THE INFLUENCE OF LEADERSHIP STYLE ON PERFORMANCE AT UNIVERSITIES OF HO CHI MINH CITY, VIETNAM

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This paper derived from the study of the theoretical basis of leadership styles and the impact of leadership styles on the performance and empirical research in organizations. The author uses qualitative and quantitative research methods to analyze the nature of leadership styles in the universities of Ho Chi Minh City. Testing research hypotheses of the impact of leadership style on the performance of universities based on data collected from 466 responses from leaders, faculty and officials from 22 universities in Ho Chi Minh City. As a result, 7 elements were found: (1) Idealized Influence (IDI), (2) Inspirational Motivation (IM), (3) Intellectual Stimulation (IS), (4) Personalization (CP), (5) Contingent Reward (CR) (6) Management by Exception (ME) and (7) Liberal leadership (LL).

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Introduction

The leadership style of the head of the organization has a great influence on the success or failure of an organization, now in modern management; there are many different leadership styles such as the democratic leadership style, authoritarian leadership style, liberal leadership style, transactional leadership style, transformational leadership style, the path to destination leadership style, ethical leadership style.

Hannes et al. (2010) argue that the rapidly changing reality requires new, more flexible and appropriate leadership style models, bringing high efficiency to the organization's activities.

In fact, the above leadership style models have been applied very effectively in businesses around the world. Perkins (2014) believes that these leadership style models show diversity, orientation, multi-subject, multi-object, and even other competitive connotations.

In the same spirit, inheriting the work of Downton (1973), Bass (1985), Northouse (2007) extended the free and transactional, and transformational models by acknowledging them as an interrelated process and gave birth to a continuous leadership style model.

Bass (1985) points out that leader inspires their employees to do better by raising employees’ awareness of the organization's goals; enhancing the interests of everyone based on the common interests of the organization; address higher-level needs. This leadership style model demonstrates the link between transformational leadership, transactional leadership, and liberal leadership styles that have a direct impact on organizational performance.

The most recent study by Perkins (2014) also shows the influence of leadership style on organizational performance when applying the style model of continuous leadership, a convergent model that has many advantages over other models.

In addition, empirical studies on the impact of leadership style on work performance Breakwell et al (2010) or the impact on job satisfaction and motivation of Siddique & Bernstein (2010) in the university. Therefore, theoretically, there is a need for empirical research of organizational leadership styles in universities to clarify the influence of organizational leadership styles of teaching, research, performance outcomes, and financial results.

Currently, in terms of practice in a competitive global education environment in the context of higher education, innovation, at universities around the world in general and in Vietnam in particular, the Vietnamese Ministry of Education and Training launched the policy of giving autonomy to public universities with the desire to synchronously develop the public and non-public higher education system across the country.

This is not only an opportunity, but also a great challenge for public universities. The two blocks of public universities and non-public universities compete in the variety of offered lecturers and the number of students enrolled.

The role of the leader who "holds the balance" in universities is extremely important because the leader is expected to create new things based on the experience of the past years to keep up with the general development trend of the country.
Research Objectives

- Building a research model on leadership style in universities based on the theory and research overview results.
- Clarifying the current situation of leadership styles in universities based on the descriptive statistics of survey data at universities in Vietnam.
- Examining the relationship of transformational, transactional, liberal leadership styles with professional performances in Vietnamese universities.
- Examining the relationship of transformational, transactional, liberal leadership styles with financial performance in Vietnamese universities.
- Proposing solutions to improve financial performance and professional results at Vietnamese universities and proposing further research directions.

Literature Review

Leadership concept
The general definition of leadership is "leadership is a process of social influence in which one person can enlist the help and support of others in accomplishing a common task." (Chemers, 1997).
Lee et al (2009) explain that a great leader not only inspires subordinates' potential to improve efficiency but also fulfills their requirements in the process of achieving organizational goals.
Stogdill & Coons (1957) defined leadership as the individual behavior of guiding a group to achieve its common goal.
Fry (2003) explains leadership as the use of the top strategies to motivate and enhance employees' potential for growth and development. That leadership is a social and interpersonal process.

Leadership style concept
The first major study of leadership styles was conducted in 1939 by Kurt Lewin, who led a team of researchers to identify different leadership styles. Lewin (1939) realized that one of the determining factors in choosing the right leadership style is that it is associated with the operating environment of the organization.
Leadership styles are the methods or ways leaders often use to influence the subjects they are led (Bryman, 2007). According to House & Podsakoff (1994) "Research on Leadership Styles in Society", the authors believe that the personality model of typical leaders should have: Vision; Passion and sacrifice; Trust, determination, and persistence; Building a good image; Exemplary; Social communication; Ability to act when needed; Ability to organize well; Ability to inspire.
McShane & Von Glinow (2013) noted that in order to become a leader, the following 7 factors should coincide: Sensitivity; Integrity; Energy; Confidence; Motivation to lead; Intelligence; Professional knowledge.

Leadership style in university
In the study of Bass & Avolio (1995), the authors pointed out the specific influence of transformational, transactional, and liberal leadership styles in universities.
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Adeyemi (2010) in “Common Leadership Styles in Higher Education” notes that the leadership styles in universities are often approached as follows: autocratic leadership, bureaucratic leadership, democratic leadership or employee participatory leadership, public servant leadership, relationship-oriented leadership, task-based leadership, charismatic liberal leadership. There are certain limitations when applying each of the above styles.

**Characteristics of leadership styles in universities**

Leadership style in universities is greatly influenced by the unique characteristics of the university. Ramsden (1998) in his research "Leadership in Higher Education" uses qualitative research methods and describes specific characteristics of leadership styles in universities: leadership in teaching; leadership in research; motivational collaborative leadership; fair and efficient management; performance development, and recognition; communication skills.

Goetsch & Davis (2014) reveals the distinctive characteristics of leadership styles in universities of southern California by conducting a survey on three subjects including (1) leaders working in higher education;(2) leaders in private organizations; (3) leaders working at a non-public university.

Therefore, according to Sahney et al. (2004) "Measurement of the Performance of Universities" the total quality management (TQM) should be based on three groups: input, process, and output.

This study is based on Lynch & Cross (1992) pyramidal model of organizational performance evaluation. Professional results are very important when classifying the quality of universities in the world. In addition to the professional results, the financial results are also very important and the short-term annual results of the organization, especially the non-public or for-profit universities are very important.

**Performance at the university**

According to Johns & Taylor (1990), a university is an organization that provides students with industry knowledge, research, and professional development with research, training, and service being the main activities. Later (Meyers & Jones, 1993) suggested that the performance of universities is evaluated by the outputs and inputs. The outputs include the results of teaching activities, research activities, service activities, and cultural and social activities. The results of the input factors include student qualifications, human resources, assets, environment, and culture of the organization.

**The influence of leadership style of performance in university**

Siddique (2010) studied the impact of leadership style on the work motivation of major deans and the performance of lecturers at Bahawalpur Islamic university. The study surveyed 154 officials and lecturers at the university, and the results showed that the impact of leadership style on work motivation and performance results of the university is mainly assessed through customer satisfaction among students.
Table 1 - Summary of research on organizational leadership styles and performance results
(made by the author)

<table>
<thead>
<tr>
<th>Author</th>
<th>Independent Variables</th>
<th>Independent Variables</th>
<th>Type of Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyreng et al (2010)</td>
<td>Leader</td>
<td>Work motivation, lecturer's satisfaction</td>
<td>Universities in the UK</td>
</tr>
<tr>
<td>Siddique &amp; Bernstein (2010)</td>
<td>Leadership style</td>
<td>Efficiency and job satisfaction</td>
<td>Bahawalpur Islamic University</td>
</tr>
<tr>
<td>Avolio &amp; Bass (2004)</td>
<td>Leadership style</td>
<td>Operational results</td>
<td>In American businesses</td>
</tr>
<tr>
<td>Perkins (2014)</td>
<td>Leadership style</td>
<td>Working performance</td>
<td>Research on companies in Russia</td>
</tr>
<tr>
<td>Mahdinezhad et al (2013)</td>
<td>Transformational leadership style, transaction</td>
<td>Job satisfaction</td>
<td>Public University of Punjab, Pakistan</td>
</tr>
<tr>
<td>Wahaba et al (2015)</td>
<td>Leadership style</td>
<td>Operational results</td>
<td>Universities in Malaysia</td>
</tr>
</tbody>
</table>

The results of the review of the above studies show that the influence of leadership style and performance has been confirmed by many empirical studies, but mostly in the context of foreign enterprises.

The research is used in relation to other aspects and types of business, such as leadership style which affects job satisfaction and organizational commitment. The research clarifies the impact of leadership style in Vietnamese universities as a basis for improving teaching, research, and financial outcomes on the long-term development of the school towards university autonomy.

Research model and hypothesis

Research models
Based on the collection of previous results and the analysis of the results, there are 7 main elements of leadership styles:

(I) Transforming Leadership Styles: (1) Idealized Influence (IDI), (2) Inspirational Motivation (IM), (3) Intellectual Stimulation (IS), (4) Personalization (CP),

(II) Transactional leadership style: (5) Contingent rewards (CR) (6) Management by Exception (ME),

(III) Liberal leadership style: (7) Liberal leadership (LL) (Cheng, 2010; Perkins, 2014; Avolio & Bass, 2004).
**Research hypothesis**

Through studying the theory and reality related to leadership styles within the organization, the author proposes the following research hypothesis:

**Idealized influence**: described as model ideals, where a leader in a leadership role seeks to be fully realized and pursue their followers. These leaders must have high standards of competence and conduct and be respected and trusted by employers.

Therefore, hypothesis H1 was developed to test this statement.

**H1**: Idealized influence positively affects the professional and financial performance of universities.

**Inspirational motivation**: Leaders must be able to communicate so that the employees understand the goals and vision of the organization, always set high expectations, inspire employees, and commit with them to accomplish the goals of organization. Therefore, hypothesis H2 was developed to test this statement.

**H2**: Motivation has a positive influence on the professional and financial performance of universities.

**Intellectual Stimulation**: based on innovative thinking, leaders always aim to improve the organization to achieve higher achievements. For a successful organization change, refresher courses and seminars to promote innovation need to be conducted regularly and continuously evaluated. Therefore, hypothesis H3 is developed to test this statement.

**H3**: Intellectual stimulation has a positive effect on the professional and financial performance of universities.

**Personalization** is used when leaders create a work environment with the exchange of information and shared responsibilities. The leader cares about the desires and aspirations of each employee to support them, and it is done in order to develop the organization. Therefore, hypothesis H4 is developed to test this statement.
H4: Personalization positively affects the professional and financial performance of universities.

Contingent rewards: the leader initiates by determining the employee's achievement to achieve, if an employee achieves it, they receive this reward. The minimum level of bonus can be a salary increase or vacation. At a higher level, there may be high a promotion or praise.

H5: Contingent rewards positively affect the professional and financial performance of universities.

Management by exception: management that focuses on identifying and handling cases that deviate from the norms of an organization. Management by exception (passive) is the act of observing, intervening, and providing feedback on deviations that have occurred against an organization's expectations and taking corrective action on the matter. Therefore, hypothesis H6 was developed to test this statement.

H6: Management by exception positively affects the professional and financial activities of universities.

Liberal leadership: according to Bass & Avolio (2004), repeated in research by Perkins (2014) and Northouse (2007): the liberal leadership style is another style that managers embody the leadership style, this leadership style is manifested through avoidance or lack of leadership, is the most inactive form of a leadership, the liberal leadership style is non-transactional or non-leadership behavior, thus allowing their employees to act autonomously, without the supervision of a manager to release responsibility for avoiding decisions. Therefore, hypothesis H7 is developed to test this statement.

H7: Liberal leadership positively affects the professional and financial activities of universities.

Professional and financial performance: according to research by Lynch & Cross (1991) and Cheng (2010) professional performance is one of the most important criteria in assessing the performance of a university, reflecting the reputation and quality of school results.

This professional activity will include teaching and research results. It is these component outcomes that help classify schools according to their respective development orientations: research-oriented, application-oriented, or practice-oriented.

The financial indicators of the university also reflect the effective use of financial resources for professional activities: teaching and research. The main indicators to measure the financial performance of the university include revenue from student fees, revenue from science and technology services, and income of staff and lecturers in the school, on research-based qualitative, in-depth interviews.

**Methodology**

**Sample population**

Ho Chi Minh City has 63 universities and academies: including 47 public schools, accounting for 74.60%; 14 non-public schools account for 22.22%; 2 schools with 100% foreign capital accounted for 3.18%; with a total sample of 22/63 universities, the purpose of
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the study also wants to clearly reflect the leadership style of the organization in universities in Vietnam.

To collect data for the analysis of organizational leadership styles at the university level, after collecting the responses of individuals (as managers, lecturers) for each university, the author checks the collected data of each school, removes the inappropriate samples.

All variables in the above research model used statements and a 5-level Likert scale to describe frequency (1 = Very rarely; 5 = Very often) for measurement based on the perception of the user administrators and faculty at universities. These questions are built on the scales according to the original MLQ questionnaire of Bass & Avolio (2004) and were tested in previous related studies. Several scales based on the results of interviews and group discussions with experts, researchers, and management experience in universities in Vietnam have been adjusted and improved to suit the actual situation.

The data collected in this study was obtained through a survey method using online questionnaires and paper questionnaires based on information about the universities from statistical information about universities, the Internet. After receiving the questionnaires, the author cleared the data and coded the necessary information in the questionnaires and entered the data. Externally, data analysis methods such as descriptive statistics, validity assessment, scale accuracy, research model fitness testing, and research hypothesis testing were performed by SPSS 24 program.

**Qualitative method**

Based on the theory of leadership style and the results of the relevant research review, the author proposes research models and hypotheses based on the questionnaire applied by the authors and researchers of previous studies to create the questionnaire to suit the educational context of Vietnam. We conducted in-depth interviews to collect opinions, supplement and complete the official survey.

To find relationships between information to create hypothetical models, one should complete the official survey.

**Quantitative methods**

We used popular data processing tools such as exploratory factor analysis (EFA), and confirmatory factor analysis (CFA) to evaluate the quality of the scale and test the research hypotheses using structural modeling (SEM), SPSS and AMOS software. The results of the above data analysis will help the author discuss the results of the study to clarify the impact of transformational, transactional, and liberal leadership styles on the performance in Vietnamese universities today and test their relationship.

The collected data was processed by SPSS 24.0 software. Data after being encrypted and cleaned will be analyzed.

The collected information will be quantified, similarities and differences will be indicated, synthesized into control variables, independent variables, dependent variables, and the necessary information will be coded into the required information in the scoring table given to the multi-factor leadership (Avolio & Bass, 2004) for the data entry and data analysis using SPSS software and the method of model description and correlation regression to evaluate the impact and the relationship between the variables.
Conduct statistics to describe the collected data, and then perform the following steps: check the value of the variable using the EFA factorial analysis method; assess the reliability of the scale by the Cronbach's alpha coefficient of reliability; multivariate regression analysis.

The specific content is explained as follows:
- Sample descriptive statistics: describe the characteristics of the research sample according to predefined distinguishing features.
- Scale test: the research variables are built from many different observed variables. To test the reliability of the variables using Cronbach's Alpha coefficient, the minimum test standard is 0.7, to check the appropriateness of a question item, the correlation coefficient of the common variable must be considered with the minimum test standard of 0.3.
- Exploratory Factor Analysis (EFA): the data from many of the observed variables will be reduced to fewer factors, while still reflecting the significance of the research data. Some criteria, when EFA is a minimum KMO coefficient of 0.5, Bartlett's test has a p-value of less than 0.05, the minimum explanatory variance is 50%.
- Confirmatory factor analysis (CFA): this is an analytical technique based on a critical understanding of the underlying factors in the model through theory or experiment (via EFA). The model is considered suitable for the research data when the indexes: Chi-square adjusted for degrees of freedom is less than 2, in some new research cases it may be less than 3, the RMSEA is 0.05, in Vietnam, the authors Tho & Trang (2011) suggest that the RMSEA is below 0.08.

Results

<table>
<thead>
<tr>
<th>No.</th>
<th>Scale</th>
<th>Number of variables observe</th>
<th>Cronbach's Alpha</th>
<th>Correlation coefficient - total variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Idealized Influence</td>
<td>5</td>
<td>0.765</td>
<td>0.480</td>
</tr>
<tr>
<td>2</td>
<td>Inspirational Motivation</td>
<td>5</td>
<td>0.786</td>
<td>0.562</td>
</tr>
<tr>
<td>3</td>
<td>Intellectual Stimulation</td>
<td>5</td>
<td>0.871</td>
<td>0.608</td>
</tr>
<tr>
<td>4</td>
<td>Personalization</td>
<td>5</td>
<td>0.822</td>
<td>0.567</td>
</tr>
<tr>
<td>5</td>
<td>Contingent Reward</td>
<td>5</td>
<td>0.846</td>
<td>0.616</td>
</tr>
<tr>
<td>6</td>
<td>Management by Exception</td>
<td>5</td>
<td>0.732</td>
<td>0.520</td>
</tr>
<tr>
<td>7</td>
<td>Liberal leadership</td>
<td>5</td>
<td>0.817</td>
<td>0.541</td>
</tr>
<tr>
<td>8</td>
<td>Professional and financial performance result</td>
<td>3</td>
<td>0.731</td>
<td>0.485</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exploratory factor analysis (EFA)

In this study, the author uses the EFA exploratory factor analysis method to extract 35 components into a number of component factors (Trong & Ngoc, 2008) to measure the effect of leadership style on performance at HCMC universities.
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Table 3 - Summary results of EFA
(made by the author)

<table>
<thead>
<tr>
<th>No.</th>
<th>Scale</th>
<th>Number of variables observe</th>
<th>Cronbach's Alpha</th>
<th>Variance Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Idealized Influence</td>
<td>5</td>
<td>0.765</td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>5</td>
<td>0.786</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Intellectual Stimulation</td>
<td>5</td>
<td>0.871</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Personalization</td>
<td>5</td>
<td>0.822</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Contingent Reward</td>
<td>5</td>
<td>0.846</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Management by Exception</td>
<td>5</td>
<td>0.732</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Liberal leadership</td>
<td>5</td>
<td>0.817</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Professional and financial performance result</td>
<td>3</td>
<td>0.731</td>
<td>65.343</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>38</td>
<td></td>
<td>67.336</td>
</tr>
</tbody>
</table>

Figure 2 - Confirmatory factor analysis (CFA)
(made by the author)

EFA results (Tab. 3) have 35 observable variables in the 7-componentscale of the leadership impact style on performance, which are extracted into 7 components with KMO = 0.815, so EFA is appropriate. The chi-squared statistics of the Bartlett test reached 3357.433 with a significance level Sig = 0.000.

Therefore, the observed variables are correlated with each other. With an eigen value of 1,166 and extracted variances of 67.336%, this proves that the analyzed data fit the EFA
satisfactorily. We then tested the model, built multiple regression equations, and tested the hypotheses. Finally, we tested the reliability of the scale using Cronbach's Alpha, EFA, CFA, linear regression analysis, and SEM (Fig. 2).

All scales have reliability $> 0.7$ and correlation coefficients of all variables are $> 0.4$. Therefore, the reliability coefficients of all scales are obtained after EFA analysis.

**Confirmatory factor analysis (CFA)**

Regarding the overall fit, factor analysis confirmed that this model has a chi-square statistical value of 360.016 with 275 degrees of freedom ($p = 0.000$). The relative chi-square for degrees of freedom CMIN/def is 1.309 ($<2$). Other metrics are: GLI = 0.904 ($>0.9$), TLI = 0.947 ($> 0.9$), CFI = 0.955 ($> 0.9$) and RMSEA = 0.047 ($< 0.08$).

Therefore, this model is not suitable for market data. This also allows us to say that there is a disorientation of the observed variables. The convergence values and standard weights of all scales are $> 0.5$ and statistically significant at $p < 0.5$. Therefore, the scales achieve convergent value (Tab. 4).

**Table 4 - Results of testing discriminant validity between the components of the leadership styles scale**

(made by the author)

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Estimate</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDI &lt;--&gt; IM</td>
<td>.167</td>
<td>.058</td>
<td>2.877</td>
<td>.004</td>
</tr>
<tr>
<td>IDI &lt;--&gt; IS</td>
<td>.357</td>
<td>.066</td>
<td>5.370</td>
<td>***</td>
</tr>
<tr>
<td>IDI &lt;--&gt; CP</td>
<td>.233</td>
<td>.060</td>
<td>3.892</td>
<td>***</td>
</tr>
<tr>
<td>IDI &lt;--&gt; CR</td>
<td>.330</td>
<td>.070</td>
<td>4.696</td>
<td>***</td>
</tr>
<tr>
<td>IDI &lt;--&gt; ME</td>
<td>.224</td>
<td>.060</td>
<td>3.704</td>
<td>***</td>
</tr>
<tr>
<td>IDI &lt;--&gt; LL</td>
<td>.256</td>
<td>.064</td>
<td>4.003</td>
<td>***</td>
</tr>
<tr>
<td>IM &lt;--&gt; IS</td>
<td>.070</td>
<td>.043</td>
<td>1.632</td>
<td>.003</td>
</tr>
<tr>
<td>IM &lt;--&gt; CP</td>
<td>-.015</td>
<td>.043</td>
<td>-.345</td>
<td>.030</td>
</tr>
<tr>
<td>IS &lt;--&gt; CP</td>
<td>.210</td>
<td>.050</td>
<td>4.195</td>
<td>***</td>
</tr>
<tr>
<td>IS &lt;--&gt; CR</td>
<td>.273</td>
<td>.059</td>
<td>4.621</td>
<td>***</td>
</tr>
<tr>
<td>IS &lt;--&gt; ME</td>
<td>.132</td>
<td>.046</td>
<td>2.862</td>
<td>.004</td>
</tr>
<tr>
<td>IS &lt;--&gt; LL</td>
<td>.178</td>
<td>.050</td>
<td>3.568</td>
<td>***</td>
</tr>
<tr>
<td>CP &lt;--&gt; CR</td>
<td>.233</td>
<td>.056</td>
<td>4.166</td>
<td>***</td>
</tr>
<tr>
<td>CP &lt;--&gt; ME</td>
<td>.157</td>
<td>.048</td>
<td>3.246</td>
<td>.001</td>
</tr>
<tr>
<td>CP &lt;--&gt; LL</td>
<td>.255</td>
<td>.057</td>
<td>4.485</td>
<td>***</td>
</tr>
<tr>
<td>CR &lt;--&gt; ME</td>
<td>.205</td>
<td>.055</td>
<td>3.755</td>
<td>***</td>
</tr>
<tr>
<td>CR &lt;--&gt; LL</td>
<td>.230</td>
<td>.058</td>
<td>3.943</td>
<td>***</td>
</tr>
<tr>
<td>ME &lt;--&gt; LL</td>
<td>.252</td>
<td>.057</td>
<td>4.402</td>
<td>***</td>
</tr>
</tbody>
</table>

**Structural equation modeling (SEM) results**

The research model includes 7 concepts. After checking CFA and SEM, all concepts are satisfactory:
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(I) Transforming Leadership Styles: (1) Idealized Influence (IDI), (2) Inspirational Motivation (IM), (3) Intellectual Stimulation (IS), (4) Personalization (CP),

(II) Transactional leadership style: (5) Contingent Reward (CR) (6) Management by Exception (ME) and (III) Liberal leadership style: (7) Liberal Leadership (LL).

Figure 3 - Structural Equation Model (SEM)
(made by the author)

The results show (Fig. 3) that this model has a chi-squared value of 516.497 with 344 degrees of freedom (p = 0.000).

The relative squared value of CMIN/df degrees of freedom is 1.501 (<2).

Other indicators include: GTI = 0.906 (> 0.9), TLI = 0.910 (> 0.9), CFI = 0.923 (> 0.9) and RMSEA = 0.060 (< 0.08).

Therefore, this model achieves compatibility with the collected information (Tab. 5).

The factors include
(1) Financial information of enterprises (IDI) (ES = 0.151, P = 0.006);
(2) Inspirational Motivation (IM) (ES = 0.125, P = 0.007);
(3) Intellectual Stimulation (IS) (ES = 0.256, P = 0.000);
(4) Personalization (CP) (ES = 0.127, P = 0.026);
(5) Contingent Rewards (CR) (ES = 0.120, P = 0.031);
(6) Management by Exception (ME) (ES = 0.223, P = 0.015) and
(7) Liberal leadership (ES = 0.188, P = 0.001).
Table 5 - Results of Estimating the Cause-and-effect Relationship between the Factors of Leadership Styles
(made by the author)

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Estimate</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFP &lt;--- IDI</td>
<td>.151</td>
<td>.055</td>
<td>.923</td>
<td>.006</td>
<td>Yes</td>
</tr>
<tr>
<td>PFP &lt;--- IM</td>
<td>.125</td>
<td>.065</td>
<td>.390</td>
<td>.007</td>
<td>Yes</td>
</tr>
<tr>
<td>PFP &lt;--- IS</td>
<td>256</td>
<td>.135</td>
<td>7.822</td>
<td>***</td>
<td>Yes</td>
</tr>
<tr>
<td>PFP &lt;--- CP</td>
<td>.127</td>
<td>.078</td>
<td>.350</td>
<td>.026</td>
<td>Yes</td>
</tr>
<tr>
<td>PFP &lt;--- CR</td>
<td>.120</td>
<td>.092</td>
<td>1.306</td>
<td>.031</td>
<td>Yes</td>
</tr>
<tr>
<td>PFP &lt;--- ME</td>
<td>.223</td>
<td>.092</td>
<td>2.421</td>
<td>.015</td>
<td>Yes</td>
</tr>
<tr>
<td>PFP &lt;--- LL</td>
<td>.188</td>
<td>.112</td>
<td>1.689</td>
<td>.001</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Model Summary\(^b\)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.752(^a)</td>
<td>.565</td>
<td>.546</td>
<td>.42526</td>
<td>.565</td>
<td>29.049</td>
</tr>
</tbody>
</table>

ANOVA\(^a\)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31.521</td>
<td>6</td>
<td>5.253</td>
<td>29.049</td>
<td>.000(^b)</td>
</tr>
<tr>
<td>Residual</td>
<td>24.234</td>
<td>134</td>
<td>.181</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55.755</td>
<td>140</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>Correlations</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
<td>Tolerance</td>
</tr>
<tr>
<td>(Constant)</td>
<td>.799</td>
<td>.354</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>IDI</td>
<td>.151</td>
<td>.052</td>
<td>.046</td>
<td>.760</td>
<td>.006</td>
</tr>
<tr>
<td>IM</td>
<td>.125</td>
<td>.074</td>
<td>.068</td>
<td>.905</td>
<td>.007</td>
<td>.486</td>
</tr>
<tr>
<td>IS</td>
<td>.256</td>
<td>.071</td>
<td>.311</td>
<td>3.967</td>
<td></td>
<td>.653</td>
</tr>
<tr>
<td>CP</td>
<td>.127</td>
<td>.063</td>
<td>.179</td>
<td>2.673</td>
<td>.026</td>
<td>.511</td>
</tr>
<tr>
<td>CR</td>
<td>.120</td>
<td>.066</td>
<td>.183</td>
<td>2.110</td>
<td>.031</td>
<td>.595</td>
</tr>
<tr>
<td>ME</td>
<td>.223</td>
<td>.069</td>
<td>.214</td>
<td>2.749</td>
<td>.015</td>
<td>.607</td>
</tr>
<tr>
<td>LL</td>
<td>.188</td>
<td>.067</td>
<td>.192</td>
<td>2.245</td>
<td>.001</td>
<td>.546</td>
</tr>
</tbody>
</table>

PFP=.799+.151*IDI+.125*IM+.256*IS+.256*CP+.127*CR+.120*CR+.223*M.188*LL+\(\varepsilon\)
The Bootstrap method is often used to test the model estimates, with the iterative model having a value of \( N = 1000 \). The estimated results for 1000 samples of the mean plus deviation are shown in Tab. 5. CR has a very small absolute value, so it can be confirmed that the deviation is very low, and at the same time is not statistically significant at the 95% confidence level. Therefore, it can be concluded that the estimates of the model can be trusted.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>SE</th>
<th>SE-SE</th>
<th>Mean</th>
<th>Bias</th>
<th>SE-Bias</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFP &lt;--- IDI</td>
<td>0.086</td>
<td>0.002</td>
<td>0.035</td>
<td>-0.016</td>
<td>0.003</td>
<td>-5.33</td>
</tr>
<tr>
<td>PFP &lt;--- IM</td>
<td>0.108</td>
<td>0.002</td>
<td>0.013</td>
<td>-0.012</td>
<td>0.003</td>
<td>-4.00</td>
</tr>
<tr>
<td>PFP &lt;--- IS</td>
<td>0.204</td>
<td>0.005</td>
<td>1.136</td>
<td>0.009</td>
<td>0.006</td>
<td>1.50</td>
</tr>
<tr>
<td>PFP &lt;--- CP</td>
<td>0.154</td>
<td>0.003</td>
<td>0.027</td>
<td>0.011</td>
<td>0.006</td>
<td>1.83</td>
</tr>
<tr>
<td>PFP &lt;--- CR</td>
<td>0.190</td>
<td>0.004</td>
<td>-0.155</td>
<td>-0.034</td>
<td>0.006</td>
<td>-5.67</td>
</tr>
<tr>
<td>PFP &lt;--- ME</td>
<td>0.190</td>
<td>0.004</td>
<td>0.232</td>
<td>0.009</td>
<td>0.006</td>
<td>1.50</td>
</tr>
</tbody>
</table>

**Table 6 - Estimated results according to bootstrap, N = 1000**

(made by the author)

**Discussion**

The liberal style of leadership influences the activities of the university to a lesser extent than other styles (professional influence is higher than financial). And especially in fully autonomous public universities, this style influences professional results, and also has less impact on financial results than in other types of universities (this is in line with the reality of management activities in public universities in Vietnam, since the leadership style of the university is dominated and controlled by the state, therefore, it must be with the characteristics of a natural leadership style, because it will not be suitable.

Thus, it can be argued that the influence of leadership styles in the continuous style model on the organizational performance (professional results and financial results) of the organization has a different degree in universities in Vietnam, as indicated above. The research model to test this relationship is based on the original theory of Bass & Avolio (2004), Northouse (2007) and the empirical research by Perkin (2014).

With 3 leadership styles in the continuous leadership style model: transformational leadership style, transactional leadership style, and liberal leadership style.

In the early stages of leadership development, it can be inspiring, then assigned, monitored, and rewarded. When things are stable, employees should be allowed to be creative within the framework of their job.

Thus, an analysis of the results based on data collected in Vietnamese universities shows the difference in leadership styles between the types of fully autonomous public universities, fully autonomous public universities, and public universities partially autonomous and non-public universities.

First, to examine the relationship between transformational leadership styles on professional outcomes, to test the first hypothesis, a simple regression analysis was performed to evaluate the impact of the variable. Transformational leadership styles influence organizational performance and financial performance.
Transactional leadership style impacts professional and financial results. When leaders have unexpected reward policies for employees with excellent achievements, it will increase employee motivation and motivate them to work (Ramsden, 1998).

Basically, the continuous leadership model with the above three styles affects the school's performance, as well as types of organizations, which also have a certain influence on performance results and leadership styles at different levels. However, the degree of impact of each style on professional performance and financial results is different.

The results of the analysis show that: thus, the influence of transformational leadership style in fully autonomous public universities has an impact on the professional performance of universities, but less than the scores of other universities' styles. The transformational leadership style in the type of partially autonomous public universities fully affects the professional performance of universities but is higher than the scores of the styles.

Transactional leadership styles in a public university, by themselves, have less of an impact on financial results than other styles.

Conclusion

In a global context, the autonomous university model has been recognized as an advanced university management method to improve training quality (Sursock & Smidt, 2010).

In Vietnam, many positive developments have taken place in recent years regarding the autonomy of higher education. Maximizing the role of the leader in the school is very important in management activities, as well as helping universities achieve their goals.

Derived from Avolio & Bass (2004), Northhouse (2007) study of the theoretical foundations of leadership style and the impact of leadership style on performance, as well as empirical studies in organizations and universities such as.

Lynch & Cross (1991), Cheng (2010), Perkins (2014) carried out the construction of the research model, tested research hypotheses about the influence of leadership style on the performance of universities. Collecting data of 446 responses from executives, lecturers, and officials from 22 universities in Ho Chi Minh City, the author tested the scales based on Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) methods to ensure reliability and accuracy as the basis for testing research hypotheses based on linear structural model (SEM).

Assessing Limitations and Directions for Further Research

The scope of this research is limited to 22 public and non-public universities in Ho Chi Minh City. In Ho Chi Minh City, the narrow sample of the study does not fully reflect the above relationship in all universities in Vietnam such as police and military schools.

The field of research is also relatively new in Vietnam. Finally, this topic also has a limitation in that the scales reflecting the variables on the performance of the organization are subjective in form, based on the experiences and feelings of those surveyed and interviewed. The problem is topical, so there will be certain errors. In particular, the synthesis of personal opinions to become the opinion of the research school in accordance with the analytical unit is that the organization will encounter certain errors.
THE INFLUENCE OF LEADERSHIP STYLE ON

The results of the above study show that the research potential of leadership styles in educational institutions in general and higher education is big because these organizations have many characteristics that differ from enterprises.

In addition, the limitations of this study are also the basis for further research.

References:


THE INFLUENCE OF LEADERSHIP STYLE ON

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