 2-tailed), continuance ($r = .40$, $p = .00$, 2-tailed) and normative ($r = .33$, $p = .00$, 2-tailed) commitments. No correlation was found between laissez-faire leadership style and affective commitment ($r = .00$, $p = .97$, 2-tailed); there is a weak but significant positive relationship between laissez-faire leadership style and continuance commitment ($r = .23$, $p = .00$, 2-tailed), and a weak and insignificant relationship was found between laissez-faire leadership style and normative commitment ($r = .09$, $p = .16$, 2-tailed). To determine the correlation between the leadership factors and commitment dimensions, Pearson correlation results are presented in Table 2 below.

Table 2 Pearson Correlation for Leadership Factors and Commitment Dimensions

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Idealized influence-Attribute	1	--	--	--	--	--	--	--	--	--	--
2. Idealized influence-Behaviour	.61*	1	--	--	--	--	--	--	--	--	--
3. Individualized Consideration			1	--	--	--	--	--	--	--	--
4. Intellectual Stimulation	.63*	.58*	.60*	1	--	--	--	--	--	--	--
5. Inspirational Motivation	.54*	.51*	.56*	.64*	1	--	--	--	--	--	--
6. Contingent Reward	.63*	.56*	.55*	.51*	.54*	1	--	--	--	--	--
7. Management By-Exception Active	.57*	.43*	.60*	.51*	.54*	.49*	1	--	--	--	--
8. Management By-Exception Passive	.55*	.56*	.55*	.70*	.59*	.49*	.49*	1	--	--	--
9. Affective Commitment									1	--	--
10. Continuance Commitment	.17*	-.07*	-.21*	-.18*	-.26*	-.20*	-.19*	.01	--	1	--
11. Normative Commitment	.24*	.37*	.22*	.21*	.30*	.32*	.33*	.24*	.24*	.24*	1

.22*	.28*	.19*	.16*	.19*	.22*	.23*	.08*	.47*	1	--
.20*	.38*	.20*	.24*	.22*	.20*	.33*		.61*	.57*	1

Table 2 Pearson Correlation for Leadership Factors and Commitment Dimensions

*Correlation is significant at $p > 0.05$ (2-tailed)

The Pearson correlation results as in Table 2 indicates that there is a weak significant correlation between idealized influence-attribute and affective ($r = .24$, $p = .00$, 2-tailed), continuance ($r = .22$, $p = .00$, 2-tailed), and normative ($r = .20$, $p = .00$, 2-tailed) commitments while idealized influence-behaviour has a weak but significant relationship with affective ($r = .37$, $p = .00$, 2-tailed), continuance ($r = .28$, $p = .00$, 2-tailed), and normative ($r = .38$, $p = .00$, 2-tailed) commitments respectively. Individualized consideration has a weak but significant correlation with affective ($r = .22$, $p = .00$, 2-tailed), continuance ($r = .19$, $p = .00$, 2-tailed), and normative ($r = .20$, $p = .00$, 2-tailed), and intellectual stimulation has a weak but significant relationship with affective ($r = .24$, $p = .00$, 2-tailed), continuance ($r = .16$, $p = .01$, 2-tailed), and normative ($r = .24$, $p = .00$, 2-tailed) commitments respectively. Similarly, there is a weak but significant relationship between inspirational motivation and affective ($r = .30$, $p = .00$, 2-tailed), continuance ($r = .19$, $p = .00$, 2-tailed), and normative ($r = .22$, $p = .00$, 2-tailed) commitments, and a weak but significant correlation was found between contingent reward and affective ($r = .32$, $p = .00$, 2-tailed), continuance ($r = .22$, $p = .00$, 2-tailed), and normative ($r = .20$, $p = .00$, 2-tailed) commitments.

The results also show that there is a weak but significant relationship between affective ($r = .33$, $p = .00$, 2-tailed), continuance ($r = .23$, $p = .00$, 2-tailed), and normative ($r = .33$, $p = .00$, 2-tailed) commitments, and management-by-exception-passive has a weak but significant relationship with continuance commitment ($r = .24$, $p = .00$, 2-tailed). However, a weak and insignificant relationship was found between management-by-exception-passive and affective ($r = .01$, $p = .87$, 2-tailed) and normative ($r = .08$, $p = .19$, 2-tailed). These results suggest that except management-by-exception-passive with affective and normative commitments, all the leadership factors independently had a positive link with the commitment dimensions. Therefore, these factors have contributed positively to the commitment of teachers.

Table 2 Correlation Matrix for Head teachers' Characteristics and Teacher Commitment

Variables	1	2	3	4	5	6	7	8	9	10
1. Sex	1	--	--	--	--	--	--	--	--	--
2. Age	-0.17	1	--	--	--	--	--	--	--	--
3. Academic Qualification	-0.17	0.12	1	--	--	--	--	--	--	--
4. Marital Status	-0.07	0.15	-0.02	1	--	--	--	--	--	--
5. Tenure	-0.05	.56*	-0.15	0.19	1	--	--	--	--	--
6. Type of Head	0.03	0.2	0.01	0.11	0.05	1	--	--	--	--
7. Overall Teacher Commitment	0.08	0.10	0.17	0.28	0.14	-0.10	1	--	--	--
8. Affective Commitment	-0.06	0.19	.30*	0.21	0.2	-0.03	.83*	1	--	--
9. Continuance Commitment	0.16	0.17	0.05	.34*	0.26	-0.11	.81*	.47*	1	--
10. Normative Commitment	0.11	-0.12	0.06	0.15	-0.1	-0.12	.87*	.61*	.57*	1

Table 3 Correlation Matrix for Head teachers' Characteristics and Teacher Commitment

*Correlation is significant at $p > 0.05$ (2-tailed)

The Pearson correlation results in Table 3 show that head teachers' sex ($F=0.08$, $p=0.67$, 2-tailed), age ($r=0.10$, $p=0.58$, 2-tailed), academic qualification ($r=0.17$, $p=0.35$, 2-tailed), marital status ($r=0.28$, $p=0.13$, 2-tailed), and tenure ($r=0.14$, $p=0.43$, 2-tailed) had insignificant positive correlation with teachers' commitment. Though insignificant, type of head teacher had negative association with teacher commitment ($r=-0.10$, $p=0.59$, 2-tailed). The results imply that head teacher characteristics do not have a connection to teacher commitment.

4. DISCUSSION

The study attempted to investigate the relationship between leadership styles and teacher commitment. The study revealed that even though the relationship is weak, there is significant and positive relationship between overall leadership style and overall commitment. This means that head teachers leadership style is a factor that either increases or decreases teachers' commitment. This finding is congruent with Ahmadi and colleagues' (2012) findings. It was also found that transactional leadership style made a strongest correlation with overall commitment than transformational and laissez-faire leadership styles which is consistent with a study by Lung (2009), but departs from Delden's (2008) findings. It was disclosed that laissez-faire leadership style had a weak but positive association with overall commitment. This result is inconsistent with Walumbwa and Lawler's (2005) finding where they found a negative correlation between laissez-faire leadership style and organizational commitment.

The finding revealed that both transactional and transformational styles have a weak but significant positive correlation with affective, continuance, and normative commitments. This finding is in consonance with Alqudah's (2011) findings. However, laissez-faire leadership has no association with affective commitment, a weak but significant positive relationship with continuance commitment, and a weak and insignificant association with normative commitment. It is not surprising that laissez-faire style has no correlation with affective commitment because affective commitment is intrinsic, and therefore might not be influenced by external factors such as negative leadership style of the head teacher.

The finding further revealed that individually, all the factors of transactional and transformational have weak but significant positive correlation with the three commitment dimensions except management-by-exception-passive (negative leadership factor) where it has no relationship with affective commitment, and a weak and insignificant relationship with normative commitment. This finding suggests that it might be inadequate and deceptive to conclude that transactional leadership style correlates significantly with commitment without an evaluation of all its individual factors. Furthermore, it was found that head teachers' characteristics do not matter in determining their leadership style in relation to teacher commitment.

5. CONCLUSION

Teachers are generally devoted to their schools, according to the report. Additionally, it was shown that among instructors, affective commitment ranked higher than normative and continuation commitment. This finding is crucial to the study because teachers are more motivated to remain members of their institutions by internal factors like fringe benefits and moral considerations than by external ones like fringe benefits and moral considerations. The study also found that effective leadership increases teacher dedication. Compared to transformational or laissez-faire leadership, transactional leadership fosters more devotion. This indicates that teachers' commitment increases when head teachers recognize them, keep an eye on and anticipate any problems with their work, and implement corrective measures. Negative leadership philosophies like management-by-exception-passive and laissez-faire have nothing to do with commitment.

6. RECOMMENDATION

It is suggested that the Ministry of Education and the Ghana Education Service work together to offer incentive packages to teachers in order to enhance their commitment to staying in the Ledzokuku Municipality.

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Data Availability

Data used for this research is available upon request from the corresponding author.

Notes

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