



The Effects of Two-Source Transformational Leadership on Student Outcomes of Service-Learning Projects

Paul H. Jacques
Rhode Island College

John Garger
Binghamton, NY

Veselina Vracheva
North Central College

Author's note

Paul H. Jacques, Management and Marketing Department, Rhode Island College, Providence, RI; John Garger, professional copy editor, Binghamton, NY; Veselina Vracheva, Department of Management & Marketing, North Central College, Naperville, IL

Correspondence concerning this article should be addressed to Paul Jacques, Alger Hall, Management and Marketing Department, Rhode Island College, 600 Mount Pleasant Ave., Providence, RI, 02908. Email: pjacques@ric.edu

Abstract

This paper examines the role of student perceptions of the instructor's and community partner's leadership style on student outcomes of service-learning projects. Extant literature has not examined sufficiently the role of the educator's leadership in service-learning projects and has not considered the effects of the two-source leadership from the instructor and the community client on student outcomes. Student perceptions of the transformational leader behaviors were found to be associated with student perceptions of course relevancy, intention to become involved with community affairs and satisfaction with service-learning. The link between the students' perceptions of the instructor's transformational leadership and satisfaction with service-learning are mediated by the perceived long-term consequences of service-learning. The practical implications of these findings suggest that the dual leadership of the instructor and the community partner is a factor that significantly influences student perceptions of service-learning outcomes.

Keywords: Transformational Leadership, Service-Learning, Long-Term Student Outcomes, Course Relevancy, Course Satisfaction, Community Partner

Introduction

A growing number of colleges and universities are introducing service-learning (SL) as a pedagogical strategy to encourage student community involvement and improve student learning. SL is “a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities” (National Commission on Service-Learning, 2002). SL can have significant academic, civic, and personal influences on students by improving performance in the classroom (Stage, 2004), increasing community involvement (Celio, Durlak, & Dymnicki, 2011), and fostering civic responsibility (Smith, 2008), putting theoretical knowledge to practice (Mobley, 2007) and producing personally meaningful experiences for participants’ development (Cashman & Seifer, 2008). As of 2015, 1100 colleges and universities are members of Campus Compact, the only national coalition of colleges and universities dedicated to promoting community service, civic engagement, and SL in higher education. This represents 1.8 million students investing more than 6.6 million hours to improve communities. According to the 2014 Annual Member Survey of Campus Compact, from 2013 to 2014, 1.4 million students engaged in SL, spending, on average, 3.5 hours per week on community work for a total of 155 million hours. This generated a \$3.5 billion in value. In comparison, in 2000, Campus Compact comprised 689 members, and the total value of service contributed to communities by students was \$279 million.

SL is a promising instructional method in which there has been growing interest, but it must be conducted well to produce positive student outcomes (Billig, 2010). The influence of leadership on student class outcomes has become an important topic of research (Bolkan, Goodboy, & Griffin, 2011). Benefits to student learning are contingent on behaviors from leaders such as principals, administrators, and teachers. The issue of leadership during execution of SL, however, has not been studied. Historically, research on SL leadership has had a narrow focus. Some scholars examine SL’s influence on development of sound leadership qualities in those engaging in SL (Pless, Maak, & Stahl, 2011; Foli, Braswell, Kirkpatrick, & Lim, 2014), and others assess the effects of education administrators’ leadership on student outcomes (Alig-Mielcarek & Hoy, 2005; Robinson Lloyd, & Rowe, 2008). Co-leadership models in which a second-in-command (Heenan & Bennis, 1999; Paré, Menzies, Filion, & Brenner, 2008) or equally-ranked individual (de Voogt, 2006; Bober & Bourgeois, 2016) partner with the prominent leader in their organization have also emerged as a criticism to the single-leader view. In the education community, such models of dual leadership have appeared in the form of co-principal leadership (Eckman, 2006), and principal and teacher shared leadership (Boberg & Bourgeois, 2016). Since “the closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students’ outcomes” (Robinson et al., 2008, p. 664), lack of studies that investigate the effects of instructor and community partners’ dual leadership on student outcomes during SL is surprising.

Leadership is among the most popular topics studied in business management and organizations, but a universal definition of the concept has not yet emerged. It is a construct linked originally to Machiavellian style coercion based on a need to use force to hold personal power and maintain public order. Later developments described leader-follower relationships as a social influence process (Schriesheim, Castro, Xiaohua, & DeChruch, 2006). Currently, leadership is viewed as consulting and shared decision-making (Bass & Bass, 2008). In addition to business organizations, the importance of leadership has been endorsed at various other levels,

including government, community, and colleges and universities through creation of plans such as the Federal Government Leadership Programs and The Community Leadership Association.

In the specific instance of a SL experience, a common leadership infrastructure includes the SL course instructor as a leader in the SL effort who works in conjunction with a representative of an organization, also known as a community partner, receiving the product of the efforts of students involved in the SL project. This scenario, therefore, represents a process whereby SL students are impacted by leadership behaviors exhibited by the course instructor who participates in an SL project as well as the community partner (also referred to as “client” elsewhere in this paper) who also exhibits leader behaviors when coaching, clarifying, inspiring students on aspects of the SL project that the community partner knows best.

Statement of the problem

The present study was influenced by a need to understand the influence of leadership on the complex dynamics associated with SL; it examines the phenomenon of leadership unique to SL that is reflected in student outcomes. It focuses on the influence of perceptions of transformational leadership on student outcomes during SL, and its purpose is to apply extant research on leadership perceptions and behavioral theories to an SL context. The distinct contribution of this study is to identify what role transformational leader behaviors, shared by instructor and community partner play in student perceptions of several SL outcomes. These outcomes include satisfaction with the SL project and the course taken, long-term student outcomes such as future plans to participate in service after college and application of leadership skills, and perceptions of relevance of SL to course content.

Literature Review

Instructional leadership requires creation of a learning-centered environment in which teachers act strategically to improve the effectiveness of the educational experience (Frost & Durrant, 2003; Boberg & Bourgeois, 2016). The effects of transformational leadership on specific student outcomes such as motivation and learning have been well-documented (Bolkan & Goodboy, 2010; Noland & Richards, 2014). Classroom leadership is optimally a reflection of a teacher’s vision, values, and strategy, and not enactment of compliance due to a teacher’s formal position that is inherently powerful. In this study, the former leadership style is considered transformational, defined by inspiring learners through charisma and vision, understanding their intrinsic motivations, aligning their personal objectives to those of the class, and encouraging them to seek higher performance (Larson, 2009). Effective leadership requires contextualization of a leader-follower relationship through follower feedback (Schyns & Sanders, 2007). Recently, Salinas (2012) demonstrated that value-laden personal characteristics such as spirituality, gender and age affect student perceptions of the instructor’s transformational leadership and teacher effectiveness. Therefore, in an educational context, obtaining feedback can simply mean identifying how students perceive an instructor’s leadership style. Ultimately, the leader’s goal is to close the gap between perceived and real leader behaviors to improve student outcomes.

Leadership is a function of qualities and actions of followers and leaders. Leaders influence follower outcomes (Robinson et al., 2008; Liang & Steve, 2013), but follower perceptions define the leader (Meindl, 1995). Therefore, to understand the relationship between

leadership and follower outcomes, we assess how followers perceive leaders. Some organizations encourage multiple sources of leadership, or shared leadership. During shared leadership, individuals in groups lead one another to achievement of the group's goals (Pearce & Conger, 2003). Studies show that in comparison to centralized leadership, shared leadership is a better predictor of team success (Pearce, Yoo, & Alavi, 2004; Sunaguchi, 2015). Approaches of shared leadership of interest to the education community have appeared in the form of co-principal leadership, and principal and teacher shared leadership (Boberg & Bourgeois, 2016). Similarly, we suggest that implementation of SL strategies can be enhanced through leadership of two entities specific to the SL context—instructors and community partners—since both parties reflect points of contact for students in SL courses. Since the decision to engage in SL is usually based on limited information about a project and its client, perceptions of instructor leadership influence attraction not only to a project, but also to the client. This accords with Devendorf and Highhouse (2008), who found that if prospective employees of an organization perceive similarity to the organization's typical employee, they are attracted more to the organization. Therefore, if students perceive an instructor as transformational, they are likely to perceive a community partner similarly. Hence:

H1a: Student perceptions of instructor transformational leader behaviors correlate positively with student perceptions of SL partner transformational leader behaviors.

The key function of transformational leaders is to inspire followers to go beyond their own interests and begin to work towards the achievement of a higher collective vision (Curtis & Tom, 2015). Visions help organizations respond swiftly to problems, and provide followers with organizational clarity and a focal point, thereby creating a sense of relevance for followers to organizational goals (Taiwo, Agwu, & Lawal, 2016). Since traditional curricula rest on a basic theory that often demotivates students, one classroom challenge for teachers has been to establish course relevance and show students how a course prepares them for future careers (Kember, Ho, & Hong, 2008). Since transformational leadership increases teacher credibility (Hoehl, 2008; Harrison, 2011), students link a course to real-life situations if they perceive the instructor as transformational. Furthermore, in a recent study on what instructor behaviors college students perceived as communicating transformational leadership, Bolkan and Goodboy (2011) showed that students reported that making the course relevant was directly linked to perceived instructor's transformational leadership.

To increase course relevancy, a teacher must increase student motivation (Hodgson, 1984). The motivational effects of transformational leadership are established well in the literature (Shamir, House, & Arthur, 1993; Bono & Judge, 2003; Nübold, Muck, & Maier, 2013) including in the context of the effects of the transformational leader-instructor on student motivation (Balwant, 2016). Hence, students who perceive leaders as transformational, and share their visions, find SL more relevant to the course. Transformational leadership in the classroom provides students with a sense of ownership of SL, and advances their understanding of course material. This is particularly important when students are working on SL projects outside of the classroom and have no direct access to their instructors and clients at all times. Therefore:

H1b: Student perceptions of instructor transformational leader behaviors correlate positively with student perceptions of SL course relevancy.

Transformational leadership encourages followers to exert large amounts of discretionary effort to pursue organizational goals (Dvir, Eden, Avolio, & Shamir, 2002; Yahaya & Ebrahim,

2016). It is also characterized by intense leader-follower interactions that create lasting effects in followers such a strong sense of purpose and inspiration (Chang, 2016), the development of affective commitment or care for others (Muchiri & Ayoko, 2013), and establishment of mutual trust (Asencio & Mujkic, 2016), confidence (Bell, Powell, & Sykes, 2015), and commitment (Yahaya & Ebrahim, 2016). Transformational leadership is essential to influencing follower motivation to achieve exceptionally high performance (Eagly, Johannesen-Schmidt, & van Engen, 2003). Results from meta-analyses suggest that transformational leader behaviors are instrumental to inspiring followers and facilitating achievement from them (Judge & Piccolo, 2004; Avolio, Walumbwa, Gardner, Wernsing, & Peterson, 2008; Bass & Bass, 2008). The influence of transformational leadership also extends to higher education. According to Pounder (2008), transformational leadership in the classroom has a positive influence on classroom leadership outcomes such as extra effort.

An important outcome of transformational leadership is the influence it has on follower development because transformational leaders are able to not only capture followers' abilities to perform existing commitments, but also establish a sense of follower long-term capacity (Dvir et al., 2002) like greater sensitivity to the community and a strong belief in the ability to make a change in the world (Billig, Root, & Jesse, 2005) and greater social skills (Celio et al., 2011). The student future responsibilities, or long-term outcomes, of SL tested in this study are the degrees of challenge students will pursue in future jobs, their perceptions of access to opportunities for preferred future job assignments, students' flexibility in changing jobs in the future, and availability of opportunities for gaining job security in the future. Those long-term student outcomes can be viewed in the context of perceived utility of current tasks on a student's future, and the relationship of current tasks on future job assignments (, Thompson, Higgins, & Howell, 1994; Balwant, 2016). For example, IT students' perspectives and perceptions of long-term outcomes are contingent on the degree of self-efficacy (Shih, 2006), and transformational leadership increases followers' sense of self-efficacy (Walumbwa, Avolio, & Zhu, 2008). Therefore:

H1c: Student perceptions of instructor transformational leader behaviors correlate positively with student perceptions of SL long-term consequences.

Engaging in SL alone can have an impact on the individual's behavior following the completion of the SL project. For example, service learning has an impact on political participation after college expressed in terms of voting, donating money to political candidates, social movement organization membership and participation in protests (Winston, 2015). Little is known about the enduring impact of engagement with the community (Finley, 2011); however, the ability of leaders to enhance the long-term moral stance of followers was emphasized in early leadership studies (Greenleaf, 1977; Burns, 1978) and studied more recently by Effelsberg, Solga and Gurt (2014). Transformational leadership specifically advances high moral development and organizational citizenship in followers, based on morality developed independently from authority and expressed in attitudes such as careful balancing of all interests, abdication of excessive self-interest, and moral courage (Graham, 1995). Similarly, the effects of transformational leadership on morality have received some recognition in educational contexts (Siegrist, 1999; Salter, Harris, Woodhull, & Coleman, 2015). Transformational instruction is found to have numerous positive student outcomes that parallel organizational citizenship such as increased effort (Pounder, 2008), deeper learning, and greater motivation (Bolkan & Goodboy, 2009), and student extracurricular engagement in and outside the classroom

(Leithwood & Jantzi, 2000; Boberg & Bourgeois, 2016). Transformational leaders demonstrate heightened morality through their sense of fairness, great concern for individual needs, and care for followers (Bass & Avolio, 1995). Transformational leadership affects a range of positive follower outcomes that are determined by the extent to which there is a shared sense of identification with a leader (Veenstra, Turner, Reynolds, & Haslam 2003). Students with a high degree of ownership and voice during SL nurture civic values beyond the project through development of a better self-concept, greater political engagement, and tolerance for outgroups (Morgan & Streb, 2001), and therefore they are more likely to repeat the effort. Transformational leadership has a strong, positive influence on voice (Detert & Burris, 2007). Since “the closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students’ outcomes” (Robinson et al., 2008, p. 664), the role of a community partner in students’ perceived experiences during SL is critical. Furthermore, the effects of transformational leadership on those engaged in short-term SL projects can inspire long-term service activism throughout their post- service lives (Dorfman, 2012). Students experience a heightened sense of fulfillment from contributions to a community through SL, and pursue civic engagement later in life, if they perceive their community partner as a transformational leader. Therefore:

H1d: Students perceptions of client transformational leader behaviors correlate positively with student perceptions of future community involvement.

The effects of transformational leadership on job satisfaction are studied commonly (Bono & Judge, 2003; Berson & Linton, 2005; Kim, Liden, Kim, & Lee, 2015), but less attention has been given to the psychological mechanisms by which this relationship takes place (Nielsen, Yarker, Randall, & Munir, 2009). Self-efficacy, or one’s belief in his/her capacity to accomplish a task and/or face demanding environmental conditions (Bandura, 1997; Yang, Ding, & Lo, 2016), is one such moderator (Nielsen et al., 2009). Accordingly, transformational leadership influences a classroom regarding student motivation, satisfaction, effort, efficacy, and grades (Koh, Steers, & Terborg, 2006; Robinson et al., 2008). After a defined performance level is achieved, consequences follow in the form of punishment and reward, reflected in a grade and perceived long-term consequences—positive or negative. If consequences are congruent with an individual’s values, he/she experiences satisfaction with a job (Deng, Wu, Leung, & Guan, 2016). Therefore, if a student perceives that SL provides access to opportunities for preferred future job assignments, as an example of a long-term outcome, he/she is more satisfied with the project. The long-term outcomes examined in this study reflect the degree of self-efficacy perceived by a student. The more students perceive that SL will have long-term, positive consequences, the more satisfied they will be with SL. Therefore:

H2a: Student perceptions of the SL long-term consequences correlate positively with student perceptions of satisfaction with SL.

Transformational leadership is a determinant of organizational commitment (Yahaya & Ebrahim, 2016), but various mechanisms mediate the relationship. Some suggest that transformational leaders are able to do that because they increase an individual’s intrinsic value (Shamir et al., 1993), but others argue that transformational leaders increase followers’ organizational commitment because they motivate them to exhibit greater involvement during work (Walumbwa & Lawler, 2003). Still others find that psychological empowerment, which refers to an individual intrinsic motivation along four dimensions: competence, impact, meaning,

and self-determination (Spreitzer, 1995 ; Wang & Gan, 2015), is essential to increased organizational commitment in response to transformational leadership (Yahaya & Ebrahim, 2016). Overall, transformational leadership inspires workers to engage in organizational citizenship by taking on extra role activities that extend beyond the core responsibilities (Bottomley, Mostafa, Gould-Williams, & Leon-Cazeres, 2016). Similarly, student perceptions of access to opportunities for preferred future job assignments, students' flexibility in changing jobs in the future, and availability of opportunities for gaining job security in the future, captured by SL long-term consequences, have a positive influence on students' commitment to engage in community involvement in the future. Therefore:

H2b: Student perceptions of the SL long-term consequences correlate positively with student perceptions of future community involvement.

Methods

Participants and Procedures

Two hundred forty-eight students enrolled in twelve courses (seventeen sections) at a large, public university participated in the study. Participants were chosen based on information provided by instructors of their respective courses that SL was a significant determinant of each student's grade for the course. These courses represented a range of areas of study, including chemistry, entrepreneurship, finance, history, hospitality & tourism, information systems, law, management, psychology, reading, special education, and theater arts & design. One hundred fifty-one participants were female (60.9%) and 91 were male (36.7%). Six participants (2.4%) failed to indicate their gender. The mean age was 22.75 years (SD = 5.76). Participants enrolled in courses with a significant SL component returned a survey that collected variables relevant to this study. Data collection commenced at the end or near the end of an SL project in each course to ensure that participants had sufficient time to form such perceptions.

Measures

Instructor and client transformational leader behaviors were measured with 20 items each from the Multi-factor Leadership Questionnaire (MLQ) (Bass & Avolio, 1995). The MLQ captures five leader behaviors that when combined, provide a measure of transformational leadership. The five components of transformational leadership are idealized influence (attributed), idealized influence (behavior), intellectual stimulation, individualized consideration, and inspirational motivation. Long-term consequence was measured with 4 items from Thompson et al. (1994). Course relevancy (2 items), satisfaction with SL (4 items), and community involvement (5 items) were measured with 11 items from the university's SL outcomes survey administered to participants involved in SL. Structural equation modeling was used to test the model implied by the hypotheses (Figure 1). The comparative fit index (CFI), normed fit index (NFI), root mean square error of approximation (RMSEA), chi-square (χ^2), and chi-square per degree of freedom (χ^2/df) were calculated to assess model fit (Bollen & Long, 1993).

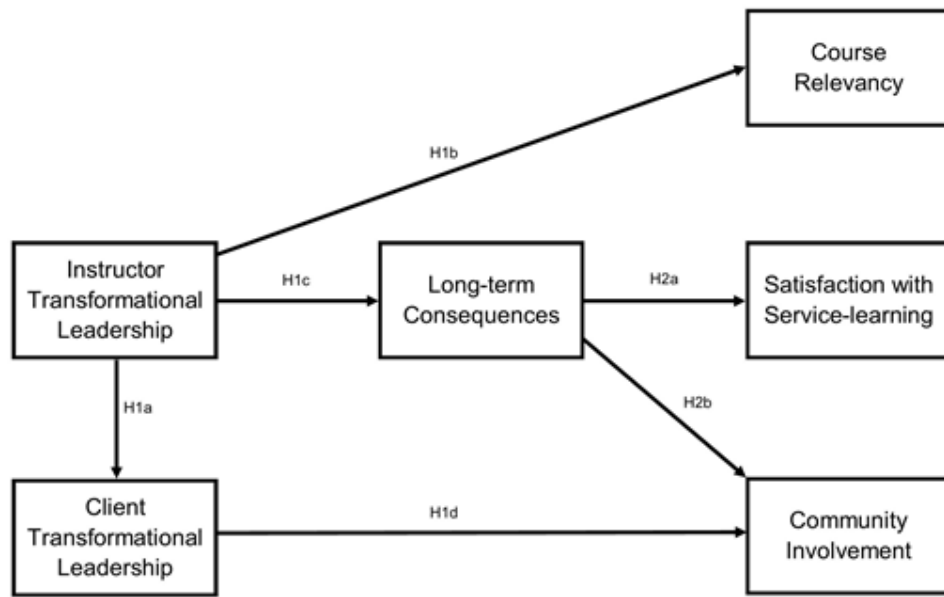


Figure 1. A model of student perceptions of leadership and service-learning outcomes.

Results

Means, standards deviations, construct correlations, and reliabilities are presented in the Table. Reliabilities of the constructs ranged from 0.85 to 0.95, above recommended values for research in the social sciences.

Table

Means, Standard Deviations, Correlations, and (Reliabilities)

	Mean	SD	1	2	3	4	5	6
1. Instructor Transformational	3.96	0.63	(0.95)					
2. Client Transformational	3.52	0.70	0.53**	(0.95)				
3. Long-term Consequences	3.18	0.90	0.27**	0.16*	(0.87)			
4. Course Relevancy	3.38	1.10	0.30**	0.25**	0.73**	(0.88)		
5. Satisfaction w S/L	3.55	0.93	0.33**	0.28**	0.66**	0.67**	(0.85)	
6. Community Involvement	3.25	0.94	0.24**	0.22**	0.64**	0.71**	0.80**	(0.85)

Note: * $p < 0.05$; ** $p < 0.01$

In support of hypotheses H1a, H1b, and H1c, instructor transformational leadership correlated with client transformational leadership ($\beta=0.56$, $p<0.01$), course relevancy ($\beta=0.34$, $p<0.01$), and long-term consequences ($\beta=0.32$, $p<0.01$). In support of H1d, client transformational leadership correlated with community involvement ($\beta=0.14$, $p<0.01$). In support of both H2a and H2b, long-term consequences correlated with satisfaction with SL ($\beta=0.81$, $p<0.01$) and community involvement ($\beta=0.78$, $p<0.01$). Squared multiple correlations for client transformational leadership, course relevancy, long-term consequences, satisfaction with SL, and community involvement were 0.31, 0.12, 0.10, 0.66, and 0.67,

respectively. Figure 2 summarizes these values. The CFI and NFI for the model were 0.96 and 0.93, respectively, suggesting adequate fit. The RMSEA was 0.075, and the chi-square and chi-square per degree of freedom were 3412.99 and 2.40 (df=1424), respectively, again suggesting adequate fit.

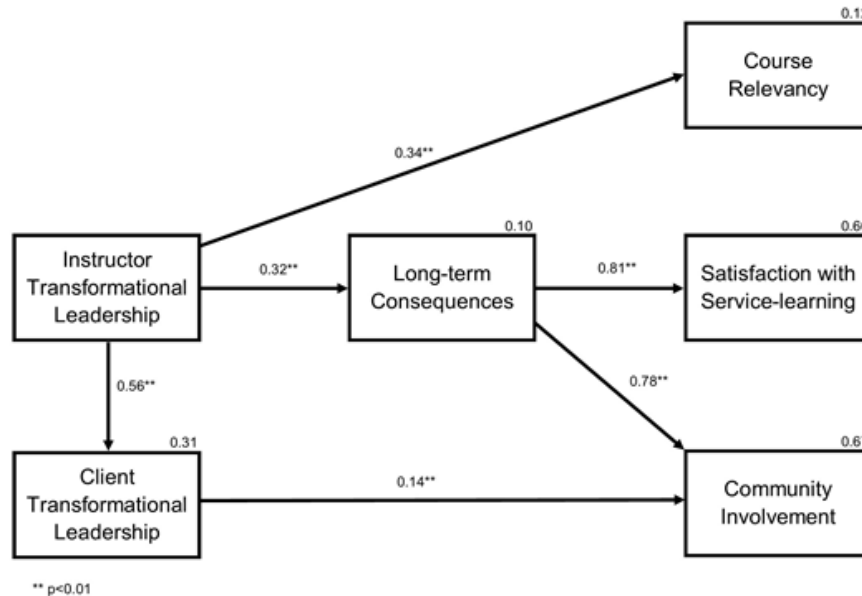


Figure 2. Results for a model of leadership and service-learning outcomes.

Discussion

This study calls attention to the role of SL leadership in shaping student outcomes. It examines the expected long-term SL outcome of developing civic responsibility and the actual short-term SL outcomes related to helping students establish connections with course content and satisfaction with SL. The findings suggest an influence of transformational leadership from two leadership sources—the instructor and community partner—on SL outcomes. The scope of involvement and influence of these two leadership entities, however, stretches over a cluster of student perceptions. First, the findings of the present study indicate that the perceived dual leadership of instructors and community partners influence student outcomes directly. Dual leadership is rarely studied (Benson & Pattie, 2009); however, it is an important phenomenon, because when workers depend on two leaders, each relationship takes place in the context of the other relations and the alignment of those two relationship affects worker outcomes such as satisfaction with the work and levels of turnover (Vidyarthi, Anand, Erdogan, & Liden, 2014). Similarly, we find that the alignment of the leadership styles of the instructor and the community partner, as determined by both leaders' transformational leadership style, positively influences student outcomes such as satisfaction with the SL experience, course relevancy, and the likelihood for future community involvement.

Secondly, the findings also suggest that leader behaviors influence students' preference for future responsibilities. Specifically, we identified that transformation leadership affects

student long-term outcomes such as captured in this study by the degrees of challenge students expect to pursue in future jobs, their perceptions of access to opportunities for preferred future job assignments, students' expected flexibility in changing jobs in the future, and the perceived availability of opportunities for gaining job security in the future. Therefore, instructors and community partners must be mindful of the need to align their leadership styles in SL projects if they want to achieve certain SL outcomes, on one hand and account for how student personality is likely to affect students' perception of the dual leadership style, on the other. Examples of possible alignment strategies include situations in which an instructor could demonstrate a clear link between where a community partner is and where he/she should go when creating a desired goal. An instructor can achieve this by exhibiting confidence in students' completion of a project, thus also increasing students' understanding of course material by relating it to the real world. Instructors and community partners should instill self-efficacy in students by relating what they have mastered in the classroom and other knowledge with skill demands associated with SL tasks.

Similarly, both the instructor and the community partner should demonstrate the enthusiasm for a project they expect from their students, inspire students, and communicate with them in a way that appeals to individual values. Instructors should focus on exciting students through visioning, and providing compelling articulations of what is possible for students participating in SL. Instructors must balance being inspirational with challenging students to question assumptions and thinking outside the box. Students should get involved in high-energy activities, dynamic multimedia presentations of the SL project, frequent interactions, and most importantly, structuring SL projects that represent novel and interesting problems, yet those that involve use of knowledge and creativity to solve those problems. Difficult goals elicit higher student motivation and result in positive outcomes, and students achieve more success with a project that involves exertion of effort for something they enjoy doing.

Future Research

This study examines the effects of two-source leadership on outcomes of SL. However, leader behaviors have not received much attention in extant literature as influencers of these outcomes. This study assesses only one type of leader behaviors. Future research should examine not only other leader theories in relation to SL outcomes, but also mixes of two-source leader behaviors from the two potential sources discussed in this paper. One aspect of leadership that influences SL that should be examined is the effects of differing instructor and client leader behaviors. Perhaps there exists an optimum mix—for example, transformational instructor behaviors and transactional client behaviors—that predicts SL outcomes more strongly. Whereas transformational instructor behaviors (i.e., intellectual stimulation, inspirational motivation, etc.) might frame the purpose and larger implications of engaging in SL, transactional client behaviors (i.e., management-by-exception, contingent reward, etc.) might provide a practical connection between work completed during SL and outcomes (i.e., grade received, course relevancy, practical experience, etc.).

Another aspect for future research is the effect leader behaviors have on the number of SL hours engaged in by a student. Transformational instructor leader behaviors might be necessary when the length of an SL project extends further than a student desires. In this case, a reiteration of task importance and purpose through transformational behaviors might enhance outcomes by sustaining a student with visions of larger, future rewards not emphasized by

reiteration of near-term rewards championed by transactional behaviors. Other leader behaviors might also predict SL outcomes and perceptions. For example, leader-member exchange (Graen & Uhl-Bien, 1995) literature suggests that the relationship between a leader and follower is a dyadic exchange of quality behaviors. These behaviors might be different from student to student from the perspective of both the instructor and client. This quality of exchanges might account for relationships between leadership and SL outcomes, especially in light of the number of hours of SL attempted. Poor exchanges might lead to perceptions of disconnectedness between the purpose of SL and relevancy to course and future job experience. In contrast, quality exchanges might be an antecedent, allowing students to perceive SL as a positive experience from which to learn valuable skills and gain experience for present and future rewards. Although most leadership research is leader-centric and suggests that effective leadership depends solely on a leader's character, several studies from the past two decade examine the effects of followers' personalities on their perceptions of leadership (McCrae & John, 1992; Densten, 2005; van Dick, Hirst, Grojean, & Wiseke, 2007; Felfe & Schyns, 2010). Followed by agreeableness, extraversion is the most consistently correlated trait with transformational leadership (Bono & Judge, 2004). Highly extroverted (Keller, 1999; Felfe & Schyns, 2006), agreeable (Schyns & Felfe, 2006; Schyns & Sanders, 2007; Bono, Hooper, & Yoon, 2012) and conscientious (Schyns & Sanders, 2007; Zopiatis & Constanti, 2012) followers perceive leaders as transformational. Investigations into the effects of student personality on perceptions of transformational leadership would elucidate SL effectiveness.

Limitations

The portion of a participant's grade in a course that was accounted for by SL was not examined. It is reasonable to assume that the higher the percentage of the grade accounted for by SL participation, the higher the seriousness and affect participants would attach to providing quality service to a client. Consequently, the formation of perceptions of leadership and other constructs might be a function of this proportion. Participants were solicited from only one university. SL quality might be a function of the university, but higher-level considerations were not examined in this study. The leadership construct focused on only one aspect of leadership—transformational behaviors. Other leadership constructs and theories might be just as valid when assessing a leadership's influence on students' SL outcomes.

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