

DISSERTATION ABSTRACT

Doctor of Philosophy in Leadership
Organizational Leadership Option

Adventist University of Africa

School of Postgraduate Studies

Title: INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON THE
PERSONNEL OF CHURCH AND INSTITUTIONS IN CAMEROON
UNION MISSION OF SEVENTH-DAY ADVENTIST CHURCH

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Personnel in the Cameroon Union Mission (CMUM) demonstrated a high level of performance. Leaders seemed to use transformational leadership (TL) that is multi-dimensional. The four dimensions of TL are idealized influence (II), inspirational motivation (IM), intellectual stimulation (IS), and individualized consideration (IC). This study investigated and empirically established which dimensions the leaders in CMUM were mostly using. Several studies have previously demonstrated the significant level of influence of that TL on personnel performance. To fulfill this purpose, the study adopted causal descriptive-correlational research design for the quantitative part while the qualitative part adopted the phenomenological and explanatory designs. The target population comprised 447

employees of which 21 were top managers, 28 were middle managers and 398 being subordinates. The sample sizes were 199 respondents for personnel and 49 respondents for top and middle managers. The results revealed a mean for II (mean = 3.73; SD = 1.11), a mean for IM (mean = 3.60; SD = 1.11), a mean for the IS score (mean = 3.49; SD = 1.13), a mean for IC (mean = 3.47; SD = 1.16), and a mean for personnel performance (mean = 4.29; SD = 0.76). The null hypothesis that stated there was no TL dimension mostly used in in the CMUM of the SDA Church was rejected when the predictor variables were taken individually. The Beta values of predictors were: a Beta value of 0.394 with a p-value of 0.000 for II, a Beta value of 0.440 with a p-value of 0.000 for IM, a Beta value of 0.383 with a p-value of 0.000 for the IS, and a Beta value of 0.403 with a p-value of 0.000 for IC. The qualitative results also supported that TL had an influence on PP and the IM dimension was the mostly used. They revealed that the null hypothesis was rejected for IM with a Beta value of 0.402 with a p-value of 0.016, while the null hypothesis was accepted based on predictors: II, IS and IC at values respectively of 0.997, 0.633, and 0.453. The results contrasted the literature review findings.

Keywords: Transformational leadership, Idealized Influence, Inspirational motivation, intellectual stimulation, individualized consideration and personnel performance.

Adventist University of Africa
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A dissertation
presented in partial fulfillment
of requirements for the degree
Doctor of Philosophy in Leadership

by
Hendjena Tchanaga Richard

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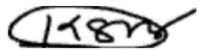
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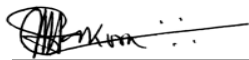
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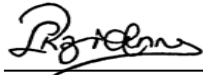
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Dedicated to my loving wife and wonderful
children who supported me and made
great sacrifice to achieve this goal

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LIST OF ABBREVIATIONS

A	Agree
ASTR	Archives, Statistics, and Research
AU	African Union
BT	Behavioral Theory
CEMAC	Central African Economic Monetary Community
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CT	Contingency Theory
CVI	Content Validity Index
D	Disagree
CMUM	Cameroon Union Mission
GMT	Great Man Theory
HR	Hierarchical Regression
IC	Individualized Consideration
II	Idealized Influence
IM	Inspirational Motivation
IS	Intellectual Stimulation
KMO	Kaiser-Meyer-Olkin
LMX	Leader Member Exchange
MLQ	Multifactor Leadership Questionnaire
NCPBM	National Commission of the Promotion of Bilingualism and

	Multiculturalism
N/NA	Neither Agree or Disagree
NITR	Nigerian Institute for Trypanosomiasis Research
PE	Performance Enhancement
PWC	Price Waterhouse Coopers
RMSEA	Root Mean Square Error of Appreciation
SA	Strongly Agree
SD	Standard Deviation
SD	Strongly Disagree
SDA	Seventh day Adventist
SMEs	Small and Medium Enterprises
PP	Personnel Performance
PPE	Personnel Performance Enhancement
SPSS	Statistical Package for the Social Sciences
TL	Transformational Leadership
TLI	Trucker-Lewis Index
TLT	Transformational Leadership Theory
TrLT	Transactional Leadership Theory
TT	Trait Theory
UN	United Nations
WAD	West Central Africa Division

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CHAPTER 1

INTRODUCTION

Background of the Study

Personnel performance is widely drawing attention than ever before. In light of the growing, changing and complex world, most leaders and managers are interested in the growth and outcomes of their organizations. They strategize and plan to enhance and improve personnel performance to achieve organizational goals. Leadership is one of the best ways of supporting, developing and motivating followers or subordinates in their work to achieve the envisioned goals. Top, Abdullah and Faraj (2020) stated that leadership leads personnel and workers with a strategy to implement a compelled and shared vision. A major part of the job of a leader is “to create and nurture optimal conditions for effective and efficient performance of individuals” (Tangie & Gemandze, 2009, p. 111). In today’s changing environment of business in ecclesiastical sectors, there are organizational challenges that need to be faced by the personnel. Managers are also doing their best to attain on time their objectives.

Personnel performance refers to the fulfillment of job duties and execution of required tasks by personnel, although personnel performance can be termed to be when outcomes meet requirements (Top et al., 2020). Additionally, Ekaningsih (2014) adds that personnel performance refers to an organizational behavior that is directly linked to the outcomes. Furthermore, personnel performance is seen in the outcomes of the assigned activities due to personnel effectiveness, extra effort, efficiency, and

productivity. To show good outcomes, personnel need inspiration, motivation, stimulation, and consideration and that is why leaders are needed to play a key role in personnel performance enhancement. This means leaders can influence positively or negatively the result of personnel in terms of effectiveness, efficiency, extra effort, and productivity.

Therefore, understanding leadership is crucial because it appears as a concept of great and enormous interest in a constantly changing world. The topic generated a proliferation of a vast literature that informs that leadership contributed to the understanding of the political arrangement, to governance, the academic, organizations, etc. (Marturano and Gosling, 2008). Leadership is key to all the social sciences and is mostly used in the humanities' studies (Marturano and Gosling, 2008), and especially in the field of organizational science. Benmira and Agboola (2021) pursue it by presenting leadership as “one of the most complex and multidimensional phenomena” (p. 1). The term leadership has various meanings such as direction, guidance, transformation, facilitation, orchestration, servitude, and more, depending on the context. In addition, Bass (1985) states that leadership appears as a reciprocal action between members of a group, Stoner (2000) adds that leadership goes further to direct and influence activities of members of a group.

Broadly, as argued Datche (2015), leadership has been considered as a crucial in initiating and implementing change in individuals and the organizations. Leadership is a process that influences people to achieve a goal and to lead the organization more cohesively and coherently. According to Kalsoom, Khan, and Zubair (2018), leadership plays a key role in helping an enterprise reach its goals hence leaders play a significant role in organizations by helping personnel to reach goals and establishing objectives.

Leaders and researchers have been attempting various leadership styles to get work done and enhance personnel performance. Numerous scholars have used various approaches and applied them. Notably, the classical leadership style and transactional leadership style drew more attention and have been developed and used for decades as the best styles to develop followers and enhance their performance.

Classical leadership features domination and commanding by a pre-eminent person or an elite group of people. According to Gayle (2005), “these individuals command followers to fulfill their duties to reach a goal which can be clearly known or not. It operates successfully when leaders and subordinates receive the duties commanded by managers to the population. This leadership theory requires individuals to be more assertive, ambitious, dominating, reticent, controlling, decisive, and self-assured in achieving their goals (Steinberg, 2005). Critiques found classical leadership generally limited in complex and dynamic situations where follower input, knowledge and commitment are needed (Gayle, 2005).

The need to stimulate personnel to work harder gave birth to the need for transactional leadership with factors that influence personnel performance with focus on reward and punishment (Alkhaja and Miniano, 2019). Transactional leadership, as stated by Nguyen and Luu (2019), implies sharing relationships between managers and followers. They prioritize their interests and in turn the followers receive compensation. However, the relationship leader-follower reposes a bargaining or agreement process. Indeed, in this type of leadership style, leaders encourage and energize their subordinates by using compensation and using acknowledgments and punishment in order to attain the objectives. (Kalsoom, et al., 2018). As such, leadership is limited to recognition of what followers want from work. It “helps subordinates to achieve success rewards appropriate levels of behavior and to respond

to their self-interest as long as they are doing the job well” (Waite, 2008, p. 5). This leadership style relies on the contingent theory to reinforce the motivation of subordinate by the managers’ promised rewards and empowerments. In addition, leaders motivate subordinates to realize expected performance.

Despite their successful influence on followers over numerous years, they reached their limits in a varying and fast changing world. A new leadership style seems to be appropriate to do better in enhancing and developing personnel performance. Transformational leadership has been matter of consideration of previous empirical studies. They demonstrated that it has a high influence on goals achievements. (Aga, 2016). This fast-developing world needs visionary leadership that can achieve more and invest in personnel performance enhancement. Several studies found transformational leadership displaying positive influence on personnel performance. Amin (2017) notes that transformational leadership significantly and positively influences “followers’ attitudes” (p. 28). Transformational leadership is an approach that is crucial to challenge status quo and to boost personnel performance within an organization.

Burns (1978) and Yukl (1999), several decades ago found that transformational leadership can encourage change, create a vision and inspire positive behavior that boosts organizational outcomes. It displays four dimensions namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leadership becomes more useful for current researches and is a visionary leadership style that emerged with more emphasis on changes and followers’ commitment to vision of the future (Lyonga, 2019). Transformational leadership became rapidly an approach of use for research around the globe and application in the field of leadership (Bass & Riggio, 2006). In a

special way, transformational leadership is interested in individuals needs and promotes organizational reciprocal actions and encourages vision, culture, values, development, teamwork, and valorizes the sense of changing leadership. (Fairholm, 2001, p. 5). Transformational leadership plays a key role in “shaping positive change reactions” (Busari, Khan, Abdullah, and Mughal, 2019, p. 181).

According to Uzonwann (2017), transformational leadership also works with employees to introduce a new vision that leads, inspires, and executes the needed change with full engagement of the subordinates. Yung and Sosik (2002) argued that to boost the effectiveness of the followers, transformational leaders are needed. The subordinates perform their jobs without depending on their managers meaning that cooperation is key in fulfilling teamwork and valuing cohesion in the group. It is important to create crucial and significant transformation in the subordinates, focusing on subordinates’ growth. Transformational leadership motivates and enhances followers’ confidence and performance in different ways.

Northouse (2019) summarizes briefly the ideas about TL by stating that it is a process that brings needed change in the life of people and is concerned with emotions, values, ethics, standards, and long-term goals. Transformation implies motivation, followers’ satisfaction and fair treatment of individuals. Several researches demonstrated that TL is generally applied and acceptable in various settings (Apoi and Latip, 2019). In addition, as argued by Bommer, Rubin and Baldwin (2004), scholars have considered transformational leadership as having a positive influence on organizational outcomes. According to a research conducted on the public service in South African Republic in 2012, Transformational leadership correlates positively with followers or workers helping them to receive leadership and boosting performance (Mokgolo, Mokgolo & Modiba, 2012). Ekaningsih (2014) in

his study measured the effect of transformational leadership on the employees' performance through intervening variables. He reached the conclusion that there is more effective and direct effect of transformational leadership on personnel performance.

After empirical research done on Nigerian Universities, Abubakar and Sani (2017) reached the conclusion that TL positively influences the university outcomes. The result showed that leaders with transformational leadership behaviors increase employees' performance in NITR Kaduna State and countries like Niger, South Africa, Kenya, Ghana, and Cameroon, among others (Mamza, Innocent and Elkanah, 2019).

Several studies done in Asia, Europe, America and Africa demonstrated that "transformational leaders positively linked with employee performance" (Top et al., 2020, p. 49). Other studies done in countries such as Pakistan, South Africa, Nigeria, Kenya, Bangladesh, demonstrated a positive influence of transformational leadership on the personnel performance (Arif & Akram, 2018; Al-Amin, 2017). Several studies reached the same conclusion in the Cameroonian context. Wirba (2015) conducted research in the educational sector in Cameroon and found that transformational leadership is perceived as the leaders in the training and development of a school in Cameroon. Another research done in Small and Medium Enterprises (SMEs) by Fokam (2016) indicated a positive and significant effect of transformational leadership on the personnel performance. Biaka (2020) conducted a study in Veronica Medical Center Cameroon and discovered that ethical leadership and transformational leadership styles were significant and have positive effect on the personnel performance at 95% confidence level.

Despite these positive influences presented in some areas, leadership in Cameroon whether in public or private organizations, specifically in ecclesiastical setting, experience several leadership crises. Vakunta (2012) links this crisis to the failure of leadership and argues that the failure of using transformational leadership is not the absence of leaders but their inability to implement the skills that help to reach envisioned objectives. The problem in Cameroonian context is about the lack of leaders that willingly face challenges by demonstrating personal example (Vakunta, 2012). To improve personnel performance and maintain their growth, there is a need for successful leaders who display appropriate transformational leadership behaviors.

Cameroonian leaders operate in multiple spheres such as political, business, academics, etc. hence the need of this leadership style to be applied in from one organizational setting to another. In fact, it can be said that followers are those who have been carried out leadership. The role of leaders is to influence followers' behaviors, and working on their values, emotions, cultures, etc. in an envisioned direction (Northouse, 2019). Leaders from the colonial time (before 1961) in Cameroon until today, use different leadership styles to obtain different outcomes. This fluctuating situation creates a need for the use of another leadership style that is interested in followers: transformational leadership particularly in ecclesiastic setting. Biaka (2020) in describing organizational leadership perception in Cameroon stated:

One central tenet...is the perceived expectation of a manager or leader to exhibit a right behavior towards employees or subordinates. Yet in most organizations in Cameroon, it seems that work schedules are task-focused and routine, with no flexibility while decisions and policies are imposed on subordinates...In such organizations where the leadership perceives employees as mere hands to get the job done, employees would do well due to the standards and measure being assigned to them. For employees to accomplish their work, managers must encourage individuals who report to them, coworkers, and supervisors or customers. For effective and efficient organizational leadership, the human factor must be critically investigated so as enhance their productivity. (p. 181)

This fluctuating situation is also observed in private sectors, particularly in the ecclesiastical area. Cameroon is one of the central Africa countries that counts numerous churches, notably Catholic Church, Protestant Churches with varied orientations, and Pentecostal Churches with different sizes. The Seventh-day Day Adventist Church was planted in Cameroon in 1926. According to the Office of the Adventist Archives online (2021), there are 997 local churches with 117 948 members in total. The SDA Church also owns more than 40 institutions around the country, thus the Seventh-day Adventist Church and its institutions leadership aims to lead in accordance with the biblical standards. In contrast with what is going on in the social environment in Cameroon, leaders in alignment with the mission statement, seem to be using transformational leadership to help personnel to perform well and make them more effective, efficient, and productive by pushing them to put in an extra effort.

In alignment with the fulfillment of its mission, the SDA Church and institutions in Cameroon Union Mission have employed qualified pastors, teachers, medical doctors, nurses, and subordinates in various domains. The SDA Church's mission is to lead people into personal relationship with the Savior Jesus Christ, making disciples, and proclaiming the everlasting gospel embraced by the message of the three angels (Revelation 14: 6-12). The local church members under the leadership of pastors, have a priority to first fulfill the SDA Church mission. Besides the basic organization of the Church that are missions and conferences, educational and medical institutions are also essential in the development and boosting of church growth. These institutions were created under Christ's direct guidance, with clear and explicit spiritual and missionary goals. To get evangelical, medical and educational work done, the SDA Church and institutions recruit vocational and well-trained pastors, teachers, medical doctors, nurses, and leaders with a clear vision. These

categories constituted what represent personnel in this study. In alignment with this mission, the SDA Church, Adventist education and medical centers' personnel prepare lay people (Church members) and students for God's service by helping them to enjoy abundant life in a rich relationship with God and restoring sick people spiritually and physically. Personnel, under the guidance of transformational leaders, have demonstrated effectiveness, efficiency, extra effort, and productivity in order to achieve the organizational growth that can be seen in numerical growth of membership, financial increases, and outstanding results in schools and medical centers.

Statement of the Problem

To have efficient, effective and productive personnel that do extra effort, leadership is key. In any organization, leaders' behaviors could positively influence the personnel (Al-Malki and Juan, 2018). Any leader could develop a style of leadership such as democratic, autocratic, authentic, servant, transactional or transformational leadership. Burns (1978) recommended transformational leadership because in it, leaders help followers to reach a high level of motivation, achievements and motivation. Bass (1985) expanded exceptionally on the four dimensions of transformational leadership namely; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration, which are considered key behaviors. According to Koh, Steers and Terborg (2018), this style of leadership raises the perceived importance, values the subordinates' outcomes and motivates subordinates to work not for their personal gains, but for the interests of others group members or for the interest of the organization. Within the ecclesiastical entities, institutional entities as well are chosen as part of this study in the Cameroon Union Mission, with top and middle leaders who seem to be using TL dimensions.

Knowing the importance of the role that personnel play in the growth of an organization, the leaders established a strategic planning. They use a number of ways to support pastors, teachers, nurses and medical doctors' to develop: Individual coaching, mentoring, workshops, seminars, training, and other additional opportunities that contributed to their skills improvement (CMUM Strategic planning, 2015-2020). Leaders intensively communicated the global vision by establishing a clear goal and by setting a schedule with clear deadlines. In addition, practical actions have been taken to increase the level of salaries applied in Cameroon with 15% to 20 % of basic salary being added (Treasurer' Report, 2020). Leaders in any entity in CMUM shared the global vision with their specific personnel and to stimulate and motivate personnel and energizing them, allowances have been also improved; fair compensation packages in institutions also allocated. The results of the 2015-2020 five-year period have shown that personnel have a high level of performance (CMUM Executive Secretary's Report, 2020) attached herein as appendix D. Pastors, teachers, nurses and medical doctors seemed satisfied, engaged and able to fulfill their daily duties with optimism and enthusiasm. They seem also able to work by minimizing obstacles and to produce the best results out of the resources that are available or at hand. According to the union top and middle leaders' reports, the good performance of the personnel has led to organizational growth seen in baptism, finances, academic success in schools, quality of care in hospitals and health centers, etc. (CMUM Executive Secretary's Report, 2020; CMUM Education Director's Report, 2020; CMUM Treasurer's Report, 2020; Adventist Archives, 2020) attached herein as appendix D.

As stated earlier, transformational leadership is being used in the SDA Church and institutions with many factors being considered as the cause of the good

performance of these organizations. According to Diamantidis and Chatzoglou (2019), good performance can be due to factors such as workplace climate, organization culture, training culture, management support, job communication, job autonomy, job satisfaction, clarity, competence, cooperation, etc. One of them could be transformational leadership (TL), as implied by review of literature (Burns, 1978; Bass, 1985; Avolio, Waldman, & Yammarino, 1991; Pless & Maak, 2011; Riggio, 2014; Northouse, 2019).

The concept of TL is multidimensional. According to Bass (1985), TL presents four components or dimensions: II or charismatic, IM, IS, and IC. Even though these dimensions are interconnected, they are assessed separately. Several studies asserted that the four dimensions have a strong power to bring out good performance of personnel (Al-Amin, 2017; Kuntz, Davies and Naswall, 2019; Chebon, Aruasa and Chirchir, 2019).

So far, TL has not been empirically tested to find out if indeed it does affect the performance of the institutions in CMUM. Furthermore, it has not been verified to what extent each of the dimensions contributes to that effect to TL on performance. Each dimension plays a key role, first, the II dimension demonstrates assuredness, highlights confidence, faces with boldness difficult issues, attires admiration, as role model, and presents ethical competencies. Secondly, the IM dimension articulates and shares the envisioned future of the organization, challenges followers with high principles, behaves with optimism and displays enthusiasm. II encourages and demonstrates meaning for the objectives that need to be attained. Thirdly, the IS dimension questions old ways of solving problems. It provides new ways of solving problems and doing things, encourages innovation and creativity. Fourthly, the IC dimension considers individuals 'needs, abilities, and aspirations. It coaches and

teaches followers. These four dimensions of TL are effective and are powerful catalyst of change (Kuntz et al., 2019). TL dimensions create innovations in their objectives, attitudes, convictions and ambitions (Mwambazambi & Banza, 2014).

Purpose of the Study

The purpose of this study was to investigate and empirically establish which dimensions the leaders in Cameroon Union Mission (CMUM) mostly used. In addition, the study tested which dimensions were lacking proper use under transformational leadership in the Cameroon Union Mission of Seventh-day Adventist Church.

Research Objectives

1. To find out the extent to which the idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration are used in Church and institutions in the CMUM of SDA Church.
2. To establish the extent of personnel in terms of effectiveness, efficiency, extra effort, and productivity in the CMUM.
3. To examine the transformational leadership dimension mostly used in church and institutions in the Cameroon Union Mission of SDA Church
4. To identify realities the leaders bringing out, that applies to that context of CMUM.

Null Hypothesis

The null hypothesis in this study stated that:

H₀₁: There is no transformational leadership dimension mostly used in church and institutions in the Cameroon Union Mission of SDA Church.

Conceptual Framework

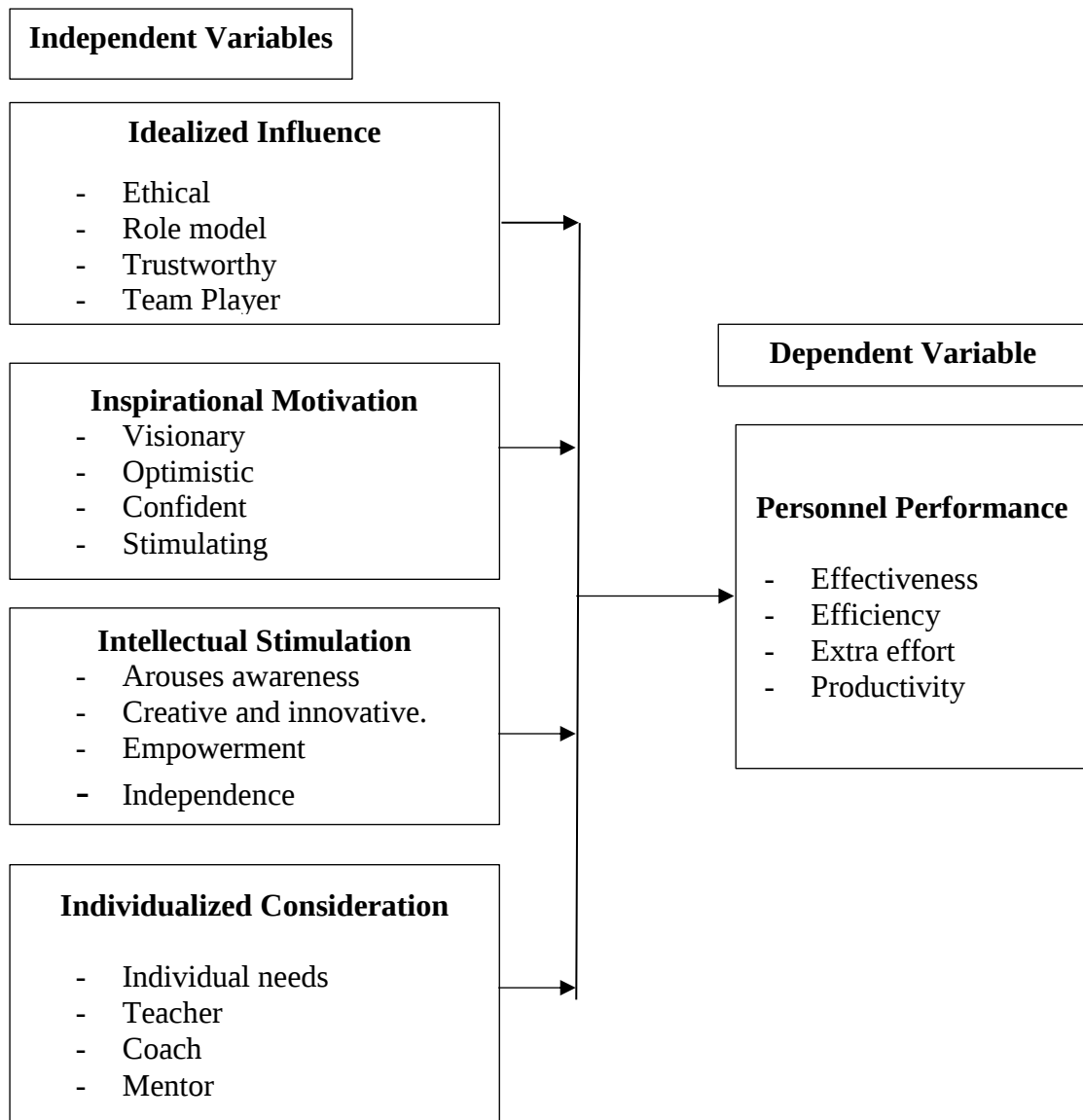


Figure 1. Conceptual Framework of the Study

The figure 1 presents the conceptual framework that shows the association existing between the selected variables of this study. The conceptual framework presents transformational leadership dimensions, which make up the four independent variables for this study. These four independents variables are: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration, while personnel performance make the dependent variable of the study. This study

projected that boosting the performance needs transformational leaders that are role models, visionary, creative, innovative, and focusing on individual needs. These four independent variables of this study are analyzed to establish their influence on the dependent variable.

Burns (1978) introduced the concept of transformational leadership then later Bass (1985) developed the four dimensions. He found that the transformational leader has four components of transformational leadership that are taken into consideration in the conceptualization and measurement of transformational leadership. When conceptualizing, leadership is idealized to influence and demonstrate a fascinating character. The followers tend to identify themselves with such a leader and feel emulated since the leadership also offers inspirational motivation. With a such leader, subordinates are challenged and persuaded to provide essence and understanding. Transformational leadership is an intellectual stimulation where subordinates are led by leaders to use their skills and abilities hence leadership is finally an individualized consideration. At this level, the leader supports, gives mentoring, and coaches the followers and is interested in individuals' needs. (Bass & Riggio, 2006).

Figure 1 presents the conceptual framework where the four predictors and the dependent variables are discussed. The elements that make up transformational leadership are popular in current leadership books and articles (Hancott, 2016). Some studies presented five dimensions of transformational leadership. However, this study considered the four components that were developed by Bass (1985) and repeated by other scholars. These well-known four dimensions are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Pless & Maak, 2011). The personnel needs to be developed and empowered so the transformational leadership through its four components appears to be the right style

to aid in the motivation and to influence the followers for both individual and organizational performance enhancement. Pless and Maak (2011) agreed and stated that transformational leaders develop and communicate a global vision to influence their followers by helping them to minimize their personal interests and going beyond work for the interests of the group members and the organization.

The four dimensions of transformational leadership which make up the four independent variables, are explained as follows:

Idealized Influence

This component or dimension comprises understandings and inspiring outlook, common dangers and difficult issues. Its aim is to gain conviction and confidence of the followers. Leaders that demonstrate idealized behavior use multiple strategies including treatments to demonstrate a high level of standards moral behaviors (Eid, Johnsen, Bartone, & Nissestad, 2008). Idealized influence shows an ethical life where he or she is a role model, trustworthy, and team player. Transformational leadership inspires and motivates people to trust and in overall give new orientation, new encouragement, and new attitudes for the team or organization (Tucker and Russell, 2004). Idealized influenced leaders positively influence personnel performance but Linge and Sikalieh (2019) added that idealized influence significantly predicts personnel performance.

Inspirational Motivation

Inspirational motivation is another dimension that gives way to the leadership to put in place perspectives and objectives for the organization and to inspire the personnel to reach the organizational objectives. Several scholars in their studies found that handling a fascinating leader appeals to the combination of ideal behaviors

and have defined a charismatic leader's treatment as a combination of ideal behavior and encouraging motivation (Bass & Riggio, 2006). The inspirational leader should be visionary, optimistic, confident, and stimulating. Numerous studies have demonstrated a positive result of inspirational motivation on personnel performance. According to a study conducted by Linge and Sikalieh (2019), inspirational motivation shows a positive significant relationship with personnel achievements.

Intellectual Stimulation

Intellectual stimulation is one of the four dimensions of transformational leadership. It is defined as a mechanism of stimulating and arousing followers' intellectual abilities (Jandaghi, Matin & Farjami, 2009). Leaders displaying such behavior are able to give new strategies of handling and facing trouble situations and do focus on logical ways of solving problems (Stashevsky, Burke, Beugré, Acar & Braun, 2006). Intellectual stimulation leaders engage in new strategies of viewing the future. They engage also activities that arouse awareness and encourages subordinates to use creativity and innovation in their manner of facing situations. Leaders help followers to also use innovation and creativity in and challenging their convictions and attitudes, including leaders and organizational behaviors (Jandaghi et al., 2009).

Individualized Consideration

This other component or dimension deals with leaders' compassion and commitment to followers' needs where leaders invest their best to further the subordinates' growth (Ghaderi, 2010). The leader's interest is to boost individual needs by teaching, coaching, and mentoring. A transformational leader considers the growth of each follower and views the organization as superior to any other interest (Bass & Avolio, 1994). Numerous studies have found individualized consideration

supportive to the personnel performance enhancement. Ogola, Sikalieh, Linge (2017) conducted a study that brought out a strong association between individualized consideration and personnel performance.

Personnel Performance

Personnel performance refers to how well workers perform job duties and execute their required tasks (Pradhan and Jena, 2017). A transformational leader influences personnel performance through the four TL dimensions. In other words, transformational leaders demonstrate behaviors such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration to influence personnel effectiveness, efficiency, extra effort, and productivity. Chow, Lo, Sha and Hong (2006) argue that increasing personnel skills by using developmental experience, empowering and providing the needed support has a strong association with personnel achievements. Researchers have found transformational leadership to be supportive of personnel performance.

Significance of the Study

The knowledge provided in this study aimed to display the significance of transformational leadership theory and it demonstrated the relationships between transformational leadership and personnel performance in SDA Church and its institutions in CMUM. The results of this work could be useful to the SDA Church administrators (Church presidents, executive secretaries, and treasurers), to the institutions (principals, hospitals' directors) and to the followers (pastors, teachers, nurses, others subordinates) as well. The findings of this study would give a foundation in seeking the influence of transformational leadership theory on personnel who further built a plan to improve personnel performance in SDA Church and

institutions in CMUM. The findings could also help future researchers, administrators, managers to understand the importance and the relationships between transformational leadership and personnel achievements, and then give instruments for the training of existing and future personnel in Seventh-day Adventist Church and institutions in the Cameroon Union Mission.

Scope and Limitations of the Study

This research dealt with the influence of transformational leadership on the personnel of church and institutions in the Cameroon Union Mission of the Seventh-day Adventist Church with a focus on subordinates, top, and middle managers from 21 entities. It was interested in establishing the influence of the predictor variables on the dependent variable (personnel performance). The Cameroon Union Mission is an ecclesiastic entity that covers all the territories of Cameroon as a country.

Personnel perform a crucial function to boost SDA Church entities and institutions growth. They are also the main resource that emulates qualitatively and quantitatively the services' effectiveness, productivity, job satisfaction, and development of the organization. The study commenced in May 31, 2018 and ended in October 31, 2022.

Data for the study was generated using self-designed and MLQ questionnaires which were considered less costly and have the possibility for assumptions such as personnel are underperforming or absolutely performing. The instruments were tested and validated to be sure that they are appropriate for collecting objective data. This study was done in the Cameroon Union Mission in selected organizations and institutions. Because of distance and difficulties in accessing some places encountered during the pilot test, this study used Monkey Survey that proved useful. Important

documents such as the informed consent were presented to assure confidentiality of the information that was collected.

Operational Definition of Terms

The section deals with the operational definitions of key terms used in the study:

Cameroon Union Mission refers to the territory covered by the SDA Church and used as the field where the study was conducted.

Enhance refers to improving, ameliorating, creating valuable condition and quality of personnel performance.

Idealized influence is understood to be a TL dimension that displays examples and moral attitude to help followers in their growth.

Individualized consideration is the ability that a leader displays to respond to the individuals' needs of followers by ensuring they are part of the group make things happen in the organization.

Inspirational motivation refers to the role that leader plays by articulating a vision that involves the subordinates.

Intellectual stimulation is understood to be the power that the leader possesses to arouse and change subordinates' awareness of the problems as well as critical thinking and capacity to solve those problems.

Performance refers to the ability of the workers to accomplish goals with effectiveness, efficiency, extra effort, and productivity.

Seventh-day Adventist Church refers to the community whose personnel is under study in the Cameroon Union Mission.

Personnel refers to the population of people or personnel working for the Seventh - day Adventist Church in ecclesiastic organization and its institutions (conferences, missions, schools, hospitals, etc.) in the Cameroon Union Mission.

Theory refers to the style of leadership considered in this study, namely the theory of transformational leadership.

Transformational leadership refers to the style of leadership that emphasizes on the growth of personnel making change, creating vision, guiding change through inspiration, and executing the change of the followers.

CHAPTER 2

REVIEW OF LITERATURE AND RELATED STUDIES

The chapter 2 deals with theoretical reviews and empirical literature related to this study plus leadership theories, especially the transformational leadership theory with its four dimensions and personnel performance enhancement. Several studies are reviewed and discussed relating to the study. It has also touched on various topics which have been subject of empirical studies and reviews to help establish research gaps. Finally, there is a review of literature that form the key components of this section.

Theoretical Literature Review

According to the Cambridge Dictionary, “a theory is a formal statement of the rules on which a subject of study is based or of ideas that are suggested to explain a fact or event, more generally, an opinion or explanation”. The word theory has several meanings depending on the area of orientation or study. In the business context, Jason (2017) defines theory as “a description of a phenomenon and the interactions of its variables that are used to attempt to explain or predict” (p. 232). Theories have practical value for better understanding, predicting and controlling different situations. The key role of TL is to guide on the procedure because there is nothing that is more than a useful theory. Leadership theory and personnel achievements were built upon among several other theories to help build a foundation for the study.

According to Aalateeg (2017), leadership has been a crucial subject of interest and excitement in the context of research. This interest for leadership increased decades ago and expanded in the early part of the twentieth century. Many scholarly researches expanded on the topic of leadership and has witnessed a fast increase over years and reached a huge development of various theories (Dinh, Lord, Gardner, Meuser, Liden, and Hu, 2014) that have been a source of various studies. The qualities that distinguished leaders have been emphasized by early leadership theories to be different from the masses by developing many theories numbered and categorized. Table 1 shows a list of some worldwide well-known theories.

Table 1. Leadership Theories

Leadership Theories	Years
Great Man Theory (GMT)	1840s
Trait Theory (TT)	1930s-40s
Behavioral Theory (BT)	1940s-50s
Contingency Theory (CT)	1960s
Transactional Theory (TrLT)	1970s
Transformational Leadership Theory (TLT)	1970s

As per table 1, the study focuses on behavioral leadership theory and transactional leadership theory that gives meaningful insight to the followers. This study briefly presents two of these theories and shows how they align with the theory target in this study.

Behavioral Theory (1940s-50s)

Rooted in behaviorism, the theory of behavioral leadership as shown in Table 1 is one of the leadership theories that came to focus early in the 1950s and deals on leaders' actions especially when dealing with the human relations approach (Wadia and Kolender, 1988). This new paradigm demonstrates the limits of the trait

leadership theory and attempts to describe different styles that leaders used and defined in the kind of work performed (Lussier and Achua, 2010). This theory emphasizes on the leaders' behaviors, the way the leaders behave and display personal characteristics, assuming that followers or other leaders can copy these traits. This theory is a source of motivation to help achieve high organizational objectives. Lussier and Achua (2019) acknowledge this kind of leadership style and the skills that a leader can use to encourage self and followers to affect career and organizational performance successfully.

The literature reviewed revealed that behavioral leadership theory displays mainly three types of leadership styles notably representative, dictatorial, and individualistic. Khan, Nawaz, and Khan (2016) found that employees serving with popular leaders demonstrated a huge level of making things new and encouragements and work with a high level of enthusiasm and energy. Such behaviors help personnel to reach their goals. Autocratic leaders are interested in a high level of output, while individualistic leadership style was only mentioned as key in the case of leading a team of highly skilled employees.

In addition, Northouse (2019) argues that the behavioral approach is different from trait theory because behavioral theory "emphasizes the leader's capacities" (p. 136), and furthermore, emphasizes particularly on the actions of leaders and the way they fulfill duties and all about the actions performed by "the leaders towards followers in various context" (p.136). Displaying behaviors is not an end in itself for the leaders. Northouse (2019) pursues by arguing that they are two kinds of behaviors that leaders display: task behaviors and relationship behaviors. For him, behavioral attitude informs on the way the leaders used at the same time two types of behaviors to impact their subordinate to reach the objectives. This purpose aligns suitably with

the purpose of transformational leadership theory which focuses on the attitude of the leaders that control the subordinates and encourage to fulfill greater than expected capacities. However, the behavioral leadership theory lasted nearly thirty decades (Lussier and Achua, 2019) and demonstrated limits to enhancing personnel performance.

Transactional Theory (1970's)

Burns (1978) defines transactional leadership theory as a kind of leadership that relies on reciprocal agreement between leaders and followers in such a way that personal satisfaction is met. This theory implies considering first the followers' interests by encouraging and guiding them. Northouse (2019) stated that transactional leaders are those who encourage their subordinates to go beyond their objectives. The source of transactional leaders' power originated from their official authority and their position in the organization. According to Kalsoom, Khan, & Zubair (2018), transactional leadership manages the subordinates through two key actions: rewards and punishment.

In addition, transactional leadership focuses on beginning transactions among those who lead, collaborators, and the subordinates. Bass & Avolio (1994) explained that the transaction relies on the discussion between leaders and followers. In the transactions, specifying the conditions, the rewards and accomplishing those conditions is crucial. In other words, transactional leadership theory builds on the idea that managers give employees or personnel something and the employees in return desire to have something they need. Jandaghi et al. (2009) emphasize that this theory brings out the relationship entertained by the leaders and providing their individual gains and mutual advantages, and aims to attain the immediate needs of both leader and follower. Instead, personnel prefers leaders that demonstrating transformational

characteristics that work to help to encourage followers to be creative, acknowledging achievements, constructing confident and convincing global vision (Notgrass, 2014). Leaders that practice exchange with their followers, have the tendency to be passive and transformational leaders express energy in organizational goal achievements (Sultana, Darun, and Yao, 2015). This work extends related literature to demonstrate the development of transformational leadership and to show how it positively influences personnel performance as found in various studies done around the world and specifically in Cameroon.

Review of Related Literature

Transformational Leadership Theory Development

Transformational leadership theory, as argued by Chen, Ning, Yang, Feng, and Yang (2018), is “one of the most important researched topics” (p. 2) and is seen and accepted as the best leadership style with useful influence in referring to effects on various performance outcomes of employees” (p. 1). Transformational leadership related to fascinating methods has increased greatly (Bass & Riggio, 2006). Various research, dissertations, and scholarly journals emphasized the key role of transformational leadership traits. Leaders with transformational leadership encourage subordinates to be innovative and creative (Malik, Javed, and Hassan, 2017). An organization’s viability is related directly to the performance of its employees. Business owners need personnel that can fulfill their work because personnel achievement is crucial for the growth of any company.

Numerous researches around the world have proven that transformational leadership generally could be considered the most popular concept of leadership today (Bass and Reggio, 2006). Northouse (2019) supported that transformational

leadership is an approach that since 1980s, attracts scholars around the globe and is a most popular style that has been object of studies decades ago. Transformational leadership envisions a profitable and useful transformation in subordinates focusing on their development of leaders by enhancing their motivation, confidence, and performance in different ways, something that is very key. Nelson Mandela, Martin Luther King Jr (Magu, 2020), Abraham Lincoln (Leidner, 2002), and Mother Teresa (Worren, Moore, and Cardona, 2002) are few examples of individuals, and many others who demonstrated transformational character in their leadership. They had and still have incredible influence over the world, even long after death. Transformational leadership has a much greater focus on leading, rather than managing. The sociologist and well-known researcher on charismatic leadership, Downton (1973), coined for the first time the concept of transformational leadership though Burns (1978) formulated an early conception of transformational leadership and is considered the father of transformational leadership theory.

Burns (1978) presented transforming leadership as a procedure in which leaders and followers work together to enhance beyond the expected level of ethics and encouragement. Burns (1978) adds also that transformational leadership engages leaders and followers into reciprocal advancements to a higher level of moral standard and motivation. Such leaders try their best to elevate followers' consciousness by engaging them to standards and ethical values like freedom, integrity, impartiality, harmony, etc. Leaders value, consider, and uplift subordinates from where they were to a high level of their ease. Burns (1978) in his work tried to establish difference between transformational leadership and transactional leadership. He demonstrated that transactional leaders engage followers by focusing on their needs and gains (Krishna, 2011), while on the other hand, transformational leaders energize followers

by using their vision and charisma , and go further to inspire followers to change their assumptions, points of view, and helping to reach common objectives. Abshire (2001) supported Burns (1978) explanations about the characteristics of transformational leaders arguing that in contrast to transactional leadership, they “have a teaching role. They elevate, motivate, define values, offer vision, and creativity produce reform and at times offer revolutionary developments in the face of unusual opportunities and challenges” (p. 432).

Later, Bass (1985), a distinguished professor emeritus in the School of Management at Binghamton University and founding director of the Center for Leadership Studies, built on the basically ideas of Burns (1978) and came up with what is known in our days as Bass’s theory of transformational leadership. This type of leadership style has been rigorously tested across several contexts around the globe. It has been useful in any enterprise, military world, corporate and nonprofit organizations, etc., and was well developed by scholars in various domains of knowledge may be more than any other theory of leadership. Furthermore, scholars consider the transformational leadership theory as a guiding method that can be utilized to explain a large range of leadership from very distinct undertakes to guide subordinates to go beyond expectations and to try to influence the whole organization (Northouse, 2019).

Bass (2006) defined transformational leadership accordingly to the way that it influences the subordinates. Transformational leaders were found to be gaining confidence, esteem, and appreciation from their subordinates. They also stimulate and encourage others to accomplish better than they intended and often even more than their perceptions and beyond expectations that are challenging and typically achieve higher outcomes. This aligns with what Gandhi did. According to Northouse (2019),

referring to Burns (1978), he was a source of hope and inspiration to the millions of his people, and was himself a role model. In fact, transformational leaders are about changing, empowering followers, paying attention and give consideration the individuals' needs by developing people even rising their potential to their individual needs and personal (Bass & Riggio, 2006).

The dynamic nature of the economic world has catalyzed research into effective leadership in relation to change. As change is considered essential to business growth and development, a leader's ability to change a company, maintain the vision, and follow through with the processes has led to the popular theory of transformational leadership. Transformational leadership could be considered the most popular concept of leadership today because contrary to transactional leadership, transformational leaders achieve more with collaborators and subordinates than getting involve in simple transactions or agreements. They demonstrate or display behaviors that help to accomplish high outcomes by using one or more of the four dimensions or the four 'I's' (Bass & Avolio, 1994, p. 3). Avolio, Waldman & Yammarino (1991) supported the work done by what Bass (1985) by developing the importance of the four dimensions of transformational leadership that are idealized influence (or charismatic influence), inspirational motivation, intellectual stimulation, and individualized consideration.

A transformational leader is conscious or aware of the ethical responsibility that contribute to the change and the development of individuals, communities or organizations for better accomplishments (Mwambazambi & Banza, 2014). Transformational Leadership relies on the ability of the leader to encourage subordinates through the four behaviors or dimensions that emulate and improve followers' performance to achieve beyond expected outcomes. It was in the context of

political leadership that TL was described for the first time. Burns (1978) explained that transformational leadership theory is a process in which leaders help subordinates or followers to develop their skills and work then advance together towards the higher level of ethics and motivation. Bass (1985) emphasizes the key role of transformational leaders by arguing that transformational leaders enhance the personal values of subordinates (Bass, 1985a). In addition, Givens (2008) argued that transformational leaders basically encourage subordinates to fulfill more by remaining focused on followers' values and supporting them to align their values with organizational standards and goals.

Gurdeep (2013) added that the leader plays a key role in motivating, changing, and encouraging subordinates to come up with different strategies of challenging and motivates...encourages followers to come up with new and unique ways to challenging the status quo. Leaders also bring change in the workplace and supports them to be successful. Such leaders enhance motivation morale and performance by creating awareness in followers to have a sense of self-esteem and to be determined to accomplish the project, as well as a collective identity within the organization. Transformational leadership demonstrate a high level of fulfillment and contentment than other groups directed by other types of leaders. In addition, leaders do what they can to lead their subordinates to feel encouraged, motivated, and energized. Jung and Sosik (2002) highlighted another key point about transformational leaders. They say that such leaders do improve the effectiveness of their followers by energizing them and allowing them to accomplish their job independently from their leaders.

Transformational leaders are role models who inspire, interest, and challenge their subordinates to be in charge of their accomplishments. Bromley and Bromley (2007) presented the transformational leader as "the most qualified, most

knowledgeable, the strongest...is guided by a convincing and encompassing view of the future” (p. 54). The transformational leader challenges the status quo within the organization (Hechanova and Cementina, 2013) by seeking to understand the strengths and weaknesses of each follower. Then he or she assigns tasks that enhance each follower and everyone’s performance. Transformational leaders are those who originate needed transformation, initiate and develop a vision for the future, involve subordinates in engagement so as to fulfill outcomes beyond normal expectations.

Some decades ago, Koehler and Pankwoski (1997) mentioned that there is a need for transformational leadership in this fast and rapidly changing world. They argued also that the usual type of leadership generally focuses on bringing subordinates to fulfill what leaders dictate them to do “and they are trained sometimes to act mechanically so that they are able to know” (p. 16). It is considered to be the best and normal thing to achieve at any moment and in each situation. However, to challenge the status quo and rapid change, transformational leadership is focused on enabling individuals, inspiring change, energizing subordinates aiming to fulfill higher results, and improving their abilities and the company procedures.

The consultants, coaches, and founding partners and chief architects of Transformation Systems International, Hacker and Tammy (2004), suggest that leadership requires organizational transformation. They say that transformation is the creation of discontinuous, step-function improvement in key result areas required for business success. According to them, today “organizations exist in a rapidly changing global marketplace with increasingly complex customer requirements” (p. 1). As such, transformational leaders’ focus on “envisioning the need for transformational change is the primary directive of the leader and his or her top leadership team” (p. 1).

Guiding and directing according to the vision is key to transformational leadership style.

Transformational leadership also addresses the follower's awareness. Gurdeep (2013) adds that what transformational leadership adds to transactional leadership is followers' true engagement and participation in the effort to fulfill goals.

Transformational leaders used multiple types of mechanisms to rise moral motivation and performances of their subordinates (Di, 2010). These mechanisms are for example connecting the follower's sense of identity, and self to the mission and the collective identity of the organization; being a role model for followers; challenging followers to take greater ownership of their work, and understanding the strengths and weaknesses of followers, so that the leader can align followers with tasks that optimize their performance. A transformational leader is a leader who understands his or her moral responsibility as that of contributing to the transformation and enhancement of individuals and communities or organizations for a higher communal good (Mwambazambi & Banza, 2014).

Personnel Performance

Personnel performance is about how an employee fulfills his/her job duties and performs the required tasks. It refers to a special way to personnel efficiency, effectiveness, and extra effort that leads to high achievements. Personnel performance may be affected by variables such as manager's attitude, organizational culture, personal problems, job content, and financial reward. In addition, personnel performance is also influenced by the way the leaders behave and consider or treat their followers.

Lebas (1995) adds that performance is "the potential for future successful implementation of actions in order to reach the objectives and targets" (p. 23). This

explicitly means the ability of a personnel to accomplish his or her mission is based on the expectations of an organization. Personnel refers to the entire personnel who work at a company hence personnel performance is referred to as the job related to the expected activities of a worker and the way he or she performs those activities. Organizations need to develop strategies to retain personnel and improve their performance (Endang and Irma, 2014). Empowering personnel has a meaningful impact on personnel performance because personnel “empowerment has been prevalent in the popular literature for many years” (Elnaga and Imran, 2014, p. 13).

Another source of personnel performance enhancement is Leader-Member Exchange (LMX) theory. LMX has grown from a new theory in the 1970s to a mature area of research in 2015. Interest in this theory has increased rapidly over the past four decades, and the pace of research in this area continues to accelerate dramatically. LMX theory is the foremost dyadic theory in the leadership literature. LMX emphasizes on the quality of mutual acceptance between those who lead and the members of the group (Talya & Erdogan, 2016). According to (Hoyt & Goethals, 2009) from the University of Richmond, “LMX theory is rooted in the idea that leaders and followers exchange benefits, and that their relationships are at the heart of the leadership process” (p. 517). However, in transformational leadership theory, leaders enable and motivate their followers to fulfill their assigned job duties in a number of ways. According to Bass, “transformational leaders do more with colleagues and followers than set up simple exchanges or agreements” (Bass & Riggio, 2006, p. 5).

Transformational Leadership and Organizational PP

Transformational leadership theory is widely known as “a motivational leadership style with a clear organizational vision that is accomplished by developing

a closer rapport with the followers” (Al-Amin, 2017, p. 30) and has captured the interest of many researchers in the field of organizational leadership over the past three decades (Givens, 2008). Several studies demonstrate positive relationships between transformational leadership constructs and personnel performance (Al-Amin, 2017). The subject of personnel performance (PP) “is an assessment tool to measure whether an employee performs well in a job” (Alshehhi, Abuelhassan, and Nusari, 2019, p. 588) and became interesting around the globe and useful in different organizations. Personnel performance evaluation within the organization affects directly the success of any business and is a major issue even in virtual organizations (Alshehhi et al., 2019). Various researches established transformational leadership as playing a role in augmenting, strengthening, and enhancing personnel performance (Alshehhi et al., 2019). This method ensures, empowers, and enables people’s potential in an organization. Training and developing personnel became one of the key aspects of transformational leadership in various organizations (Mthokozisi and Hatywayo, 2015).

Research indicates that measuring performance is an essential function in business and organizational management. Tools such as finding why an employee is underperforming, a positive work environment, clear communication, effective training, acknowledging contributions, etc. have been frequently measured and found to enhance personnel performance. However, transformational leadership appeals that “leaders need to encourage subordinates in order to get the desired outcome of the organization” (Malik et al., 2017, p. 150). The key tools of transformational leaders to enhance personnel performance include the four components namely; idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Malik et al., 2017). These behaviors which are demonstrated by

transformational leaders produce personnel who are effectively “unselfish, faithful, and connected to the organization” (Givens, 2008, p.8).

The major premise of the transformational theory is the leader’s ability to motivate the follower to accomplish more than what the follower planned to accomplish (Givens, 2008). On contrary of transactional leadership, which focuses on gaining compliance by giving and withholding rewards and benefits, transformational leadership tends to support followers and focuses on developing subordinates and the organization as global. Furthermore, transformational leadership increases followers’ performance by acting through idealized motivation, inspirational motivation, intellectual stimulation, and individualized consideration to reach organizational goals (Bass & Avolio, 1994). Bass and Avolio (1994) add that transformational leadership “seeks to improve organizational performance” (p.8).

Transformational leaders cause changes and transformations within the individuals and the organizational social structures (Sari, Junita, Anugerah, and Zenita, 2019). Transformational leadership is the best answer to the heightened competitive markets, businesses, small enterprises, etc and with transformational leaders, the organization attains higher levels of performance (Sari et al., 2019). Positive influence from a leader is likely to create a positive transformation in the followers, that is why it is believed that “transformational leaders try to make changes to organizations with the aim of shaping them into something different” (Sari et al., 2019, p. 229). This is more than improving culture, initiating change, managing an organization, or leading a team and it is far beyond short-term initiatives; it is about lasting long-term, not about doing something different, but about being different.

Bass and Reggio (2006) reasoned that researchers around the world found transformation to be bringing in something meaningful inside the growth of

subordinates' performance beyond expected achievements. In addition, Sari et al. (2019) added that transformational leadership also sustains and changes the habits of the company by bringing a new strategy and innovative set of beliefs, norms, values, rules, policies, and practices within the organization; and understanding employees' capabilities, skills, and requirements, and offering them coaching and mentoring to overcome any imperfections.

A transformational leader aims primarily to take leadership to a high level by inspiring, empowering, and innovating so that followers can be able to be problem solvers, mentors, coaches, and providers of challenge and support (Bass and Reggio, 2006). A transformational leader affects important issues in today's organizations such as delegation, teamwork, decision-making, total quality management, and corporate reorganization, etc., and is an elaboration of transactional leadership (Bass & Avolio, 1994). Transformational leadership is not only a directive, "rather it is related to the development and performance of followers" (Kalsoom et al., 2018, p. 24).

Transformational leadership and personnel performance have been widely a topic of great interest and have captured many researchers around the world. The sociologist James V. Downton, used the term transformational leadership for the first time in 1973 without digging into the concept. Robert House then traced the theory of "Charismatic Leadership" in 1976 then the American political scientist and biographer James MacGregor Burns officially and widely developed the concept later in 1978 (Burgess, 2016).

From the work of Burns (1978), transformational leadership appears when leaders and subordinates help each other go forward to a higher level of ethics and encouragement. Transformational leaders have abilities to strengthen their vision and

personality, to encourage subordinates to change what they expect, the way they perceive, and the way they inspire to work towards common objectives. TL also develops and enhances employee satisfaction.

Bass (1985) continued developing what Burns (1978) conceptualized originally by operationalizing Burns (1978) seminal work into a leadership model to better identify transformational characteristics. The model emphasized four dimensions including idealized influence (role models for followers), inspirational motivation (motivating and inspiring behavior), intellectual stimulation (being innovative and creative), and individualized consideration (paying attention to individuals' needs) (Riggio, 2014).

Transformational leadership is well understood based on the influence that it has on subordinates and the way transformational leaders gain confidence of their followers (Bass, 2006). The transformational leader is interested in elevating everyone on the team, motivating, and empowering employees to achieve goals through reaching moral or personal standards by making the whole work environment more successful and having everyone be successful. To emphasize the wide importance of leadership, Bass & Riggio (2006) stated that researchers around the globe gave evidence that transformational leadership generally “could be considered the most popular concept of leadership today” (pp. 4, 16). TL has attracted the attention of many scholars, notable practitioners, and students in the field of leadership. Furthermore, from the work of Hameiri (2019), it is noted that TL was studied nearly for 30 years and scholars found that it displayed positive and significance influence on personnel performance, individuals, groups, and enterprises.

Transformational leadership and personnel performance enhancement are also points of interest in Asia, Europe, America, and Africa. A study conducted by Price

Waterhouse Coopers (PWC) in Kenya in 2013 on personnel performance of commercial banks established that 97% of Kenya business leaders adopted their firms' transformational leadership. As results, leaders were able to influence personnel job satisfaction, which eventually affected personnel achievements and ultimately overall organizational outcomes (Omamo & Awuor, 2018). According to research conducted in the South African Republic on public service in 2012, transformational leadership had a significant and positive association with followers' leadership acceptance, achievements, and work contentment (Mokgolo, Patricia & Modiba, 2012).

In West Africa, in Nigeria for example, transformational leadership and personnel performance enhancement are topics of interest. After empirical research was done on Nigerian Universities, Abubakar & Sani (2017) reached the conclusion that leaders that display TL behaviors improve their influence on university achievements. The findings of their work showed that such leaders increase employees' performance in NITR Kaduna State and countries like Niger, South Africa, Kenya, Ghana, and Cameroon among others (Mamza, 2019).

In Cameroon as in the rest of the continent and the world, the interest to use transformational leadership to enhance personnel performance grows with acceleration. Research done in the sector of education for example, perceived transformational leadership as useful for the training and development of schools in Cameroon (Wirba, 2015). Considering the research also done in the private sector in Cameroon, the transformational leadership style exerted a good and significant influence on the achievements of Small and Medium Enterprises (SMEs) in Cameroon (Fokam, 2016).

Leaders from different sectors, such as family, school, university, church, etc. could benefit from the use of transformational leadership and the same can be reflected anywhere in Cameroon, Africa, or abroad. Nations, organizations, and churches need change, innovation, and transformation. Talking about how transformational leadership has affected Christianity according to Scarborough (2010) an evangelical, urban, cosmopolitan Congregational Church minister, he states that “Christian transformational leadership is a major leadership theory whereby the Christian leader, most simply, seeks to influence (or transform) followers on the basis of his or her vision and character” (p. 58). Transformational leadership empowers the church as well and according to a research done by Shanlian (2013) in South Carolina, transformational leaders were found to retain their employees/constituents at a higher rate. This seems that transformational leadership can help to enhance personnel performance in a given society everywhere if tested.

Empirical Literature Review

Transformational leaders do demonstrate key traits of character which if blended will appear in important works of literature as central to personnel performance enhancement.

Influence of Idealized influence component of TL on PP

The idealized influence is among the four key dimensions of transformational leadership. This first component means being role models for followers, having high standards of ethical argumentation, having a perspective of capacity, and being willingly to sacrifice their own interests for the goodness of their followers (Ongola, Sikalieh, and Linge, 2017). As mentioned by Amir and Zaidatol (2012) from the University of Putra Malaysia, idealized influence consists of two forms. The first form

is the II attribute where leaders gain confidence and appreciation from their followers. In the second form, leaders display attractive behavior and it is believed that such leaders demonstrate this behavior and are able to minimize their own interests, considering the individuals and improving the interests of the team. This kind of leadership behavior demonstrates also ethical behavior by “envisioning and being confident, and he or she sets high standards for emulation” (Ciulla, 2004, p.179).

The idealized influence leader also exhibits other influential characteristics. Such a leader demonstrates justice, respects for others, honesty, humane (acts in a manner that is always beneficial to the team), values-driven decision-making, innovation, etc. His or her actions value the group and make goals salient. Idealized influence leader is also trustworthy and admired because he or she walks the talk and gains appreciation and confidence of his or her subordinates (Bass & Riggio, 2006). This dimension helps the leader to be an example and to display a high level of morality and gains appreciation and confidence of his or her followers. It promotes cooperation, group work, and cohesion then elevates follower values.

The idealized influence leader demonstrates high ethical norms by engaging in high-level moral reasoning on shared goals and objectives. He or she treats followers with respect, exhibits greater integrity, develops a positive ethical climate, institutionalizes ethical practices, etc. (Craig, 2018). Such a leader exposes also a charisma that influences followers to change from negative behavior to positive one and leads followers to high performance. By displaying idealized influence behavior, the leader provides an example for highly moral attitude. An idealized influence transformational leader demonstrates authority, trust, and can renew in the subordinates assurance that they can accomplish more and can go beyond challenges. Furthermore, idealized influence leaders raise “their tolerance for uncertainty and

their ability to adapt to new, changing conditions” (Mokgolo, Mokgolo, and Modiba, 2012, p. 3). Such a leader has a clear vision and sense of purpose and he or she is willing to take risks.

A comprehensive study on idealized influence explains that effective leaders have an influence on how their followers feel about their work and how their followers ultimately perform (Ogola, Sikalieh & Linge, 2017). Idealized influence encourages leaders to be trustful and strong in their character in order to influence the followers in attitude and habits (Jiang, Zhao & Ni, 2017).

Nguyen and Nguyen (2014) examined the influence of leadership behaviors on employee performance in the context of software companies in Vietnam. The results revealed that idealized influence has a positive and significant influence on employee performance. The study suggested that leaders could need to stimulate the employees’ efforts to be more frequently innovative and creative. The study’s respondents were individuals working in the software companies in Vietnam; they did not concentrate on the senior managers in these firms.

In a study conducted by Sosik, Godshalk, and Yammarino (2004), it was found that idealized influence had a direct positive influence on encouraging employees to achieve the set goals and objectives. The same study found that such leaders reduced the level of negative stressors that their employees experience in relation to their work, and increased the level of performance of their assigned duties. Idealized influence encouraged employees and protégés to develop and learn, permitting them to develop self-identity, self-confidence and well-being, which increased employee engagement in their jobs. Idealized influence is an important element of transformational leadership that has a direct effect on the level of employee engagement in their work and the organization (Kark & Chen, 2013).

Langat, Linge & Sikalieh (2019) conducted a study to determine the influence of idealizing influence on employee job performance in the insurance industry of Kenya and concluded that idealized influence significantly predicted employee job performance.

Ngaithe, K'Aol, Lewa & Ndwiga (2016) also conducted a study on state owned enterprises in Kenya and found that that idealized influence was positively and significantly correlated with personnel performance, $r(138) = .64, p < .00$. A multiple linear regression revealed that idealized influence significantly predicted personnel performance, $\beta = .78, t(145) = 2.99, p < .004$. The study concluded that idealized influence had a high and significant level of influence to improve the achievements of personnel in SOEs in Kenya.

Brown & Moshavi (2016) conducted a study targeting 440 university faculty members selecting 70 different academic departments to investigate the association that linked the transformational and transactional leadership attitudes by university department chairs and faculty satisfaction with supervision, willingness to expend extra effort, and organizational effectiveness. From that study, results demonstrated that the II dimension of transformational leadership had a high level of prediction and influenced positively the organizational achievements.

Nyokabi, K'Aol, & Njenga (2017) in a study reached the conclusion that the idealized influence had a positive influence on accomplishments of senior managers as indicated here: $r(261) = .711, p < .05$. Previous studies supported the positive influences of the idealized influence of a leader on personnel performance. Boehm and Kensbock (2015) established that when a leader practices the behaviors associated with idealized influence, they generate higher levels of motivation from followers, and perform beyond contractual expectations.

Lyonga (2019) conducted a study to explore the relationship between principals' transformational leadership skills and teachers' satisfaction in secondary schools in Meme division in Cameroon. The conclusion was that there was a significant and positive relation between idealized influence and teachers' satisfaction which tended to increase their performance.

Influence of Inspirational Motivation Component of TL on PP

Inspirational motivation is another dimension of transformational leadership that refers to the leader that articulates and shares a vision that is appealing to and inspiring followers. Transformational leaders with inspirational motivation behave in ways that motivate and inspire those around them by providing meaning (Bass & Avolio, 1994) and challenging followers with high standards, communicating clearly optimism about expectations, demonstrating a commitment to goals, and providing meaning for the task at hand (Stewart, 2006).

Idealized influence leadership and inspirational motivation usually form a combined single factor of charismatic-inspirational leadership. The charismatic-inspirational factor is similar to the behaviors described in charismatic leadership theory (Hickman, 2010). According to Ellis (2007), "inspirational motivation has a strong charismatic element in providing followers with a sense of purpose" (p. 23). The followers are willing to invest more effort in their tasks; they are encouraged and optimistic about the future and belief in their abilities. They displayed enthusiasm, and optimism, and the team spirit is aroused. The inspirational motivation leader thus demonstrates visionary, optimistic, confident, and stimulating character.

A visionary inspirational motivation, "is a style of leading others and of creating thriving organizations that achieve long-term success" (Scott, 2018). Grieser

(2017), CEO of ACHIEVE Centre for Leadership & Workplace Performance and the Crisis & Trauma Resource Institute, highlights the importance of visionary leadership by stating that visionary leadership energizes and inspires people to work toward the future goal, it is able to clearly and vividly communicate what the future holds and anticipates what's coming, both opportunities and obstacles. It is particularly able to connect the dots between various trends and events and interpret how what is happening today might affect the future.

Inspirational motivation is not only visionary but also optimistic. Being an optimistic leader refers to the capacity to motivate and encourage others to tap into their own internal resources to assist in the accomplishment of the stated objective (Rankin, 2018). The optimistic leader develops and executes good efficient habits on a daily basis and has the ability to inspire followers, gain trust and support, and work to make a positive impact on people. Optimism is necessary for a successful endeavor (Shankman & Scott, 2008).

According to Hack (2016), co-founder of Skytree, an inspirational motivation leader demonstrates confident character which refers to showing confidence towards subordinates and supports to help them achieve their goals through a focus on self-development. Apart from the fact that an inspirational motivation leader displays visionary, optimistic, and confident character, he or she also demonstrates a “stimulating attitude toward his or her followers by providing meaning and challenge as to promote enthusiasm” (Miskel & Hoy, 2003, p. 159).

Ngaithe, K'Aol, Lewa & Ndwiga (2016) also conducted a study in state owned enterprises in Kenya and found that inspirational motivation was positively and significantly related to personnel performance, $r(140) = .73$, $p < .00$ and significantly predicted personnel performance, $\beta = 1.1$, $t(145) = 4.54$, $p < .00$. The

study concluded that inspirational motivation positively and significantly increased performance of personnel in SOEs in Kenya.

Nyokabi, K'Aol, & Njenga (2017) conducted a study in the private sector in Kenya with influence of goal orientation as a moderating variable, it was discovered that goal orientation significantly predicted the relationship between inspirational motivation of the CEO and performance of senior managers $R^2 = .839$, $F(2, 5) = 265.099$, $p < .05$, $\beta = .111$, $t = 3.900$, $p < .05$.

Bono and Judge (2003) explored why followers of transformational leaders exhibit higher performance, motivation, job satisfaction, and organizational commitment by studying leaders in service and manufacturing organizations. Two hundred forty-seven leaders (76% response rate) completed the questionnaire. The filling of the questionnaire involved up to six followers for each leader. Of the 1,368 surveyed, 954 followers completed the initial MLQ questionnaire. Sixty days after the initial questionnaire, a second set of questionnaires were completed by 243 leaders and 775 followers, giving an overall response rate of 70% for leaders and 57% for followers. For the second set, leaders completed job performance questionnaires on their followers while the followers submitted job attitude questionnaires. A 15-item tool was used to measure followers' job performance, this tool included items for both task performance and initiative aspects of performance. The tool had items on self-directions developed by Stewart, Carson, and Cardy (1996) Innovation and task performance adapted from the Role-Based Performance Scale developed by Welbourne et al. (1998). This study developed a personal initiative as the authors found TL behaviors, as evaluated by followers, to be positively related to followers' job performance.

Nemanich and Keller (2007) received usable questionnaires from 449 employees (49% response) and 344 supervisors (77% response) of a recently acquired company. Employees answered questions about the TL behaviors of their immediate supervisor, as well as their own feelings on the acquisition and job satisfaction. Supervisors answered questions a month after the employees and were asked about their employees' performance. TL behaviors were measured using the MLQ while performance was measured using two items about employees' accomplishment of objectives and acceptability of interpersonal behaviors, both were rated relative to other employees. The authors found that TL behaviors had a significantly positive relationship with acquisition acceptance and positively related to goal clarity, creative thinking, and follower performance. The authors suggested TL be used to face challenges such as those encountered during an acquisition.

Lyonga (2019) conducted a study in secondary schools in Meme Division Cameroon and reached the conclusion that the findings revealed that there is a strong and significant positive relationship between leaders and personnel performance in terms of effectiveness, efficiency, extra effort, and productivity. Transformational leadership through its four components was found to indicate a significant positive relationship with personnel performance (Silamine and Rodrigue, 2021). In the same vein, Uduji (2013) conducted a study and found that transformational leadership through its inspirational motivation as having a strong relationship with personnel performance so that leaders engaged in TL were able to increase effectiveness, efficiency, extra effort, and productivity in order to boost organizational growth. Sichui (2021) conducted a study in secondary's schools in South West Cameroon to establish the influence of transformational leadership on the behavior of the student. The researcher reached the conclusion that TL through its four dimensions enhanced

significantly the pro-social behavior of the students. An empirical study was done to establish the effect of inspirational motivation on health workers' performance in four health institutions of the archdiocese of Bamenda, Cameroon. Amaka, Mayin and Wilfried (2020) found that IM had a positive and significant influence on the institutions' workers.

Influence of Intellectual Stimulation Component of TL on PP

According to Hicks (2014) from the University of California, Department of Materials Science and Engineering, "intellectual stimulation means that leaders challenge followers to think about problems in new ways. They question assumptions, reframe problems and promote solution-focused thinking" (p. 2). Intellectual stimulation Transformational leader arouses awareness, displays creativity and innovative character, empowers others, and encourages followers' independence.

Intellectual stimulation, "arouses in the followers the awareness of the problems and how they may be solved, and stirs the imagination and generates thoughts and insights" (Karma & Patricia, 2012, p. 29). The intellectual stimulation leader energizes, intellectually stimulates the employees, and promotes intelligence, rationality, and careful problem-solving (Bass, 1990). He or she is able to foster an environment where followers develop their own solutions to both challenges and support their employees. Intellectual stimulation leader also determines each individual's readiness before he or she can give the appropriate level of challenge and support.

The intellectual stimulation encourages followers to approach problems in new and creative ways. Creativity and innovation are also distinguished traits of the characters of the intellectual stimulation leaders. Innovative leadership is the ability to

both think and influence others to create new and better ideas to move toward positive results (George, 2016) and being creative is the ability to create and realize innovative solutions especially in the face of structurally complex or changing situations (Vernooij & Wolfe, 2014). The available works of literature show that leadership, especially intellectual stimulation leadership, “is important to show creative and innovative efforts, perhaps more important in other domains” (Bryman, et al., 2011, p. 405) where leadership is more valued.

Intellectual stimulation promotes people’s empowerment with the word empowerment having many definitions depending on the context. From the online Merriam-Webster Dictionary (1828), the general meaning of empowerment “is the state of being empowered to do something: the granting of the power, right, or authority to perform various acts or duties”. Lotich (2019) a business management consultant from Bonita Springs, Florida, in her article defines empowerment as the giving or delegation of power or authority; authorization; the giving of ability; enablement or permission, and is based on the belief that employees have the ability and want to take on more responsibility.

Being aware of the importance of empowerment, the intellectual stimulation leader gives their employees greater authority and responsibility so that they can be able to make influential decisions. Another thing that empowerment envisions is the growth of the organization and the supportive leaders. Intellectual stimulation leaders are focused on “empowering their followers to believe in their abilities and support their followers’ intellectual development to solve problems” (Bobbi, 2018, p. 57).

Intellectual stimulation leader is also concerned with the autonomy of the followers. “Intellectual stimulation contributes to the independence and autonomy of subordinates and prevents ‘habituated followership,’ characterized by the blind

unquestioning trust and obedience that are seen in charismatic leader-follower relations” (Bass & Stogdill, 1990, p. 216). Intellectual stimulation leaders behave like good parents, they are also aware of the fact that building and developing relationships involve leaders who act like good parents and encourage independence rather than dependency (Bobbi, 2018). Furthermore, intellectual stimulation leaders are able to create “new ways of thinking and suggesting new ways of seeing problems” (Cardona, Soria, & Gumbau, 2016, p. 4).

A study conducted by Ngaithe, et al. (2016) in state owned enterprises reached the conclusion that intellectual stimulation behavior positively and significantly increased personnel performance in SOEs in Kenya. Research done by Chebon, Aruasa, and Chirchir (2019) goes in the same vein that managers who display intellectual stimulation behavior encourage high productivity of subordinates and influence positively and significantly the personnel performance in Moi Referral Hospital Eldoret, Kenya. K’Aol and Linge (2017) found in their research that intellectual stimulation is one of the four components of transformational leadership that influences positively and significantly judicial personnel performance in Kenya.

In the same vein, Ogola, Sikalieh, and Linge (2017) reached the conclusion in their study that intellectual stimulation leadership and personnel performance in SMEs in Kenya had a strong positive and significant correlation $r(194) = 0.722$, $p < 0.000$ and a positive and significant relationship, $(\beta = 0.722, t(194) = 14.444, p < 0.000)$. The study made a conclusion that better personnel performance was reached when a leader thinks critically and boldly facing problems that emerge in the course of work, using their own initiative and seeking innovative strategies to solve their problems. Yasin, et al. (2014) conducted a study in Pakistan and concluded that intellectual stimulation had a strong positive relationship with personnel performance.

According to another study done at Commercial Bank in Kenya to measure the influence of intellectual stimulation on performance, Nyakoma, Namusonge, and Amuhaya (2018) concluded that intellectual stimulation had a positive influence and a magnitude of influence on personnel performance.

Nkwinkue (2021) conducted a study in banks sector in Cameroon using a population of 335 to explore the impact of transformational leadership on employees, especially the intellectual stimulation dimension and found that there was a positive and significant impact on personnel performance.

Influence of Individualized Consideration Component of TL on PP

An individualized consideration leader tends usually to fulfill the personal needs of subordinates through coaching or mentoring (Avolio & Bass, 2004).

Individualized consideration leaders consider each follower as an individual, and pay special attention to each individual follower's needs for achievement and growth by acting as a coach or mentor (Bass & Riggio, 2006). Focusing on individual needs, coaching, mentoring, and teaching mean a lot for individualized consideration leaders because they seek to develop every aspect of their followers.

They respond to the specific and unique needs of followers to ensure that they are included in the transformation process of the organization. Individualized consideration treats people individually and differently based on their talents and knowledge. They provide a supportive environment and give feedback and advice to the followers and in addition, transformational leaders, create environments where followers feel comfortable giving feedback to them.

Individualized consideration may take the form of expressing words of thanks or praise to subordinates. They make interpersonal connections with employees

showing genuine compassion and encouraging professional development and personal growth of employees (Lumen Boundless Management). They provide learning opportunities and a supportive climate for growth. “Their coaching and mentoring are tailored to the individual needs and desires of each follower” (Craig, 2019, p. 246).

Individualized consideration leader uses coaching to develop followers and colleagues to successively greater levels of effectiveness through new learning opportunities and a supportive climate. In the process of demonstrating individualized consideration, individual self-efficacy is increased and self-esteem enhanced. Coaching deals with competencies such as knowledge, skills, abilities, behaviors, and attitudes (Hicks, 2014).

The monitoring role of an individualized consideration leader consists of specifically focused on performance(producer) and shared leadership behavior focused on keeping track of group work (monitor behavior) than lower performance teams (Carte, Chidambaram, & Becker, 2006). Transformational individualized consideration leader deals also with teaching their followers. This component is associated with leaders who treat subordinates differently according to their individual needs and capabilities (Bolkan & Goodboy, 2009).

The four dimensions of transformational leadership are interdependent and blended together and reinforced through expressions of confidence in the followers, setting high expectations that induce greater commitment to the effort, and communicating high-performance expectations for followers (Bass & Riggio, 2006). They exhibit leadership behaviors that accomplish the most impressive of leadership challenges. They lead their followers through risk-taking, personal development, and organizational change (Bass & Steidmeier, 1999). Transformational leadership not

only provokes organizational change or transformation but also is interested in personnel performance enhancement.

Bass, et al. (2003) studied the leadership of platoon sergeants and platoon leaders of 72 platoons, each consisting of approximately 30 light infantry combat soldiers. There were 1,340 soldiers rating platoon leaders, 1,335 rating platoon sergeants, and 1,594 rating unit cohesion and potency. TL behaviors were measured using a modified version of the MLQ Form five X. Transactional leadership and potency, defined as group confidence when faced with challenges, were measured using published instruments. The authors found TL behaviors in platoon sergeants to have a significantly positive relationship with platoon performance. There was evidence of partial mediation of TL behaviors with platoon performance through potency and cohesion.

Dir. et al. (2002) studied 160 cadets from the Israel Defense Forces. In the first phase of the study, cadets were assigned to a TL workshop or to no workshop. In the second phase, 54 of the 160 cadets (34%) were assigned to lead basic training platoons. These 54 cadets worked with 90 noncommissioned officers and 724 recruits. The noncommissioned officers and recruits' performances were measured before and after basic training. The authors found the platoons led by the TL trained cadets outperformed those led by the cadets without leadership training. Improved performance measures included the written light weapons test, the obstacle course, and the practical light weapons test. The authors concluded cadet TL training led to significantly higher levels of follower development and performance compared to the cadets not trained.

Aliakbar et al (2016) in their study on the role of transformational leadership and knowledge management processes on organizational innovation indicated that

transformational leadership has a positive, direct, and meaningful effect on knowledge management processes. Consequently, we can conclude that the presence of transformational leadership in organizations leads to personnel knowledge, enhancement and challenging the personnel's perceptions and encouraging them to enhance their performance. TL also motivates the personnel to share their knowledge.

Lenny, Made, and Djumahi (2015) conducted a study to analyze the role of transformational leadership, monitoring, and transparency on the performance of Local Government Units among the regencies and cities at the region of Bakorwil IV East Java a Province of Indonesia and they found that the transformational leadership positively and directly influences performance. In the same vein, Chebon, Aruasa, and Chirchir (2019) found individualized consideration and concluded that there was a positive and significant influence on personnel performance.

Bolkan and Goodboy (2009) also examined the relationships between transformational leadership in college classrooms (i.e., charisma, individualized consideration, and intellectual stimulation), student learning outcomes (i.e., cognitive learning, affective learning, state motivation, and communication satisfaction), student participation, and student perceptions of instructor credibility (i.e., competence, trustworthiness, goodwill). Participants were 165 students who reported on their instructors' leadership in addition to their own classroom behavior and learning. Results suggest that all three components of instructional transformational leadership are moderate to strongly associate with all outcome variables.

Nkwinkue (2021) did an empirically studied banks sector in Cameroon to establish the impact of TL, particularly the individualized consideration dimension, and concluded that individualized consideration positively and significantly influenced the personnel performance.

Globally, transformational leadership components have been studied around the world and found significantly relate to personnel performance demonstrated as follows. According to research conducted in the South African Republic on public service in 2012, Transformational leadership had a positive correlation with subordinate leadership acceptance, performance, and job satisfaction (Mokgolo, Mokgolo & Modiba, 2012). Ekaningsih (2014) conducted a study to measure the effect of transformational leadership on the employees' Performance and reached the conclusion that transformational leadership more effectively gives a direct effect on personnel performance.

After empirical research was done on Nigerian Universities, Abubakar and Ahmed (2017) reached the conclusion that transformational leadership style has a positive effect on university performance. The result showed that transformational leaders increase employees' performance in NITR Kaduna State and countries like Niger, South Africa, Kenya, Ghana, and Cameroon among others (Mamza, 2019).

Wirba (2015) conducted research in the educational sector in Cameroon and found that transformational leaders are perceived as leaders for the training and development of schools in Cameroon. Another research done in Small and Medium Enterprises (SMEs) by Fokam (2016) showed that the transformational leadership style exerted a positive and significant effect on personnel performance. Biaka (2020) conducted a study at Veronica Medical Center Cameroon and found that “transformational and ethical leadership styles had a significant positive effect on performance at 95% confidence level” (p. 179).

Personnel Performance Enhancement

The business dictionary defines performance generally as a completion of a task with an application of knowledge, skills, and abilities. However, “performance is

a contextual concept associated with the phenomenon being studied” (Carton & Hofer, 2006, p. 2). In the context of organizational performance, performance is an analysis of a company’s performance as compared to goals and objectives. Personnel or employee performance enhancement (SPE), on the other hand, is seen as the job-related activities expected of a worker and how well those activities are executed (Carton & Hofer, 2010). As stated in Bristol University (2017) publication, enhancing personnel performance is central in helping an organization to achieve its goals:

Performance Enhancement (PE) is all about ensuring that all our people achieve their full potential; it is about empowering and enabling people to move from ‘good’ to ‘great’ and beyond, and in doing so help move the organization onwards and upwards, even in challenging times. It is about helping to ensure personnel well-being, engagement, and motivation by being clear about what is expected of individuals and providing high-quality feedback. In the current uncertain environment, we have identified the strategic need to be ‘agile’, i.e. to be able to mobilize our personnel to meet emerging opportunities and challenges as they arise, whilst also keeping our eye on the longer-term objectives. In this context, ensuring people are clear about expectations, and providing support to enable individuals to perform to a high level, will be critical. (University of Bristol, 2017, Human Resources, para 1, 3)

Many consultants from diverse perspectives sustained that a lot of initiatives and methods can enhance the performance of personnel. However, optimal definitions or measures of performance remain controversial. Fortunately, practices that improve the commitment and attitudes of employees have been found to enhance performance, with leadership being one of those concepts that can be seen widely in people and

organizations as well and has a strong ability to affect employees. In a special way, the transformational leadership style tends to attract more committed and satisfied followers (Nsom, Teih, and Sundjo, 2019). It can be used as an antecedent for employee commitment to work and their organizations leading to improved performance. As soon as the perception of these outcomes remains contextual, the measures used to represent performance are selected based on the circumstances of the organization being studied. Most organizational performance measures were however based on profitability, finances, employee turnover, and market-based share (Carton, 2010), which are mostly inward looking.

At the end of the empirical literature review about the independent variables (transformational leadership) and the dependent variable (personnel performance), this study found that several researchers measure personnel performance in terms of effectiveness, efficiency, extra effort, and productivity, to reach organizational goals. Personnel performance is the bottom line for personnel, regardless of the job and it is also the amount of work a personnel accomplishes in a specific amount of time. Effectiveness, efficiency, extra effort, and productivity are the important elements measuring personnel performance.

For that reason, enhancing Seventh-day Adventist Church Personnel Performance seeks to improve the effectiveness of workers, and to increase the delivery of service and performance in the Seventh-day Adventist church and institutions in Cameroon Union Mission. As suggested by Femi (2014), the leader is the guiding force within a group and organization. A leadership style that resonates with followers allowed the leader to achieve greater employee productivity. The expected outcomes of the personnel performance such as efficiency, effectiveness, and productivity should be seen in the Church organization (union, conferences, and

missions) and its institutions (hospitals and schools). Administrators, departmental directors, district pastors, teachers, office workers, and employees from conferences as well as personnel members from hospitals are to be empowered in their work.

The research focuses on the measurement of personnel performance through transformational leadership in order to invest in employees to enhance their effectiveness and to increase service delivery and productivity throughout the union mission organizations and its institutions. In the light of various researches done, transformational leadership theory through its four components influences personnel performance enhancement. In addition, it encourages followers to put in extra effort and to go beyond what they thought possible and shows its positive effects (Bass, 1985, 1998), and it strong and positively affects the satisfaction and performance of individuals, teams, and organizations (Barling, et al., 1996).

Several researches have been conducted on the relationship between transformational leadership and personnel performance enhancement around the world, even in Cameroon. This is important since despite leadership being important in steering organizations to success; it is not complete without followership. According to Saboe et al, (2015) past researches on transformational leadership have also been predominantly on overall transformational leadership rather than its dimensions. Most leadership studies in a wide variety of organizations have also examined the impact of transformational leaders on subjects in a variety of settings including corporations, schools, and military units (House & Aditya, 1997; Podsakoff, McKenzie & Bommer, 1996). However, no known study has been done in Seventh-day Adventist Church in the Cameroon using transformational leadership to establish the mostly used dimensions that influence personnel performance specifically in the Cameroon Union Mission. This study intended to bridge this gap by using the four

dimensions of transformational leadership to investigate the mostly used dimension that caused the good performance of the personnel in the Cameroon Union Mission of SDA Church.

Critique of Transformational Leadership

Despite the research that has displayed the positive aspects of transformational leadership for organizations; some authors have demonstrated several weaknesses of transformational leadership (Lee, 2014). One of these criticisms is that transformational leaders are represented as great men (Northouse, 2013; Tourish and Pinnington, 2002; Yukl, 1999). Another argument evoked against transformational leadership is that it “lacks conceptual clarity” (Northouse, 2019, p. 284). Other critics evolve around the measurement of transformational leadership, some researchers challenged the validity of MLQ and some go beyond that by arguing that “transformational leadership was created to be used within social and political-contexts” (Northouse, 2019, p. 284). Bryman (1992) argued that transformational leadership treats leadership as personal. In other words, transformational leadership looks more suited to be a set of personality characteristics rather than special requirements. Lee (2014) evokes another criticism presented by Northouse (2013), Tourish and Pinnington (2002), and Tucker and Russell (2004), sustaining that “followers risk fulfilling their leader’s vision however impractical, over-ambiguous or even deceptive it may be” (p.17). Following what was said by Northouse (2019), critics demonstrated that transformational leaders are “elitist and antidemocratic” (p. 285). The strong impression that the leader acts independently of followers comes from the fact that transformational leaders create direct change, establish a vision, and advocate new directions.

Though an understanding of transformational leadership predicated on its outcomes appears to have been achieved, Leithwood and Jantzi (2000) observe that despite over four decades of work in the field of literature on educational leadership, there still exists no single and clear conceptions of the processes that constitute transformational leadership. For instance, Gronn (1996) remarks on the close relationship between charismatic and transformational leadership while pointing out the absence of notions of charisma in some works of transformational leadership.

The transformational leadership dimensions has been a subject of discussion among scholars (Saboe et al., 2015). Transformational leadership demonstrates four key dimensions that idealized influence showing charisma, inspirational motivation that formulates a vision, intellectual stimulation that challenges assumptions and individualized consideration attending that helps to meet followers' needs. Leithwood & Jantzi, (2000) suggested six explanations by summarizing that TL is crucial to build a vision and setting goals, to provide intellectual stimulation, to offer support to individuals, to promote professional practices and values, to exhibit high-performance expectations, and expanding structures to further contribution in decisions-making. Scholars in the field of leadership emphasized transformational leadership theory, therefore, they have not brought in a harmonious view on this phenomenon. However, it is distinct that common perceptions of transformational leadership are governed by the consideration of the four dimensions as underlined earlier (Stone, Russell & Patterson, 2003). Bass, Avolio, Jung & Benson, 2003 supported that empirical works in the area have corroborated these elements. There are other arguments that are against transformational leadership, as well as the one associated with ethics. The qualities that make a great leader can lead to unethical acts, as the first key point in

this section stated, a leader can make his/her follower make unethical decisions, and even commit crimes as well, pursues Yukl (2013).

The Seventh-day Adventist Church and its institutions in Cameroon Union Mission is the strongest francophone union in the West Central Africa Division in terms of church membership, qualified personnel, and other resources. However, according to the union treasurer report (2020), the CMUM has the lowest Per Capita tithes and offerings in the entire division. This means that the SDA Church and institutions in Cameroon Mission have not made great progress. This comment probably indicates that the work on the ground in local churches, schools, and health centers remains low and needs improvement. If we go by the union treasurer's report (2020), church members are making progress, this may show that pastors, medical doctors, teachers, and nurses are not performing enough to boost the growth of SDA and Institutions in CMUM.

To improve personnel performance, researchers have often used the transformational leadership theory. Wirba (2015) in a study done in the Cameroonian setting, confirmed the positive and significant influence of the transformational on the personnel performance in the private sector and public sector as well. This followed what Yukl (2006) said that transformational leadership is a leadership theory that increases or improves follower motivation and performance more than any other style of leadership theory. This is why Abubakar and Ahmed (2017) in their work done in the Nigeria context emphasized transformational leadership as “a theory for better performance” (p. 1). Many other studies have displayed that transformational leadership has a positive effect on personnel performance in an organization. Contrary to other leadership styles such as transactional leadership. Transformational leadership according to Top, Abdullah, and Faraj (2020), is positively related to

personnel performance and emphasizes on the growth of subordinates and their wants, hence transformational leaders influence personnel performance in an organization.

The dimensions of transformational leadership such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration have been also studied. Many scholars noted that dimensions of transformational leadership have a significant relationship with personnel performance. In this vein, “transformational leaders produce positive behaviors that encourage employees at work and make them go the extra mile for the organization” (Al-Amin, 2017, p. 37). Transformational leadership is a theory that “involves sharing common goals with employees, supporting them and setting high service standards and expectations for employees fostering positive service actions and actions among employees” (Su, Cheng, and Wen, 2019, p. 3). Many related kinds of literature and studies explored by this research considered transformational leadership to be influencing personnel performance in organizations and various settings, even in Cameroon where good performance is observed in various sectors whether public or public.

However, as stated by Biaka (2020), “much is yet to be known about the prevailing situation in other organizations across the Country” (p. 192). After conducting research on leadership style in schools in Cameroon, Wirba (2015) said that, “There is a need for current techniques of leadership and management skills for principals in both public and private schools in Cameroon as a way forward for continuous improvement” (p. 8). While exploring the relationship between transformational leadership and teachers’ job satisfaction in Cameroon, Lyonga (2019) supported that the practice of transformational leadership is appropriate for application by schools’ leaders such as principals, for effective and smooth functioning of schools. Silamine and Rodrigue (2020) also conducted a study on

leadership styles on the organizational performance of employees in the Cameroonian capital city Yaounde and found that TL increases organizational employee performance. They recommended that future research should “extend the study to several institutions from all regions of Cameroon” (p. 43). In the context of SDA Church, Bello and Ndoumié (2018) conducted studies on strategies to enhance employee motivation and financial sustainability in Adventist High schools of Yaounde and Maroua. This was too limited; they gave room to other researchers to go beyond what has been done. To fill in the gaps left in the literature, this study adopted the transformational leadership theory. This is because it is demonstrated in studies that TL theory is more appropriate to increase the organizational performance of employees and stimulate the personnel to become more effective and deliver results beyond expectations (Silamine and Rodrigue, 2020).

CHAPTER 3

METHODOLOGY

This chapter aimed to describe the research designs implemented by the study, the target population, the sampling procedure, the instruments for data collection, the instrument's validity and reliability, the data collection procedure, the method of data analysis, and ethical considerations as well.

Research Design

A research design is key in a scientific work or study providing explicit path for procedures in a given investigation study (Creswell & Creswell, 2018) and permits the researcher to do an accurate assessment of cause and effect relationships between independent and dependent variables (Jang, 1980) in quantitative research. The study sought to investigate and empirically establish which dimensions the leaders in Cameroon Union Mission (CMUM) were mostly using.

Considering the mixed nature of this research, descriptive-causal research designs were adopted for the quantitative part. In addition, to provide a deeper understanding of the social phenomena (transformational leadership), phenomenological and explanatory research designs were adopted for the qualitative part. These designs are concerned with investigating what people or individuals make sense about what is going on around them (Bryman, 2016). Leadership is a phenomenon that has attracted many researchers around the world, and in a special way the transformational leadership in specific. In addition, the study also opted for

an explanatory sequential design for the mixed methods part. Bryman (2016) explains that the explanatory sequential design entails the collection and analysis of quantitative data followed by the collection and analysis of qualitative data to make plain or explain the quantitative findings. The rationale for using this qualitative part was to get opinions from leaders and personnel in CMUM about what is done on the ground to support quantitative findings. Causal research explored the causal relationships among variables and could predict causality. Causal research as explanatory research sought to identify the extent and nature of cause-and-effect relationships. Causal research can be conducted to assess the impact of specific changes on existing norms, various processes, etc. The presence of cause-and-effect relationships could be confirmed only if specific causal evidence exists (Zikmund, Babin, and Griffin, 2012). Descriptive research, according to Best and Kahn (2006), uses mixed methods. The quantitative and qualitative methods were used to describe what is recording, analyzing, and for interpreting conditions that exist.

Population and Sampling Procedure

The target population is the whole cluster of persons or items to which scholars are concerned in generalizing the conclusions (Baah, 2016). It has usually varying characteristics and is the theoretical population. According to the CMUM End Year Report (2020), the intended group of people of this research included permanent workers from 21 organizations regrouped in three categories: Ecclesiastical entities, educational institutions, and health institutions. In these organizations, two types of policy were applied: The West Central Africa Division (WAD) policy and the Cameroonian Labor Code. There were employees who are under the WAD policy and those who were governed by the Cameroonian Labor Code.

The first category is composed of pastors, teachers and medical workers operating in churches, educational and health institutions as administrators, financial managers, accountants, secretaries, etc. employed and treated according to the official dispositions of West Central Africa Division (WAD). The treatment in fact refers mainly to the general status of workers, remuneration in terms of salary and allowances, credential letters, retirement status, etc. This category includes leaders such as unions and conferences presidents, schools principals, treasurers, business managers, etc. (WAD Working Policy, 2020). The reason why this study exceptionally used this category of workers is because it relies on the governing policy. Majority of leaders were from this group and was high in terms of number appropriate for this study. To narrow the study, to avoid large sampling and contrasting governing rules, in respect of the homogeneity of the principles, this study dealt with personnel who were governed by WAD Working Policy, which was mostly used around the organizations. This helped to get objective responses on the same basis.

The second category composed of workers such as benevolent teachers, nurses, gates keepers, and other employees who are under Cameroonian Labor Code and could be objects of another study since their responses may not satisfy the objectives. This category of workers was treated on the same basis also according to Cameroon Labor Code in terms of status, salary and allowances, retirement, and the same carrier philosophy. They may not also understand how the Adventist organization policy functions and could have had biases during data collection.

The study targeted both top and middle leaders and subordinates in their organizations. Selecting top leaders or managers aimed to have their own perception of how they treat their subordinates and how they worked to enhance performance.

On the other side, selecting subordinates referred to having their opinions on how they felt treated by their leaders and how those invested in their performance improvement. Testing or exploring the difference between perception and performance may be significant. The total population was 447 as Table 4 shows in the number of subordinates per strata. It was also mentioned that the top managers were union and conference presidents, school principals, and medical institutions directors. The middle managers were union and conference executive secretaries, and institutions' business administrators while the subordinates were employees. It was noted that each conference had three executive officers: President, executive, and treasurer and institutions which had two officers each.

Ecclesiastical Entities

These entities included one union headquarter, five conferences, and one mission. The total population of pastors and subordinates was 240 which was under the West Central Africa Division governing policy. This group included, union, and conferences administrators (presidents, executive secretaries, and treasurers), pastors, and other employees (accountants, auditors, associate secretaries, and office secretaries).

Educational Institutions

The educational sector comprised the major high schools with 159 personnel that are under the guiding policy of the West Central Africa Division (WAD). Principals, treasurers, and teachers belonged to this group that also had office personnel (administrative secretaries, accountants, office secretaries, etc.).

Health Institutions

The chosen medical institutions were three hospitals, two dispensaries, and one dental clinic counting 48 workers. This category of personnel was under governing policy of the West Central Africa Division (WAD). There were medical doctors, financial administrators, accountants, office secretaries, nurses, and other employees.

Table 2. Target Population

S/N ^o	Functional Categories	Target Population
1	Ecclesiastical Entities	240
2	Educational Institutions	159
3	Health Institutions	48
4	TOTAL	447

Source: *CMUM End Year Report, 2020*

Table 2 shows the number of top and middle managers taken at the maximum and considered as the sample size (49), this was because I wanted to have their point of view. The total number of top and middle managers was 49 displayed as follows: 21 from all the 21 target organizations and +28 middle managers from the same organizations. However, the remaining 398 was the total population of the subordinates to which the formula was applied to help find out the sample size of respondents.

Sample Size and Sampling Technique

Sample Size

A sample size is a part of the population chosen for a survey or experiment, in other words, a subset of members of a population (Warner, 2013). The sampling frame of this study was computed on the total target population of the list of 21 organizations regrouped into three main categories as shown in Table 4. Yamane

(1967) provided a simplified formula to calculate sample sizes. A 95% confidence level of $P = .5$ are assumed (Sigh and Masuku, 2014). The formula is $n = \frac{N}{1 + N(e)^2}$.

n- The sample size

N- The population size

e- The acceptable sampling margin of error ($e = 0.05$).

$$\frac{398}{(1 + 398[0.05]^2)} = \frac{398}{1 + 0.995} = \frac{398}{1.995} = 199.49$$

To obtain the sample size in this study, the formula above was used. By using this method of calculation, the sample size was 199 subordinates of the target population 398 of subordinates (the details are in the figures in Appendix D). The key element taken into consideration in establishing the sample size for this research aimed to keep it controllable enough whereas also guaranteeing a level of accuracy.

Sampling Technique

This study employed the stratified random sampling technique which is also referred to as a sampling technique in which a population is divided into distinct units called strata based on similar characteristics. The selection was done in a manner that represents the whole population. The sampling technique was chosen in heterogeneous populations because it reduced selection bias and guarantees that the

entire population group is represented. It was not suitable for population groups with few characteristics that can be used to divide the population into pertinent units.

In this study, the population of Seventh-day Adventist Church in Cameroun Union mission comprised of 447 workers including top and middle managers and subordinates composed of three strata namely: ecclesiastical entities, education institutions workers, and health institutions. Since the sample size of top and middle managers is known (see Table 3), because this study considered the maximum number as sample size, the following calculation helped in determining the sample size of the population of subordinates. The target population of this study was divided into three subgroups notably ecclesiastical, educational, and health workers. To get the sample size of the three different subgroups or strata, the study used the stratified sampling method following Yamane's (1967) formula of calculation and obtained the sample size of each stratum as displayed in Table 3 (Ecclesiastical Entities 109, Educational Institutions 72 and Health Institutions 18).

Table 3. Sample Size of Subordinates

S/N°	Classification	Target Population	Sample Size
1	Ecclesiastical Entities	219	109
2	Educational Institutions	143	72
3	Health Institutions	36	18
4	Total	398	199

Instrument for Data Collection

Questionnaire

A questionnaire is an instrument used in collecting information from participants (Etikan and Bala, 2017, p. 219) about factors of concentration to an exploration. The questionnaire, which was the key instrument, was chosen for its

benefits in allowing participants get better seriousness of response, instance to confirm responses, namelessness, and being inexpensive in terms of time and cost. The questionnaire was conceived by the researcher and was structured to allow respondents to select the option for each questionnaire, which is considered most appropriate. There were two types of questionnaires that were administered: one qualitative questionnaire for managers and one quantitative questionnaire for subordinates governed by the West Central Africa Division (WAD) of SDA Church. The questionnaire for top and middle managers was made of open-ended questions to capture their opinions while the questionnaire for subordinates contained statements requesting their levels of agreement.

All the questions in the questionnaire were succinct and appropriate to enlarge the answer proportion and were available both in English and in French. The questionnaire related to transformational leadership was embraced from the Multi-factor Leadership Questionnaire (MLQ) as elaborated by Bass & Avolio (2003) with items that measure the key components of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) as outlined in the objectives. The MLQ also known as MLQ 5X short or standard MLQ helps to measure a wide collection of leadership types. The MLQ distinguishes the characteristics of transformational leadership and helps to measure variables, as did Bass and Avolio (1995). The initial Multi-factor Leadership Questionnaire has been considered in various exploration studies and on a broad wide variety of sample populations (Lowe et al., 1996). According to Howell & Higgins (1990), MLQ has been discovered to be especially consistent to provide report on the attributes of the transformational leadership. Indices, including effectiveness, efficiency, and extra effort measure personnel performance, and productivity realized

during a period of five years. This MLQ was translated by an expert, from English to French (see Appendix B), the two main languages used to conduct the study. The questionnaire for top and middle managers had five open-end questions (see Appendix B).

The study used the online surveys which was a common and effective way for collecting data because they helped to reach a large number of people and were easy and quick to send out than by email or text. They appeared in pop-ups via a link and added in social media (WhatsApp, google, etc.). Respondents completed and submitted immediately using mobile phone, tablet or computer. Anonymity was observed and the online software ensured the participants identities were kept confidential.

To get opinions of top and middle managers, the qualitative data collection used structured interviews that utilized the same questions in the same order for each respondent using online surveys procedures as described in quantitative data collection through virtual face-to-face format. As known, this kind of format is used widely nowadays, as it is cheaper and logistically easier to organize than face-to-face interviews. The interviews of few subordinates were made to response to the four objectives of this study. Phone and WhatsApp survey were used to get their opinions about the realities that leaders were bringing out using transformational leadership dimensions in CMUM.

Rating Scales

To measure the opinion of the respondents, this study adopted 5 points ratings that are conventionally called Likert scales, where the five response alternatives correspond to degrees of agreement with a statement about an attitude, a belief, or a behavior (Warner, 2013). This research established the association between

transformational leadership (four components) and personnel performance. The Likert rating scale is understood and accepted as allowing numerical value (Collis & Hussey, 2003). Based on the previous argument, all objects for predictors and depended variables were considered on a five-point Likert scale in which respondents specify their level of agreement to a statement typically.

A five-point scale was judged applicable for this dissertation because it helped the respondent to form an opinion and to reduce confusion by maintaining consistency in their ratings (Datche, 2015). The respondents rated the indicators anonymous by using the scale:

1 = Strongly Disagree (SD), 2= Disagree (D), 3= Neither/Nor Agree (N/NA), 4= Agree (A), and 5= Strongly Agree (SA).

Content of Questionnaire

The entire questionnaire for personnel and top and middle managers is attached in Appendix B for top and middle managers. The questionnaire was made plain and simple so that participants could respond directly and easily deprived of wasting time to looking for evidence. The procedures for questioning were widespread sentences utilizing closed-ended enquiries for subordinates. The followers responded following the order and categories. The questionnaire was made of four sections: section 1 dealing with the demographic data section that gives the characteristics of respondents. Section 2 presents the levels of agreement with a focus on the four components of transformational leadership displaying which are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. They constituted the four independent variables. Section 3 dealt with personnel performance expressed through effectiveness, efficiency, extra effort, and productivity. Section 4 presented the informed consent, which is the ethical part. The

questionnaire for top and middle managers was an open-ended question with two sections: section 1 was about demographic characteristics and section two about qualitative questions requesting their opinions about the influence of the four dimensions of transformational leadership on personnel performance.

Instrument Validity and Reliability

Instrument Validity

According to Furwana (2019), validity is the extent to which the research tool determines what it is presumed to measure.

The experts in leadership reviewed the formulated questionnaire, both qualitative and quantitative to confirm its content validity. The primary adviser checked the validity by calculating the Content Validity Index according to the formula below. This was done by considering the margin error to account for 0.05 or

$$C.V.I = \frac{\text{Number of items relevant}}{\text{Total number of items in the questionnaire}}$$

5% with level of confidence at 95%. Therefore, research instrument was examined by calculating the Content Validity Index (CVI), as shown here below.

The instrument is considered valid for data collection if the value of the C.V.I. is higher than 0.70, as recommended by Amin (2005). In this case, the $C.V.I = \frac{94}{100} = 0.94$ where 94, represents the number of relevant items and 100, represents the complete amount of objects or items in the instrument for personnel. The instrument of this study had a CVI of 0.94 which was valid because Amin (2005), as stated above, indicated that an instrument would be considered valid when it is .70, or above.

Instrument Reliability

A pilot study is usually carried out on members of the relevant population. According to Connelly (2008), a pilot study sample should be 10% of the projected sample for the larger study. However, other researchers proposed 10 to 30 participants (Isaac & Michael, 1995), Hill (1998) suggests also 10 to 30 participants for the pilot, and Treece (1982) joins Connelly by suggesting 10% of the projected sample size. The total sample size of the pilot test was approximately 25 respondents from the Cameroun Evangelical Church Union located in Maroua Cameroon. They were pastors, teachers, nurses, and financial personnel employed full time.

In determining the consistency to which the questionnaire gives the required information, 25 respondents from Cameroun Evangelical Church Union located in Maroua Cameroon were involved and they included pastors, teachers, nurses, and financial personnel employed full time. This Church was piloted on because it has a similar contextual characteristics to the Seventh-day Adventist institutions. The valid responses were analyzed using Statistical Package for Social Scientists (SPSS 25) to calculate Cronbach's Alpha. According to this study, a reliability coefficient of 0.7 and above was regarded as reliable and consistent according to Cronbach (1951). I targeted twenty-five respondents (25) for the pilot test and handed the questionnaire to members who were not to participate in the main data collection of the study. Twenty-three (23) questionnaires were collected from the participants. The respondents appropriately filled out all the questionnaires and thus used them for pretesting. For the data analysis, the study used the statistical package for social scientist research software (SPSS) version 25. The general Cronbach's Alpha coefficient for all items was .906, which indicated that the instrument was reliable for use since the results indicated a value that was above 0.90 (Taber, 2018).

The pilot tests or tryouts were used to check if the extent of the instrument was appropriate and to expose any complications ascending from the guidelines and response that used or made indispensable modifications (Datche, 2015). The study of the pilot was also concentrated on guaranteeing that validity (soundness of research conclusions) and reliability (the degree to which outcomes are repeatable) were accomplished (Durrheim & Wassenaar, 2002). In addition, experts checked the trustworthiness of a qualitative questionnaire that consisted to get the opinions of leaders in CMUM on the influence of transformational leadership on personnel performance.

The trustworthiness in the qualitative research is not checked in the same manner as it is done in the quantitative research (Creswell and Creswell, 2018). In qualitative research, trustworthiness follows four criteria as highlighted by Bryman (2016). The first criterion is the credibility that corresponds to the internal validity. To ensure a complete picture, I used random sampling of individuals and used individual interviews method. The second criteria is transferability and to ensure that the results of this study can be applicable in other contexts than CMUM, the experts checked the external validity. The third criteria is the dependability that corresponds to the reliability and ensure this, I submitted the qualitative questionnaire to the primary adviser to audit and to check the consistency and reliability. Finally, the fourth criteria is the conformability that it corresponds to the objectives. By auditing data, the external expert confirmed that data collection was not influenced by my assumptions or biases (Shenton, 2004). These dimensions were used in this study to check trustworthiness. They found it reliable and consistent, aligning with the objectives of the research.

Joppe (2000) explains reliability as the extent to which results are consistent over time and an accurate representation of the total population under study was referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is reliable.

Reliability analysis gave this study the properties of measurement scales and the items that compose the scales. According to Heale and Twycross (2015), reliability refers to the consistency of a measure. This exercise consists of testing the homogeneity (internal consistency) that refers to “the extent to which all items on a scale measure one construct” (p.67). It is also about testing stability, which is “the consistency of the results using an instrument with repeated testing” (p.67). Creswell and Creswell (2018) added also that reliability relates to whether scores to items on an instrument are internally consistent and stable over time and whether there was consistency in test administration and scoring. To check the consistency, Cronbach’s Alpha is the appropriate measure and for this study, results are shown in table 4.

Table 4. Cronbach’s Alpha Results

Study Variables	Number of Items	Coefficient
Idealized Influence	20	.930
Inspirational Motivation	20	.967
Intellectual Stimulation	20	.952
Individualized Consideration	20	.965
Personnel Performance	20	.903

Cronbach’s Alpha is the most common measure of internal consistency in quantitative research. It is commonly used when the study deals with multiple Likert questions on a scale and when to determining if the scale is reliable (Vaske, Bearman, and Sponarski, 2017). In this research, Cronbach’s Alpha was used to measure the internal consistency reliability and to show how closely related the items are. The

general rule of thumb is that a Cronbach's Alpha of .70 and above is good, .80 and above is better, and .90 and above is best (Taber, 2018).

Data Collection Procedure

Considering the extension of Cameroon territory, long distances and the soft instruments for data collection, both open-ended questions and closed-ended questionnaires were sent out around the country through Survey Monkey using WhatsApp contacts provided by the field executive secretaries and business managers of institutions. Assisted by the statistician, I received the anonymous responses as soon as they the questionnaires were filled. Before administrating the instrument to the respondents, brief instructions were given to the respondents on the way to use the Survey Monkey. Then, the participants were asked to tick the level they agreed and consented after filling in the demographic section. Voluntary participation was also encouraged in data collection. When all were done, the statistician and I encoded the data in a database to assure ethical consideration and confidentiality. Because of the low quality of the internet and lack of electrical energy, this work took four weeks to complete.

Method of Data Analysis

After a successful data collection exercise, assisted by a statistician, I cleaned, sorted, and thereafter, analyzed the data. The first and second objectives of the study were analyzed by the use of descriptive mean and standard deviation, while the third objective was analyzed by the use of multiple regression to predict the influence of transformational leadership (independent variables) on personnel performance (the dependent variable) and entered the responses into the computer where quantitative

data was analyzed using a statistical package for social scientist research software (SPSS) version 25.

The qualitative data emanating from the open-ended questions from the top and middle managers were analyzed thematically, and the results were incorporated into the study to clarify the data from other personnel respondents. Thematic data analysis is a method that is used to analyze qualitative data (Kiger & Varpio, 2020). The thematic exploration was done following Braun and Clarke's (2006) in six steps :

Phase	Examples of procedure for each step
1. Familiarizing with data	Transcribing data; reading and re-reading; noting down initial codes
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the data-set, collating data relevant to each code
3. Searching for the themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Involved reviewing the themes	Checking if the themes work in relations to the coded extracts and the entire data-set; generate a thematic 'map'
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme; generation of clear names for each theme
6. Producing the report	Final opportunity for analysis selecting appropriate extracts; discussion of the analysis; relate back to research question or literature: produce report

Figure 2: Braun & Clarke (2006): Thematic data analysis

Ethical Considerations

This study did not present risks. The respondent did not decline to answers except for one of the personnel respondents. There were no expected benefits for the respondent's participation in this study. However, I found that the information obtained from this study could help the Cameroon Union Mission administrators, pastors, teachers, medical doctors, nurses, and other personnel to grow and achieve goals beyond expectations.

The responses to this survey were kept confidential, and anonymous. As a result of this, the respondent did not write any identifying information on his or her survey. Participant data were kept confidential except in cases where I am legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk. The respondent was free to contact me when he or she was experiencing adverse effects as a result of participating in this study.

Participation in this study was voluntary. It was up to the participant to decide whether to take part in this study or not. If the respondent decided to take part in it, he or she was asked to sign a consent form. After he or she signed the consent form, he or she was still free to withdraw at any time and without giving a reason. Withdrawing from this study did not affect the relationship the participant has, if any, with me. If the respondent withdrew from the study before data collection was completed, the data was returned to him/her or destroyed.

Instruments for collecting qualitative data are made according to the criteria employed by the positivist investigator (Shenton, 2004) which are credibility (internal validity of qualitative question was approved), transferability (questionnaire could be applied to other situations), dependability (questionnaire could be repeated in the same context), and confirmability (the questionnaire is made with objectivity).

CHAPTER 4

RESULTS AND DISCUSSION

This chapter is the main contributor to the research and presents the results and findings based on the objectives and analysis of collected data. The purpose of this research sought to establish the influence of transformational leadership on the personnel of the church and institutions in the Cameroon Union Mission (CMUM) of the Seventh-day Adventist Church. This chapter also explains the data analysis procedure and exposes the objectives and null hypothesis presented in chapter 1 to test the findings. The qualitative study utilized thematic analysis of responses from top and middle managers who received open-ended questionnaires and the appropriate statistical SPSS tools to analyze quantitative data obtained from questionnaires sent out to the personnel. The chapter deals with the description of the study area setting, response rate report and discussion, demographic characteristics of respondents' presentation, and discussion, presentations and discussions of findings in alignment with research objectives, and the proposed model or framework based on the importance of the findings.

Study Area Setting

Cameroon is one of the French and British colonies in Central Africa. It got its independence on January 1, 1960. Its population is estimated at 27.2 million (Worldometers, 2021) and they spread over 10 regions, 58 divisions and 360 sub-

divisions. Cameroon is a member of Central African Economic and Monetary Community (CEMAC).

In addition, it is also a member of the African Union (AU), Commonwealth, United Nations (UN) and many others. The country has a domain of rich biodiversity with thousands of species (Yimgang, Kouipou, and Mbekou, 2022) and is “one of the most biodiverse countries in Africa, even in terms of forests biodiversity, fauna and flora (Smith, 2013; Gartlan, 1992; Mohanty, 2021).

Cameroon is a dense multilingual setting or area in which 250 different languages coexist (Ngwa, 2021; Kouega, 2007). However, there are two main and official languages of communication: French and English. To promote these two official languages, the Cameroonian president created in 23 January 2017 the National Commission for the Promotion of Bilingualism and Multiculturalism (NCPBM). Cameroon is also deemed a religiously diverse country, according to the Institute on Religion and Public Policy Report (2020), Christians represent forty percent (40%) of Cameroon’s population, Muslims represent twenty percent (20%) and the remaining forty percent (40%) of the Cameroon’s population represent animists or those who adhere to traditional indigenous religious beliefs. Furthermore, the Christian population comprises mainly Catholics and Protestants without neglecting Pentecostal churches. The Cameroonian government considers the Seventh-day Adventist Church just as one of the multiple protestant churches in Cameroon.

Cameroonian business environment is high prolific in terms of formal and informal, small and middle enterprises that account about 92% of businesses in Cameroon (Fokam, 2016). That is why people in Cameroon believe that the absence of an effective leader could lead to the death of the organizations such as churches. According to Fokam (2016), the quality of leadership talent is determinant in the fate

and the performance of the organizations. Given the perceived importance of leadership and central role the leaders play in the diverse organization, Lyonga (2019) stated that it is not surprising that various leadership styles and practices were studied in Cameroon. Several studies came up with the conclusion that transformational leadership was appropriate for developing skills and in encouraging job satisfaction in their personnel and personnel feel comfortable with the transformational leadership style (Nsom, Teih & Sundjo, 2019). This is not limited to the small and middle enterprises or politic domain, as this popular claim is also from ecclesiastical milieu.

The style of leadership varies from church to church based on the organization type since there are several leadership styles such as servant leadership style, transactional leadership, dictatorial leadership, positional leadership, etc. However, several studies done around the country in the context of the churches came up with the conclusion that transformational leadership is the type of leadership that is solicited (Wirba, 2015), even by pastors and church members. This claim is justified by the detail proving that transformational leadership can bring organizational transformation, and develop followers. They have particularly seen transformational leadership as providing “a blueprint which pastors can use to help them lead their congregations in the commission given to them by Christ their Lord” (Gregory, 2019, p. 56).

The church was introduced in Cameroon during the colonial period with the Adventist work started in the southern part of Cameroon in November 1926 by Harrison Anderson and T.M. French, both Americans. The Cameroon Union Mission (CMUM) is one of the 10 unions belonging to the West Central Africa Division (WAD) and comprises all the territories of Cameroun country. Cameroon Union Mission was hived from Central Africa Union Mission in 2013 after the

reorganization and it covers the ten regions of Cameroon. The central office of Cameroon Union is located in Yaoundé, the Cameroonian political capital city. CMUM counts seven conferences and one mission with at least 40 health and education institutions. In addition, CMUM, comprises 997 churches and with a membership of 117948 as of June 30, 2021. Foreign and national leaders have led CMUM, since its creation up to date. However, during the last two last decades, local leaders have been leading the church.

Response Rate

The research as previously mentioned in chapter 3, used two types of approaches to collect the data. The open-ended questions were distributed to 49 top and middle managers governing ecclesiastical entities and educational and health institutions in CMUM. The quantitative questionnaire was sent out to 199 personnel of the selected three sectors of activities. Survey Monkey through WhatsApp contacts of selected respondents was used in gathering and collecting the data for the study.

For top and middle managers, all the 49 respondents answered the open-ended questionnaires meaning hundred percent (100%) responded. Pertaining to the personnel of over 199 respondents, 198 returned their responses meaning 99.50% responded and only one respondent representing 0.50% did not consent to answer the questionnaire. According to Mugenda and Mugenda (cited in Kyengo, Muate, and Kinyua, 2019) to facilitate data analysis, an average answer of 50.5% is acceptable for investigation and reporting; a proportion of 60% is good while an answer of 70% and over is excellent. The response rates of this study were found excellent for analysis because they were all over 70%.

Demographic Characteristics of the Subordinates

Demographic relates to attributes of respondents that describe their status (El Rafae, Kaba, and Eletter, 2021). Getting information about the target population plays a significant role in a study because it provides a broad and better understanding of the background and the different characteristics of the respondents such as age, gender, position in the organization, etc. This study used five specific demographic characteristics of respondents: gender, age, position in the organization, number of the years of service in the organization, and the level of education. They were used in both the open-ended questions and close-ended questionnaires that were respectively for top and middle managers and personnel in CMUM. It is important to give an overview of socio-demographic characteristics of respondents. The general demographic characteristics of participants are displayed in table five (5), plus the category, the frequency and the percentage as generated in SPSS.

Table 5. Socio Demographic Characteristics of Personnel Respondents

Characteristics	Category	Frequency	Percentage
Gender	Male	153	77.3
	Female	45	22.7
Age	20 to 30 Years	7	3.5
	31 to 40 Years	86	43.4
	41 to 50 Years	70	35.4
	Above 50 Years	35	17.7
Position in the Organization	Pastor	94	47.5
	Teacher	53	26.8
	Medical doctors	2	1.0
	Nurses	11	5.6
	other personnel	38	19.2
Years of Service	Less than 5 years	27	13.6
	5-10 years	62	31.3
	11-15 years	46	23.2
	16-20 years	23	11.6
	21 years or more	40	20.2
Level of Education	University level	180	90.9
	Secondary school	11	5.6
	level other	7	3.5

Gender of Respondents

Table 5 shows that 45 of respondents representing 22.7% were female and the majority of respondents (153) of respondents representing 77.3% were male. This could explain the dominant presence of men working in the organization and the low presence of women working within the organizations. The dominant male presence could be justified by the fact that the majority of respondents were male pastors, indicating that the pastoral employment in CMUM might be highly male oriented.

Age of Respondents

Table 5 displayed the respondents' age category. From these figures, it can be observed that people aged between 31 and 40 were dominant, indicating that majority of the personnel were young, followed by respondents aged 50 years and above. This dominant young people could also mean that the ecclesiastical entities and educational and health organizations in CMUM possessed enough people human resources. These young people if well energized and developed, could challenge status quo and can achieve more beyond expectations.

Position in Organization

Table 5 displayed the respondents' position in the organization showing majority of respondents were pastors. This dominant population of respondents indicates that pastors served in the organization, followed by teachers from the educational sector who could do more to challenge organizational growth if their skills and abilities were developed and boosted. The fewer number of medical doctor and nurses was explained by the less Seventh-day Adventist hospitals in CMUM.

Number of Years of Service in the Organization

Table 5 also displayed the number years of service the respondents have served in the organization. By observing the different proportions of respondents, it emerged that respondents who stayed long in the organization between 5 and 10 years were very high, indicating that there is enough human resource that could make the organizational goals higher if well develop and coached. The dominant young population of workers could explain this high level because most of them have been in the organization for between 5 to 10 years. However, globally, the number of those who have served between 11 and 21 years and more is very high. The experienced personnel could bring more from their wisdom and knowledge to coach young and less experienced workers so that they can reach high performance within the organization.

Level of Education

Table 5 also displayed the respondents' level of education. More than 90% of the respondents had a very high level of education. This high rate aligns with what is mentioned in chapter 1 that personnel in the Cameroon Union Mission are academically sound, highly educated and qualified team. A well-educated workforce can be having highly skilled and happy personnel, new and creative ideas, and even increased organizational performance. A well-educated workforce could be also more efficient, capable of contributing new and valuable innovations. Personnel's high level of education could also have a strong impact on church and institutions productivity in the Cameroon Union Mission of the Seventh-day Adventist Church.

Socio Demographic Characteristics of Top and Middle Managers

Top and middle managers leaders were from ecclesiastical entities, educational institutions, and health institutions in Cameroon Union Mission of Seventh-day Adventist Church. They included union president and mission/conferences' presidents, seven executive secretaries, treasurers, schools' principals, hospitals/Health centers directors and business managers from all targeted institutions. They were 49 in number and all of them responded as observed in the following demographic characteristics presented in graphics and percentages that were generated using Excel.

Table 6. Socio Characteristics of Top and Middle Managers

Characteristics	Category	Frequency	Percentage
Gender	Male	44	90
	Female	5	10
Age	20 to 30 Years	1	2
	31 to 40 Years	9	18
	41 to 50 Years	23	47
	Above 50 Years	16	33
Position in the organization	President	7	14
	Executive Secretary	7	14
	Treasurer	7	14
	Principal	8	17
	Hospital/Health Center Director	6	12
	Business Manager	14	29
Years of Service	Less than 5 years	3	6
	5-10 years	6	12
	11-15 years	13	27
	16-20 years	5	10
	21 years or more	22	45
Level of Education	University level	48	98
	Secondary school	1	2
	level other	0	0

Gender

Table 6 shows that 44 males had responded to the questions representing 90% of participants and 5 females responded representing 10% of participants. This demonstrates that the majority of participants in this study are male and this could explain the fact that males occupied high level of positions in ecclesiastical entities, educational and health institutions, an indicator of weak participation of females in leadership.

Age

Table 6 again presents the respondents' age categories. These figures demonstrate that top and middle managers aged between 41 and 50 occupied the very important proportion of respondents, followed by those who are 50 and above. The top leaders were mature men and women handling the organizational leadership in CMUM. Young people are also involved in the leadership of the organizations. This mixture of ages might help to bring new knowledge and innovations to boost personnel performance. Based on the socio demographic of personnel in terms of age, young people were dominant. Therefore, mature leaders could coach, mentor and empower them so that they can achieve better organizational goals.

Position in the Organization

Table 6 shows the percentages of people occupying the different positions within the organization. It is noted that each figure represents the exact proportion of the expected respondents. The high percentage of business managers is due to the fact that they were both from educational and health institutions that are the largest in terms of number.

Years of Service

Table 6 presents the different categories of people based on the years of a service in the organization. It appears that respondents who stayed long in the organization were very high. This could give a very good understanding of how SDA Church and institutions perform in CMUM and might demonstrate an excellent level of experienced leaders who could guide to better performance of personnel.

Level of Education

Table 6 shows that only 1 person representing 2% had a secondary level of education. All the remaining 48 respondents, representing 98% of participants, had a very high levels of education from university onwards. This indicates that the top and middle managers were academically sound and highly educated. This is seen in their ability to read and understand better the questionnaire. This could be a very important factor of organizational growth and could better influence followers' performance within the organization in terms of boosting personnel efficiency, effectiveness, extra effort, and productivity. It is also worth noting that both categories, leaders and personnel were well-educated. CMUM could benefit from this resource to challenge the status quo and bring the need for growth.

Presentations and Discussions of Results

Research Objective One

The first objective of this study was to find out the extent to which the idealized influence, inspirational motivation, intellectual stimulation, and individualized considerations were used in the Cameroon Union Mission of the Seventh-day Adventist Church.

The extent to which the idealized influence is used in CMUM

Table 7. Mean and Standard Deviation of Idealized Influence

Statement	Mean	SD	INTPN
My leader engages in acts and behaviors that benefit others	3.70	1.126	HLU
My leader promotes ethical conduct by practicing	3.86	1.033	HLU
My leader demonstrates appropriate conduct	3.93	1.010	HLU
My leader is fair and just as decision maker	3.69	1.123	HLU
My leader talks strongly about ethics in his/her messages	3.90	.985	HLU
My leader is clear about his/her own values, philosophy	3.93	1.120	HLU
My leader understands and continuously seeks to improve	3.76	1.103	HLU
My leader is sensitive to personnel needs	3.71	1.235	HLU
My leader also follows through on his/her promises	3.63	1.058	HLU
My leader attends work unit meetings regularly	4.00	1.037	HLU
My leader acts always in the interest of the greater good	3.43	1.223	HLU
My leader helps others to become better, improves their lives	3.48	1.241	HLU
My leader listens with an open heart and mind	3.75	1.111	HLU
My leader knows that difficult situations will arise	3.68	1.138	HLU
My leader demonstrates willingness to take charge	3.85	1.105	HLU
My leader understands his/her role within the team	3.85	.999	HLU
My leader welcomes collaboration by listening to all ideas	3.74	1.201	HLU
My leader holds himself/herself accountable for own errors	3.33	1.171	NLU
My leader is flexible and ready to allow personnel to learn	3.79	1.154	HLU
My leader keeps positive attitude even during stressful times	3.72	1.100	HLU
Aggregate Mean and Standard Deviation	3.73	1.11	HLU

HLU= High Level of Use and NLU= Neutral Level of Use. INTPN= Interpretation

Table 7 reveals a mean (aggregate mean=3.73; Standard Deviation=1.11). A mean score of 3.73 indicates that the majority of personnel perceived their leaders as possessing a high level of use of idealized influence behavior. The idealized influence behavior had a high level of use, implying that II could help to enhance personnel performance.

These findings are in agreement with many studies (e.g., Bass & Riggio, 2006; Craig, 2018; Fid, et al., 2008; Trucker and Russell, 2004; Linge & Sikalieh, 2019; Sosik, et al., 2004; Amir & Zaidatol, 2012) that supported the using of idealized influence dimension directly and positively and that if influenced personnel

encouragement to reach the established objectives. They demonstrated willingness to take charge, welcoming collaboration, understanding leader's role in team and holding himself or herself accountable in case of mistakes and receiving trust plus respect and exhibits excellent behavior. The results from the qualitative part (Table 34) rhymed with the quantitative one. They stated that idealized influence leader demonstrating exemplarity, humility, spirit of sacrifice, integrity or fairness were found able to enhance personnel performance (Themes 1 & 2). Furthermore, leaders that exhibit ethical conduct, are sensitive to the needs of personnel were perceived by top and middle leaders as having high level of idealized influence behavior. They supported that, such leaders were able to mobilize workers, to display regular renewal and interrupts negative trains so that goals could be achieved in CMUM to challenge poor financial, numerical or infrastructural growth. Leaders found idealized influence as possessing a high level of being role model, ethical, trustworthy and team payer.

The majority of respondents (table 6) agreed that an ethical leader was able to engage in acts, to display behaviors that benefit others, to promote ethical and applicable behavior. Leaders contributed high level of performance through personal actions and interpersonal relationships. They displayed also fair and altruistic behaviors that can be seen as contributing to organizational growth. In the same vein, respondents agreed that a role model leader leads by example, leads according to established policies, is sensitive to personnel needs, follows through his promises, and is committed and affirms the common values he or she shares with others and attends work with unit meetings regularly, might help personnel to reach high level of performance in CMUM. In addition, participants found a trustworthy leader as one who is interested in the greater good of personnel, helping others to become better, listening with an open heart, ready to face challenges, and willing to take charge when

everything is falling and going wrong. Such a leader might highly contribute to high personnel performance. Furthermore, respondents indicated that the II leader, team player, collaborates by listening to all ideas and was ready to help the personnel to learn. He or she maintained a positive attitude in stressful times.

The extent to which inspirational motivation is used in CMUM

Table 8. Mean and Standard Deviation of Inspirational Motivation

Statement	Mean	SD	INTPN
My leader is able to mobilize others in an organized way	3.61	1.147	HLU
My leader is passionate about this organization	3.78	1.037	HLU
My leader remains committed to the goal	3.95	1.029	HLU
My leader takes into account the opinions of others	3.65	1.168	HLU
My leader rallies personnel to support his/her dream	3.57	1.119	HLU
My leader derives business value from active coping	3.63	1.042	HLU
My leader balances the positive and the negative	3.56	1.035	HLU
My leader allows regular renewal, interrupts negative trains	3.43	1.091	HLU
My leader donates his/her time and energy to be available	3.76	1.141	HLU
My leader regularly thanks his/her personnel for their work	3.95	1.110	HLU
My leader displays a sense of power and confidence	3.53	1.161	HLU
My leader has better relationships with personnel	3.65	1.125	HLU
My leader sets goals, is motivated to accomplish them	3.64	1.056	HLU
My leader confidently forges into the unknown	3.14	1.205	NLU
My leader accepts feedback from others	3.30	1.195	NLU
My leader engages and motivates personnel	3.67	1.081	HLU
My leader exudes and communicates excellence	3.58	1.175	HLU
My leader shows enthusiasm, stimulates teamwork	3.74	1.100	HLU
My leader creates a strong sense of determination	3.61	1.060	HLU
My leader aligns individual and organizational objectives	3.28	1.174	NLU
Aggregate Mean and Standard Deviation	3.60	1.11	HLU

HLU= High Level of Use and NLU= Neutral Level of Use. INTPN= Interpretation

Table 8 points out that the mean score as being high (aggregate mean=3.60; Standard Deviation= 1.11). Therefore, a mean score of 3.60 shows that the personnel perceived leaders as having a high level of use and exhibiting inspirational motivation behavior.

The results of several studies are in agreement with these findings (e.g., Miskel & Hoy, 2003; Scott, 2018; Bass & Avolio, 1994; Stewart, 2006; Linge &

Sikalieh, 2019) went in the same vein, arguing that visionary, inspirational motivation is a style of leading others and of creating thriving organizations that achieve long-term success. As such, transformational leadership used inspirational motivation behavior to stimulate and encourage the personnel who are nearby by providing and are able to challenge subordinates with high standards, communicate clearly optimism about expectations by demonstrating commitment to goals to attain. On this basis, an inspirational motivation leader's behavior is essential to boost Seventh-day Adventist Church and institutions in Cameroon Union Mission and is able to make financial income, to improve numerical or infrastructural growth. These results go in alignment with what was obtained from the qualitative interviews (table 34). Top and middle leaders strongly supported the idea that an inspirational motivation leader's behavior is essential to help workers to grow and increase their effectiveness, efficiency, extra effort and productivity. They strongly argued that an inspirational leader should demonstrate the ability to mobilize others passionately about the organization by keeping or developing better relationships with personnel. This included excellent quality of communication, high level of enthusiasm and stimulation in team working. Hence, according to them, leaders that share vision through fair communication, operates transparently, follow organizational principles and guidelines and face courageously critiques and remain stable, could be able to increase the level of personnel performance and help to achieve goals beyond expectations in Seventh-day Adventist Church and institutions in Cameroon Union Mission (Themes 3 & 4). They also concluded their study that personnel perceived inspirational leader, as they might possess high-level of visionary, optimistic, confident and stimulating attributes.

Based on items means and standard deviations displayed in the table 8, the agreement of respondents reflect their opinions about the transformational

inspirational motivation leader of church and institutions in the Cameroon Union Mission of the Seventh-day Adventist Church. The majority of participants agreed that a leader that is able to mobilize others in an organized way, is passionate about this organization, remains committed and focused to the goal, takes into account the opinions of others and rallies to support his or her dream, might have strength to increase personnel performance using IM dimension. In the same way, respondents agreed that an optimistic leader derived business value from active coping. He or she balanced the positive and the negative allows regular renewal, donates his or her time and energy on regular basis thanks to his or her personnel for their work and they might contribute to a high level of personnel performance enhance of church and institutions in the Cameroon Union Mission of the Seventh-day Adventist Church.

In addition, respondents agreed that an IM leader demonstrating confident attribute demonstrates a sense of influence and assurance, has better relationships next to personnel and sets goals and is motivated to accomplish them, might help to reach a high level of performance of church and institutions in the Cameroon Union Mission of the Seventh-day Adventist Church. Furthermore, they stimulate attribute, engage and motivate personnel. They show enthusiasm, stimulates teamwork, and create a strong sense of determination among personnel.

The extent to which intellectual stimulation is used in CMUM

Table 9. Mean and Standard Deviation of Intellectual Stimulation

Statement	Mean	SD	INTPN
My leader arouses in the followers awareness	3.79	.957	HLU
My leader energizes, intellectually stimulates the personnel	3.57	1.128	HLU
My leader is able to foster an environment	3.51	1.191	HLU
My leader determines each individual's readiness	3.33	1.139	NLU
My leader facilitates the critical thinking skills of the	3.40	1.200	NLU
My leader encourages personnel to approach problems in	3.48	1.125	HLU
My leader is able to both think and influence others	3.64	1.112	HLU
My leader is able to create and realize innovative solutions	3.62	1.039	HLU
My leader encourages personnel to generate new ideas	3.33	1.213	NLU
My leader makes all the personnel feel a sense of worth	3.60	1.208	HLU
My leader grants the power to the personnel	3.79	1.091	HLU
My leader gives personnel greater authority	3.15	1.225	NLU
My leader focuses on empowering personnel to believe	3.54	1.147	HLU
My leader uses effective empowerment to help personnel	3.47	1.074	HLU
My leader empowers the personnel to learn, apply, and share	3.60	1.148	HLU
My leader behaves and acts as a good parent	3.50	1.200	HLU
My leader encourages personnel to think independently	3.50	1.098	HLU
My leader sets personnel free from the blind unquestioning	3.17	1.165	NLU
My leader gives freeway to be involved	3.22	1.239	NLU
My leader encourages personnel to propose freely	3.76	1.042	NLU
Aggregate Mean and Standard Deviation	3.49	1.13	HLU

HLU= High Level of Use and NLU= Neutral Level of Use. INTPN= Interpretation

Table 9 shows a mean score (aggregate mean= 3. 49; Standard Deviation= 1.13). This suggests that personnel perceived leaders as having a high level of using intellectual stimulation (IS) dimension and displaying a high level of needed behaviors. This perception aligns with what obtained from qualitative interviews of top and middle leaders in CMUM. The results of various studies when in this sense (e.g. Chebon, et al., 2019; Karma & Patricia, 2012; George, 2016; Vernooij & Wolfe, 2014; Jandaghi et al., 2009; Stashevsky et al., 2006) supported that IS had a high level of use. It was found challenging the subordinates to reflect about difficulties in different methods, and it was especially essential in the face of structurally complex or changing situations and to influence others to create new and better ideas to move towards positive results.

This gives evidence of the fact that IS behavior is able to change the status quo in CMUM. The results of qualitative interviews (Table 34) revealed that leaders strongly agreed that leaders that arouse awareness, display creative and innovative behavior, empower personnel and give independence of acting to personnel were found to be increasing personnel performance. Furthermore, they supported that leaders that give opportunity to followers, delegate power, involve personnel in decision-making and encourage continuing education of the workers (Themes 5 & 6), are able to energize and intellectually stimulate personnel, to encourage personnel to generate new ideas, to create and realize innovative solutions and to encourage personnel to think independently. Therefore, the personnel effectiveness, efficiency, extra effort and productivity could increase in order to improve financial income, the quality of infrastructures, even the high level of growth of the membership throughout CMUM.

Items means and standard deviations in table 9 show the level of agreement from the respondents reflecting their opinions about the transformational IS leader attributes in CMUM. Majority of respondents agreed that an IS leader that arouses in the followers awareness of the problems gives energies and intellectually stimulates personnel and is able to foster an environment where personnel develop their own solutions, might boost personnel to a high level of performance in CMUM. In the same vein, the participants agreed that an IS as a creative and innovative leader, encourages personnel to approach problems, is able to both think and influence other, is able to create and realize innovative solutions, makes all the personnel of acceptance and might contribute to high level of personnel performance in CMUM. In addition, the participants agreed that an IS leader demonstrating empowerment grants the power to personnel, focuses on empowering personnel, uses effective

empowerment to help personnel and empowers the personnel might help personnel to reach high level of performance in CMUM. Furthermore, the respondent agreed that an IS leader demonstrating independence attribute that behaves and acts as a good parent, encourages personnel to think independently, encourages personnel to propose free solutions, and might boost a high level of personnel performance in CMUM.

The extent to which individualized consideration is used in CMUM

Table 10. Mean and Standard Deviation of Individualized Consideration

Statement	Mean	SD	INTPN
My leader considers each member of personnel	3.56	1.190	HLU
My leader focuses on individual needs	3.27	1.137	NLU
My leader recognizes that followers vary in their need	3.48	1.116	HLU
My leader cares about the wishes, needs, values	3.31	1.150	NLU
My leader demonstrates acceptance of individual	3.23	1.207	NLU
My leader focuses on the development and training	3.48	1.237	HLU
My leader through teaching demonstrates high concern	3.55	1.224	HLU
My leader considers and treats the personnel	3.72	1.145	HLU
My leaders gives teachings with focus to shape personnel	3.45	1.257	NLU
My leader through teachings builds high-potential leaders	3.36	1.200	NLU
My leader spends time to coaching personnel	3.21	1.265	NLU
My leader uses coaching to develop personnel	3.33	1.208	NLU
My leader enhances personnel self-esteem, competencies	3.38	1.176	NLU
My leader is emphatic of each person situation	3.44	1.010	HLU
My leader coaches mindsets and behaviors	3.32	1.111	NLU
My leader willingly shares skills, knowledge, and expertise.	3.82	1.084	HLU
My leader exhibits the personal attributes	3.71	1.110	HLU
My leader is knowledgeable, compassionate	3.60	1.217	HLU
My leader is committed and open	3.64	1.122	HLU
Colleagues and personnel in all level respect my leader	3.59	1.162	HLU
Aggregate Mean and Standard Deviation	3.47	1.16	HLU

HLU= High Level of Use and NLU= Neutral Level of Use. INTPN= Interpretation

Table 10 reveals a mean score of individualized consideration (aggregate mean= 3.47; Standard Deviation= 1.16). This supports that the majority of personnel perceived individualized consideration as leaders as they might have a high level of positive behaviors. This component is associated with leaders who treat subordinates differently according to their individual needs and capabilities. These results did not

contrast with those obtained from various studies (e.g., Bolkan & Goodboy, 2009; Hicks, 2014; Bass & Riggio, 2006; Ghaderi, 2010; Bass & Avolio, 1994; Ongola et al., 2017) found the individualized consideration as associating with leaders who displayed a positive level of behaviors, increasing the competences such as knowledge, skills, abilities, and attitudes.

The respondents also were also in agreement with findings that were made years ago by stating that transformational leadership with individualized consideration reinforces followers' confidence, sets high expectations that lead to greater commitment, and demonstrates high performance expectations for followers. Consequently, this leads to greater organizational achievements. This goes hand in hand with what was obtained from a qualitative interview of top and middle managers (Table 34). They strongly agreed that leaders that reward personnel, identify, give priority to their needs and motivate personnel could be able to enhance personnel performance. Furthermore, they argued that a leader, who considers each member of personnel as an individual, focuses on individual needs, demonstrates acceptance of individual differences, uses teaching and coaching could increase and improve the effectiveness, efficiency, extra effort and productivity of personnel (Themes 7 & 8). This could challenge any status quo and bring organizational transformation to any domain of Seventh-day Adventist Church and institutions in Cameroon Union Mission, whether financial, infrastructural or numerical.

The majority of respondents (table 10) agreed that individualized consideration leader that consider individual needs of each member of personnel as an individual and recognize that followers vary in their needs for achievement, might contribute to a high level of personnel performance in CMUM. In the same way, the respondents agreed that an intellectual stimulation as teaching that focuses on the

development of personnel, demonstrates high concern to personnel, considers and treats personnel and gives teachings with focus to change personnel, might contribute a high level of performance in CMUM. In addition, the respondents agreed that an individualized consideration leader demonstrating coaching attribute that is empathic of each person situation might boost personnel to high level of performance in CMUM. Furthermore, an individualized consideration leader demonstrating mentoring attribute that willingly shares skills, knowledge and expertise, exhibits the personal attributes that takes successful development of personnel, is knowledgeable and passionate, is committed, open, and is respected by colleagues and personnel, might contribute to a high level of performance in CMUM.

In summary, objective one consisted of finding out the extent to which the idealized influence, inspirational motivation, intellectual stimulation and individualized considerations are used in the SDA Church and institutions in CMUM. Mean and standard deviation analysis demonstrated high mean and standard deviation for idealized influence, inspirational motivation, intellectual stimulation and individualized consideration with mean of 3.73 with SD 1.11, mean of 3.60 with SD 1.11, mean of 3.49 with SD 1.13 and mean of 3.47; SD 1.16, respectively. This indicates that the majority of personnel respondents perceived leaders having a high level of use of the four transformational leadership dimensions. They have been able to boost personnel effectiveness, efficiency, extra effort and productivity SDA Church and institutions in CMUM, implying financial, infrastructural or numerical change. These results did not contradict other studies (e. g. Sari et al., 2019; Kalsoom et al., 2018) that strongly believed that transformational leaders make the organization develop and attain the higher levels of personnel performance. In addition, leaders demonstrating the four transformational leadership behaviors might boost personnel

performance so that they can bring change in SDA Church in CMUM. This goes in the same vein with what was obtained from the qualitative interview (Table 34). The top and middle leaders reached the conclusion that each component of transformational leadership drives to a high level of personnel so that expected change could be possible in the SDA Church and institutions in Cameroon Union Mission.

Research Objective Two

The second objective of this study was to establish the extent of personnel performance in terms of effectiveness, efficiency, extra effort, and productivity.

Table 11. Mean and Standard Deviation of Personnel Performance

Statement	Mean	SD	INTPN
I feel able to think critically about organizational goals	4.10	.858	HLP
I feel able to work with others to solve conflicts	4.35	.744	VHLP
I feel able to achieve the standards with optimism	4.32	.709	VHLP
I have the needed skills to accomplish the work.	4.48	.635	VHLP
I take advantage of all resources available	4.43	.728	VHLP
I do not have any problems with performing daily tasks	4.14	.924	HLP
I show high level of reliability when performing tasks	4.28	.748	VHLP
I am highly motivated for my work	4.32	.948	VHLI
I am able to perform my work well	4.28	.773	VHLP
I can set goals and reach them without supervision	4.26	.826	VHLP
I feel able to take extra responsibilities	4.13	.931	HLP
I feel able to start new tasks myself	4.28	.768	VHLI
I feel able to take on challenging work tasks	4.34	.714	VHLP
I am able to work at keeping my job knowledge	4.37	.677	VHLP
I am able to come up with creative solutions	4.31	.671	VHLP
I keep in mind the results that I want to achieve	4.35	.777	VHLP
I am able to separate main issues from side issues	4.31	.663	VHLP
I am able to increase the outputs of my work.	4.39	.723	VHLP
I am able to work by minimizing obstacles.	4.17	.713	HLP
I am able to get the best result out of the resources	4.23	.757	VHLP
Aggregate Mean and Standard Deviation	4.29	0.76	VHLP

HLP= High Level of Performance and VHLP= Very High Level of Performance.

INTPN= Interpretation

Table 11 shows a mean score for personnel (aggregate mean= 4.29; Standard Deviation= 0.76). This suggests that the majority of personnel perceived themselves as having high-level of abilities in terms of efficiency, effectiveness, extra effort and productivity. All this shows that the Seventh-day Adventist Church and institutions have skilled and able personnel that need to work for better performance in order to achieve organizational objectives beyond expectations. These results align with what mentioned in the problem statement about well performing personnel.

These results did not contradict the findings of several studies (e, g, Nsom, et al., 2019; Carton, 2010; Femi, 2014; Chow et al., 2006) that concluded that transformational leadership tends to attract more committed and satisfied followers. Furthermore, having effective, efficient and productive personnel that do extra effort boosts also organizational performance. This was also supported by what was obtained from the qualitative interview from top and middle managers (table 34). They concluded that being a role model, a source of inspiration and equipping leader was able to show the way to followers (Themes 9 & 10), this could help personnel to boost their ability to achieve more for better organizational outcomes. Transformational leaders for better performance in Seventh-day Adventist Church and institutions could develop personnel with potentials so that they can make a positive change in financial, numerical or infrastructural domain in CMUM.

Items on personnel performance in table 11 gave interesting feedback demonstrating that personnel had a high level of agreement with their personal efficiency. The respondents agreed that personnel in CMUM are able to think critically about organizational goals, feel able to work with others to solve destructive conflicts, feel able to achieve the standards with optimism and have the skills the organization needs and take advantage of all resources available. Table 11

demonstrated that personnel feel they are able to work with efficiency to boost organizational level if developed. In the same vein, personnel agreed that they did not have any problems with performing each day's tasks, have shown a high level of reliability when performing tasks on the terrain field were highly motivated for their work, were able to perform their work and could set goals and reach them without supervision. The table 11 indicates that the personnel believed that they possess effectiveness that could contribute to organizational growth. In addition, the personnel agreed of their personal extra effort. They agreed that they felt able to take extra responsibilities, felt able to start new tasks themselves when their old ones were finished, felt able to take on challenging work tasks, when available, were able to work at keeping their job knowledge up to date and were able to come up with creative solutions to solve new problems. This opinion suggested that personnel felt they were able to go beyond expectations in CMUM. Furthermore, they agreed on their personal productivity. They agreed that they kept in mind the results that they wanted to achieve in their work, were able to separate main issues from side issues in their work, were able to increase the outputs of their work, were able to work by minimizing obstacles and were able to get the best result out of the resources available. The conviction might help reach a high level of organizational goals.

Finally, the second objective of this study was to establish the extent of increasing personnel performance in terms of effectiveness, efficiency, extra effort, and productivity. A mean of 4.29 with SD 0.76 was realized indicating that the majority of personnel strongly agreed and perceived themselves as being able to demonstrate high level of effectiveness, efficiency, extra effort and productive.

Various studies do agree with these findings (e.g. Mthokozisi & Hatywayo, 2015; Kalsoom et al. 2018; Omamo & Awuor, 2018; Mokgolo, 2012; Abubakar &

Sani, 2017; Mamza, 2019) that training and developing personnel is one of the key aspects of the organizational leadership role. The SDA Church and its institutions may continue growing by developing the available potentials of their personnel in Cameroon Union Mission. This perception found support in what the top and middle leaders expressed in the qualitative interview (Table 34). They agreed that personnel that feel to be able to achieve standards with optimism, able to take extra responsibilities and get the best result out the resources available, wish to be led by trustworthy, optimistic, stimulating, individual considering, etc. leaders for high level of accomplishments. This implied that personnel in CMUM are ready to be developed for better organizational outcomes.

Research Objective Three

Objective three of this study was to examine the transformational leadership dimensions mostly used on SDA Church and institutions' personnel performance in CMUM. For this purpose, this study used multiple regression and factor analysis or hierarchical analysis to help dig deeply into the analysis. In statistics, regression refers to a technique that helps to analyze the association between predictor variables and a responsive or predicted variable.

Univariate regression between idealized influence and PP

Table 12. Model Summary of Regression of Idealized Influence and PP

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.394 ^a	.155	.151	9.01172

a. Predictors : (Constant), Idealized Influence

b. Dependent Variable : Personnel Performance

The results from table 12 provide r and adjusted r^2 · R-value representing the simple relation at 0.394. The adjusted R Square indicates how much of total variation the independent variable Idealize Influence can explain the dependent variable personnel performance. The value for adjusted R-Squared can range from zero (0) to one (1). A value of 0 indicates that the predictor variable cannot explain at all the dependent variable. The adjusted r^2 is 0.151 (15.1%), indicating that idealized influence is used with at a low level. A difference of 85% of the performance was there and other factors than II could explain since TL dimension has no enough power to influence PP. Other non-considered factors such as compensation packages, employee engagement, workplace environment, organization culture, team communication, etc. (Diamantidis and Chatzoglou, 2019), could play a key role of influencing personnel performance if used in different research situation.

Table 13. Regression Coefficient for Idealized Influence and PP

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Standard Error	Bêta			
1 (Constant)	71.458	3.067			23.301	.000
Idealized Influence	.241	.040	.394		5.996	.000

a. Dependent Variable: Personnel Performance

From the table 13, it was established that the predictor variable idealized influence obtained a Beta value of 0.394 or 39.4% with a p-value of 0.000, meaning idealized influence positively influence personnel performance in Cameroon Union Mission. Since Beta, value is statistically significant at 0.05 level of significance; therefore, personnel performance is statistically dependent on idealized influence to

achieve high level of organizational goals in church and institutions in the Cameroon Union Mission of the Seventh-day Adventist Church.

Table 13 indicates that idealized influence leaders displayed ethical, role model, trustworthy and team player attributes demonstrating significant influence that can improve personnel performance in terms of efficiency, effectiveness, extra effort and productivity. This implies that leaders displaying idealized influence behavior were found able to help significantly, boosting organizational financial income, increasing membership, and improving quality of service rendered in educational and health centers that could cause growth in church and institutions in the Cameroon Union Mission of the Seventh-day Adventist Church.

These findings do concur with several studies, (e.g. Kensbock, 2015; Langat et al., 2019; Ngaithe et al., 2019; Ongola et al., 2017; Amir & Zaidatol, 2012; Jiang et al., 2017; Nguyen & Nguyen, 2014) who concluded that a transformational leader practices the behaviors associated with idealized influence, generating higher levels of achievements from followers and demonstrated strong influence and significant on personnel performance. In the same vein, the qualitative findings (Table 34) revealed that idealized influence leaders, to enhance personnel performance, must portray honesty, integrity, good morality, having high professional and spiritual values.” Top and middle leaders also revealed that “this type of leader could contribute to the change of mentality, and could implement an unparalleled example for the development of the work.” Through their integrity and fairness, “the interest of personnel in every domain, whether financial, promotional, emotional, physical, etc.” are increased, and this caused organizational change (See themes 1 & 2).

Univariate regression between inspirational motivation and SP

Table 14. Model Summary of IM and Personnel Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.440 ^a	.194	.189	8.80358

a. Predictors : (Constant), Inspirational Motivation

b. Dependent Variable : Personnel Performance

Table 14 provides r and r^2 . R -value represents the simple correlation at .44. The r^2 indicates the level of total variation in the dependent variable personnel performance and how it can be explained by the independent variable Inspirational Motivation. The value for adjusted R-Squared can range from zero (0) to one (1). A value of zero (0) indicates that the predictor variable could not explain at all the dependent variable. In this case, adjusted r^2 is 0.189 (18.9%), which is the percentage of variation and is not large or big enough. A difference of 81% of the performance showing that leaders demonstrated only 18.9% of their IM behavior. They might use non-considered factors such as compensation packages, employee engagement, workplace environment, organization culture, team communication, etc. (Diamantidis and Chatzoglou, 2019) and could play a key a role of influencing personnel performance if used in different research work.

Table 15. Regression Coefficients of IM and Personnel performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Standard Error	Bêta		
1 (Constant)	70.619	2.814		25.093	.000
Inspirational Motivation	.261	.038	.440	6.859	.000

a. Dependent Variable: Personnel Performance

Table 15 reveals that the predictor variable inspirational motivation obtained a Beta value of 0.440 or 44% with a p-value of 0.000 less than 0.05, meaning inspirational motivation positively influences personnel performance in Cameroon Union Mission.

Since Beta (Table 15) value is statistically significant at 0.05 level of significance; personnel performance is statistically dependent on inspirational motivation to attain a high level of organizational goals in church and institutions in the Cameroon Union Mission of the Seventh-day Adventist Church. In other words, leaders who are visionary, optimistic, confident and with stimulating attributes demonstrated significant influence that can improve personnel performance in terms of efficiency, effectiveness, extra effort and productivity. Therefore, there is a significant influence of inspirational motivation on personnel performance in church and institutions in the Cameroon Union Mission of the Seventh-day Adventist Church.

These findings concurs with several studies (e.g. Ngaithe et al., 2016; Nyokabi & Njenga, 2017; Bass & Avolio, 1994; Hickman, 2010; Ellis, 2007; Hack, 2016; Rankin, 2018; Bono & Judge, 2003) which found that inspirational motivation positively and significantly related with high level of personnel performance. In the same sense, the qualitative findings (Table 34) indicate that leaders with inspirational motivation through shared vision, courage and transparent attributes, were found able to challenge status quo and causing organizational change. Inspirational motivation leaders, according to them, “rely on the competences of followers and moves forward with the vision and tell followers were they aim to go” (Themes 3 & 4). Therefore, an inspirational motivation leader relates positively and significantly to personnel performance and is able to bring growth in SDA Church and institutions whether

financially or numerically. This case could mean that among the behaviors displayed by transformational leaders, the inspirational motivation leader was appreciated and had more influence on the behaviors of others.

Univariate regression between intellectual stimulation and PP

Table 16. Model Summary of IS and Personnel Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.383 ^a	.147	.143	9.05384

a. Predictors : (Constant), Intellectual Stimulation

b. Dependent Variable : Personnel Performance

Table 16 shows r and r^2 . R-value representing a simple correlation at .383. The adjusted r^2 indicates how much of the total variation in the dependent variable personnel performance can be explained by the independent variable Intellectual Stimulation. The value for R-Squared can range from zero (0) to one (1). A value of zero (0) indicates that the predictor variable could not explain at all the dependent variable. The adjusted R-square value here is .143 (14.3%) of variation that is not large or is not big enough to influence the performance of the personnel. A big difference of 86% of the performance remains inexplicable in this study. Other factors such as compensation packages, employee engagement, workplace environment, organization culture, team communication, etc. could explain this difference. This difference shows that the intellectual stimulation dimension is not the influencing factor, or the mostly used dimension.

Table 17. Regression Coefficients of IS and Personnel performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Standard Error	Bêta		
1 (Constant)	73.444	2.826		25.990	.000
Intellectual Stimulation	.230	.039	.383	5.813	.000

a. Dependent Variable: Personnel Performance

Table 17 points out that the predictor variable intellectual stimulation obtained a Beta value of 0.383 or 38.3% with a p-value of 0.000 less than 0.05, meaning intellectual stimulation positively influences personnel performance in Cameroon Union Mission.

Since Beta (Table 17) value is statistically significant at 0.05 level of significance; therefore, personnel performance is statistically dependent on intellectual stimulation to reach high level of organizational goal in CMUM. In other words, leaders who arouse awareness, are creative and innovative, empower and allow independence of personnel were able to influence significantly personnel performance in terms of efficiency, effectiveness, extra effort and productivity.

These findings did agree with findings in other multiple studies (Chebon et al., 2019; Hicks, 2014; Karma & Patricia, 2012; George, 2016; Vernooiji & Wolfe, 2014; Bryman et al., 2011; Lotich, 2019; K'Aol & Linge, 2017; Bobbi, 2018) that reached the conclusion that those leaders who displayed intellectual stimulation behavior encouraged high productivity of subordinates and influence positively and significantly the personnel performance. The qualitative findings (Table 34) from the administrators showed that an intellectual stimulation leader delegates, build personnel, and is able to increase personnel efficiency, effectiveness, extra effort and productivity. Such a leader gives opportunity to personnel by pushing them “to carry a task without constraints while bringing amendments to what is badly done and to

“definite clearly their responsibilities and their boundary”, so that they can “innovate the efficiency, the productivity even the way people do things” (Themes 5 & 6). Therefore, personnel could achieve better performance, and this could be seen in financial, numerical, or infrastructural growth.

Univariate regression between individualized consideration and SP

Table 18. Model Summary of IC and Personnel performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.403 ^a	.163	.158	8.97025

a. Predictors : (Constant), Individualized Consideration

b. Dependent Variable : Personnel Performance

Table 18 provides r and r^2 R-value which represents the simple correlation at .403. The adjusted r^2 indicates how much of the total variation in the dependent variable personnel performance can be explained by the independent variable Individualized Consideration. The value for adjusted R-Squared can range from zero (0) to one (1). A value of zero (0) indicates that the predictor variable could not explain at the entire dependent. In this case, r^2 is .158 (15.8%), which is the percentage of variation and is not large or not big enough. A difference of 84% of the performance is still visible among other factors, this could explain that individualized consideration is not the influencing dimension in transformational leadership because it is very weak and has no power to influence personnel performance. Other non-considered factors such as compensation packages, employee engagement, workplace environment, organization culture, team communication, etc. could be playing a key role of influencing personnel performance, if used in different research work.

Table 19. Regression Coefficients of IC and Personnel Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Standard Error	Bêta		
1 (Constant)	74.028	2.577		28.728	.000
Individualized Consideration	.222	.036	.403	6.172	.000

a. Dependent Variable: Personnel Performance

The results from table 19 show that the predictor variable individualized consideration obtained a Beta value of 0.403 or 40.3% with a p-value of 0.000 less than 0.05, meaning individualized consideration positively influences personnel performance in Cameroon Union Mission.

Since Beta (table 19) value is statistically significant at 0.05 level of significance; therefore, personnel performance is statistically dependent on individualized consideration to reach high level of organizational achievements in church and institutions in the CMUM of the SDA Church. In other words, leaders who considered individual needs of personnel, taught, coached, and mentored were found able to influence significantly personnel performance in terms of efficiency, effectiveness, extra effort and productivity. These results confirmed the findings in other studies (e.g. Aliakbar et al., 2016; Bolkan & Goodboy, 2009; Ekaningsih, 2014; Abubakar & Ahmed, 2017; Avolio & Bass, 2004; Craig, 2019; Carte, et al., 2006), which found out that the individualized consideration influences positively and significantly the personnel performance. The qualitative findings (Table 34) match with these ones. The top and middle in CMUM unanimously agreed that leaders with individualized consideration was able to give satisfaction to personnel by taking “into account the needs of others by listening to them and acting positively by responding to their sensitivity” (Themes 7 & 8). Hence, according to them, giving priority to

personnel needs improves personnel performance and the church and institutions in the CMUM of the SDA Church could changes their organizational outcomes.

Table 20. Model Summary of Regressions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443 ^a	.196	.180	8.85674
a. Predictors: (Constant), Individualized consideration, Idealized Influence, Intellectual Stimulation , Inspirational motivation				
b. Dependent variable: Personnel Performance				

The results from table 20 demonstrate the summary of multiple regression that is a statistical method that can be used to investigate the association between a single predicted variable and the four predictor variables (Wagner, Moore, and Aryel, 2006). In this study, multiple R here represents the regression coefficient which measures the strength of linear relationship between the predictor variables (idealized influence, inspiration motivation, intellectual stimulation and individualized consideration) and the dependent variable (personnel performance). A multiple R of one (1) indicates a perfect linear relationship, while a multiple R of zero (0) indicates no linear relationship whatsoever. In the case of this study, as shown in table 20, multiple R is 0.443 (44.3%), which specifies a strong relationship between idealized influence, inspirational motivation, intellectual stimulation and individualized consideration and the predicted variable personnel performance.

R-Squared (r^2) is the coefficient of determination that is the proportion of the variance in the dependent variable explained by the predictor variable. The value for R-Squared can range from zero (0) to one (1). A value of zero (0) indicates that the predictor variable cannot explain at all the dependent variable. A value of one (1) indicates that the predictor can explain without error the dependent variable. In the

table 19, R-Squared is 0.196, which indicates 19.6% of the variance that idealized influence, inspirational motivation, intellectual stimulation and individualized consideration can explain personnel performance.

Adjusted R-Squared is the modified version of R-Squared that has been adjusted for the number of predictors in the model (Warner, 2013). It is always lower than the R-Square. It can be useful for comparing the fit of different regression models to one another. In table 20, adjusted R-Squared is 0.180 lower than R-Squared that is 0.196.

Standard Error of the Regression is the average distance that the observed values fall from the regression line. In this study, the observed values fall an average of 8.85674 units from the regression line.

Table 21. Analysis of Variance (ANOVA^a)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3697.512	4	924.378	11.784	.000 ^b
	Residual	15139.261	193	78.442		
	Total	18836.773	197			

a. Dependent Variable: Personnel Performance

b. Predictors: (Constant), Individualized consideration , Idealized Influence, Intellectual Stimulation , Inspirational motivation

The table 21 has a model that shows whether idealized influence, inspirational motivation, intellectual stimulation, individualized consideration are significant predictors of the predicted variable personnel performance. This is tested using Analysis of Variance. Since the significance value is less than 0.05, therefore the regression model significantly predicts personnel performance. The results indicated that the model was a significant predictor of personnel performance, F (Regression df, Residual df) = F -Ratio, p =Sig, F (4, 193) = 11.784, P = 0.000.

Table 22. Multiple Regression of Predictors and Predicted Variables

Model	Unstandardized Coefficients		Standardized Coefficients Bêta	T	Sig.
	B	Standard Error			
1 (Constant)	70.811	3.091		22.907	.000
Idealized Influence	.000	.092	-.001	-.004	.997
Inspirational Motivation	.239	.098	.402	2.433	.016
Intellectual Stimulation	-.045	.093	-.074	-.478	.633
Individualized Consideration	.066	.088	.120	.752	.453

a. Dependent Variable: Personnel Performance

Table 22 shows the regression between the four predicting variables (components of transformational leadership), which are idealized influence (II), inspirational motivation (IM), intellectual stimulation (IS) and individualized consideration (IC) and the predicted variable personnel performance (SP).

The regression intercept (Table 22) takes a value of 70.811 while the regression for II takes a Beta value of -0.001, the regression for IM takes a Beta value of 0.402, the regression for IS takes a Beta value of -0.074 and the regression for IC takes a Beta value of 0.120. These have changed from Beta coefficients of 0.394, 0.440, 0.383 and 0.403 respectively, when the variables were fitted individually.

It was established that idealized influence obtained a Beta value of -0.001 or -0.1% and the *p* value (quoted under Sig.) is 0.997 (reported as $p > 0.001$) which is more or greater than 0.05, meaning the beta value is not statistically significant at 0.05 level of significance. Personnel performance is known to be dependent on idealized influence, but the study design used to generate data did not have sufficient power to detect that dependence. Hence, the idealized influence, combined with other predictors, had no significant or negative power to influence personnel performance. It negatively influenced the efficiency, effectiveness, extra effort and productivity of the SDA Church and institutions in CMUM. There was significance evidence to

accept the null hypothesis that idealized influence was different from zero. Therefore, idealized influence transformational leadership had no significant influence on SDA Church and institutions' personnel performance in CMUM. This implies that leaders with idealized influence are not the dimension that caused a high level of personnel performance in ecclesiastical, educational and health entities in CMUM. In other words, ethical behavior, role model, trustworthy and team player characteristics of leaders were not determinant elements and had not enough power to cause a high level of personnel performance in the Cameroon Union Mission. Idealized Influence could be more influencing when standing alone in linear regression. Other factors in the insignificance in the multiple regression could thus be explained. It could indicate that II is not the appropriate challenging dimension that developed by leaders to boost effectiveness, efficiency, productivity and extra effort of personnel. There could be a need for other factor or variable that could be considered in another study.

These results are contrary to those reported in several studies (e.g. Mokgolo et al. 2012; Jiang et al. 2017; Ogola et al. 2017; Nguyen & Nguyen, 2014; Sosik et al., 2004; Kark & Chen, 2013; Nyokabi et al., 2017; Boehm & Kensbock, 2015) in which the idealized influence leaders demonstrated positive and significant prediction on personnel performance. They were able to display a sense of power, confidence and reassurance that significantly influences personnel so that they go beyond expectations. In addition, the qualitative findings (Table 34) revealed that transformational leaders with idealized influence were able to boost personnel performance, indicating that leaders agreed that idealized behavior is key in personnel performance enhancement. This means that personnel were not totally in agreement with the behavior displayed by their leaders. This based on attributes such as ethical attitude that “give a good example of daily life” (Theme 1) and able to “demonstrate

honesty, integrity, good morality... listening followers of prosper dialogue” (Theme 1 & 2).

It was demonstrated that inspirational motivation obtained a Beta value of 0.402 or 40.2% and the p (quoted under Sig.) is 0.016 (reported as $p < 0.001$) which is less than 0.05, meaning the beta value is statistically significant at 0.05 level of significance. Personnel performance was known to depend on inspirational motivation. The design used to generate data, did have power to detect that dependence, but not at the standard level. However, there was significant evidence to reject the null hypothesis. As result, there was a significant influence of inspirational motivation on SDA Church and institutions’ personnel performance in CMUM. Thus, transformational leadership inspirational motivation dimension was found able to influence effectiveness, efficiency, extra effort and productivity in CMUM even if at the standard level of significance.

These results were in agreement with what is reported in many other studies (e.g. Scott, 2018; Ngaithe et al., 2016; Grieser, 2017; Rankin, 2018; Nyokabi et al., 2017; Bono & Judge; Nemanich & Keller, 2007; Lyonga, 2019; Silamine & Rodrigue, 2021; Uduji, 2013) in which the inspirational motivation among other predictors, was positively and significantly related with personnel performance. In the same way, the qualitative findings (Table 34) supported the fact that those inspirational motivation leaders that “share their vision with conviction, relying if possible on another inspiring collaborator who can be co-opted the cause, and then enlist the masses” (Themes 3 & 4). This energizes and makes them able to bring change in the organization in order to boost financial income and improve other domains of Seventh-day Adventist Church and institutions in Cameroon Union Mission.

It was established that intellectual stimulation obtained, a Beta value of -0.074 or -7.4%, and the p value (quoted under Sig.) is 0.633, (reported as $p > 0.001$) which is more than 0.05, meaning the beta value is not statistically significant at 0.05 level of significance. Personnel performance was known to dependent on intellectual stimulation, but the study design used to generate data, did not have sufficient power to detect that dependence and was not the influencing dimension. Hence, the intellectual stimulation combined with other predictors had no significant power to boost personnel performance. It negatively increased the efficiency, effectiveness, extra effort and productivity of SDA Church and institutions in CMUM. There was significant evidence to accept null hypothesis that stated that intellectual stimulation was different from zero. Therefore, intellectual stimulation transformational leadership had no significant influence on SDA Church and institutions personnel performance in CMUM. In other words, arousing awareness, being creative and innovative, empowering and allowing independence were not powerful determinant behaviors displayed by leaders to reach the high level of personnel performance as observed in the result of objective two. Intellectual stimulation is more influencing when standing alone in linear regression. Other factors such as workplace environment, compensation packages, cross-team communication, employee engagement, etc. could explain the insignificance in the multiple regression. It could indicate that intellectual stimulation is not the appropriate challenging dimension or variable among others that was mostly used by leaders in CMUM.

These results are not in concurrence of those reported in several other studies (e.g. Welbourne et al., 1998; Nemanich & Keller, 2007; Lotich, 2019; Bass & Stogdill, 1990; Bobbi, 2018; Ngaithe et al., 2016; Chebon et al., 2019; K'Aol & Linge, 2017; Ogola et al., 2017; Nyakoma et al., 2018) in which intellectual

stimulation was found positively and significantly influencing personnel performance. They were able to help them to go beyond expectations by bringing high level of organizational growth. In addition, the qualitative findings (Table 34) supported the idea that intellectual stimulating leaders demonstrated positive attributes. According to them, when a leader “is responsive and innovative, he or she improves personnel performance, and can also improve the working system and organizational personnel performance enhancement (Theme 5). Top and middle leaders argued also that, “continuing education challenges status quo and favors innovation and creation.” Furthermore, shaping followers’ skills “innovates the efficiency and the productivity in the way people do things” (Theme 6).

Finally, it was established that individualized consideration obtained a Beta value of 0.120 or 12% and the p value (quoted under Sig.) is 0.453 (reported as $p > 0.001$) which is more than 0.05, meaning the beta value is not statistically significant at 0.05 level of significance. Personnel performance was known to dependent on individualized consideration, but the study design used to generate data did not have sufficient power to detect that dependence. Hence, the individualized consideration combined with other predictors had no significant power to boost personnel performance and was not the dimension used by leaders. It negatively influenced the efficiency, effectiveness, extra effort and productivity of SDA Church and institutions in CMUM. There was significance evidence to accept null hypothesis that individualized consideration was different from zero. Therefore, individualized consideration transformational leadership had no significant influence on SDA Church and institutions personnel performance in CMUM. In other words, considering individual’s needs, teaching, coaching and mentoring were not visible in the efforts that led to high level of performance. Other factors such as employee

engagement, cross-team communication, compensation packages, workplace environment, etc. could explain the insignificance in the multiple regression. It could indicate that individualized consideration is not the appropriate challenging dimension among others that caused change in personnel.

These findings are different from what is reported in several other studies (e.g. Dvir et al., 2002; Lenny et al., 2015; Wirba, 2015; Carte et al., 2006; Bolkan & Goodboy, 2009; Bass & Riggio, 2006; Aliakbar et al., 2016; Aruasa & Chirchir, 2019). Individualized consideration had significant influence on the personnel performance so that they were able to make positive change and growth within organizational. In the same way, the qualitative findings (Table 34) that individualized consideration leader knows the real needs of people, detects the strengths and weaknesses of personnel, and mingles with people in order to give satisfaction to their needs. Furthermore, when “the leader takes into account the needs of others by listening to them and acting positively by responding to their sensitivity” (Theme 7). There could be personnel performance improvement which can bring expected change in the organization. There could be felt growth in “tithes and offerings” (Theme 8).

To go deeper in establishing the mostly used dimensions, the study used hierarchical regression (HR). HR also called sequential regression is the form of regression where variables were entered in groups (Warner, 2013). HR is an appropriate tool to examine the relationship between the four independent variables and one dependent variable to isolate predictors, which have significant influence or level of use in prediction personnel performance. The purpose of doing HR is to evaluate the contributions of predictors beyond previous and is a sequential process involving the entry of predictor variables into the analysis in steps (Ross and Willison,

2017). Multiple regression is used or applied when there is more than one predictor variable included in an equation to predict scores on a quantitative Y variable (Warner, 2013; Salkind, 2017). The rationale is that the multiple regression did not bring out clearly a high level of use. Continuing the analysis with hierarchical regression in this study, aimed to show if variables of interests (II, IM, IS, and IC) explain a statistically significant amount of variance in the dependent (personnel performance) variable after accounting for all other variables. In addition, HR was used to establish the mostly used TL dimensions or independent variable in CMUM.

Table 23. KMO Index and Bartlett Test

Kaiser-Meyer-Olkin index measuring sampling quality.		.880
Bartlett sphericity test	Chi-square approx.	988.238
	Df	10
	Significance	.000

The results in table 23 are from an exploratory factor analysis and assess the quality of the sampling and the relevance of the factor analysis for available data. Factor analysis refers to a latent variable that could be used to reconstruct correlations among independent variables (Warner, 2013). With factor analysis, I examined the interdependence relationship underlying dimensions that define the correlations among the set of variables. Kaiser-Meyer-Olkin index measures the portion of the observed data variances that can be explained by common factors. The Kaiser-Meyer-Olkin (KMO) Index measures the proportion of variance in observed data that can be explained by common factors.

The KMO index can vary from 0 to 1, where a value greater than 0.5 indicates good sampling quality. In the case of this study, the KMO index was 0.88, which indicates that the sampling quality was high enough to carry out a factor analysis.

Bartlett's sphericity test verifies whether the correlation matrix of observed data is adequate for factor analysis. A small value for this test indicates that the data is not suitable for factor analysis.

In this case, the value of the Bartlett test statistic is high, suggesting that the data is appropriate for factor examination. The value of the test statistic is 988.238, with a degree of freedom of 10 and a significance of 0.000, which indicates a strong statistical significance and reinforces that the data is appropriate for factor analysis.

Table 24. Representation Qualities

	Initial	Extraction
Idealized Influence	.818	.850
Inspirational motivation	.852	.891
Intellectual Stimulation	.828	.861
Individualized consideration	.837	.873
Personnel Performance	.196	.191

Extraction Method: Maximum of Likelihood

The results presented in table 24 appear to be correlation or factorization coefficients for a confirmatory or exploratory factor analysis. More precisely, these results concern the representational qualities of a model or a measurement scale for a set of data. The values presented in the "Initials" and "Extraction" columns represent the correlation or factorization coefficients for each quality of representation. The "Initials" column represents the raw correlation coefficients for each quality of representation, while the "Extraction" column represents the correlation or factorization coefficients after the data has undergone factor extraction.

The results show that the first four qualities of representation have high correlation coefficients greater than 0.80 in both columns. This suggests that these qualities have a strong ability to represent data and are therefore, reliable indicators (independent variables) of the concepts they measure. In contrast, the "Personnel

Performance" (dependent variable) representation quality has lower correlation coefficients, less than 0.20 in both columns. This suggests that this quality has a limited capacity for representation and is therefore, an unreliable indicator of the concept it measures since it is a dependent variable.

In summary, these results indicate that the first four qualities of representation are reliable and robust indicators of the concepts they measure, while the quality of representation "Personnel Performance" is unreliable and depends on the four independent.

Table 25. Total Variance Explained

Factor	Initial Eigen Values			Sums Taken from the Square of the Changes		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	3.838	76.760	76.760	3.666	73.328	73.328
2	.771	15.415	92.175			
3	.161	3.222	95.397			
4	.129	2.586	97.983			
5	.101	2.017	100.000			

Extraction Method: Maximum of Likelihood.

These results in table 25 assess the proportion of the total data variance that is explained by each extracted factor. The first column ("Factor") indicates the number of the extracted factor. The next two columns ("Initial eigenvalues" and "Sums extracted from the square of the loadings") provide two different measures of the explained variance for each extracted factor. The "Initial Eigenvalues" column represents the Eigen variance of each factor, which is the extent whole variance in the data that was described by that factor alone. The column "Sums extracted from the square of the loadings" represents the total variance in the data that was explained by each factor, including the effects of the other factors.

The results show that the first extracted factor explains a high amount of the total variance in the data (76.760% according to the initial eigenvalues and 73.328% according to the sums extracted from the square of the loadings). The following factors explain a decreasing amount of the total data variance. The second factor explains 15.415% of the total variance, the third factor explains 3.222%, the fourth factor explains 2.586%, and the fifth factor explains 2.017% of the total variance.

In summary, these results indicate that the first factor extracted is the most important (the most important dimension) and explains a high proportion of the total variance in the data. The following factors explain decreasing proportions of the total variance, but their contribution is still significant. The fifth factor representing PP remains weak and changes because of independent variables. Personnel performance is a responsive and responds to a change in independent variables (Bhandari, 2022).

Table 26. Matrix of Factors^a

	Factor 1
Inspirational motivation	.944
Individualized consideration	.934
Intellectual Stimulation	.928
Idealized Influence	.922
Personnel Performance	.437

Extraction Method: Maximum of Likelihood^a

a. 1-Extracted Factors. 4 Required iterations

The results from table twenty-six (26) are a matrix of factors for a confirmatory or exploratory factor analysis. More precisely, these results provide the correlation coefficients between each measured variable, and each extracted factor. The first column ("Factor") represents the number of the extracted factor. In this case, there is only one factor extracted. The second column represents the measured variables. The correlation coefficients were presented in the rest of the matrix.

Correlation coefficients range from -1 to 1, where -1 indicates perfect negative correlation, zero (0) indicates no correlation, and 1 indicates perfect positive correlation.

The results show that all the measured variables were strongly correlated with the extracted factor. The correlation coefficients are all greater than 0.4, and the first four variables measured or independent variables have correlation coefficients greater than 0.9. This suggests that all of these measured variables are strongly associated with the extracted factor and therefore are reliable indicators of the concept they are measuring. In other words, they have a strong power of the influence. On the other hand, the last variable measured has a much lower correlation coefficient, less than 0.5. This suggests that this measured variable has a weaker association with the extracted factor and is therefore a less reliable predictor of the construct it is measuring. Showing that it is the dependent variable under influence.

In summary, these results indicate that the four dimensions measured are reliable and robust indicators of the concept they measure, while the last variable measured is less reliable.

Table 27. Goodness of Fit Test

Chi-Square	Df	Significance
10.354	5	.066

These results presented in table 27 come from a test of the goodness of fit for a statistical model. The test (Table 27) uses the Chi-square statistic to assess the fit between the observed data and the data expected according to the model.

In this case, the results show that the Chi-square statistic is 10.354 with 5 degrees of freedom (d.f), and the significance value (p-value) is 0.066. This suggests that the

model does not perfectly fit the observed data, but the deviation is not significant at the 5% level (a value generally used as a significance level). However, it is important to note that the assessment of goodness of fit should not be based solely on the Chi-square test and significance. Other indicators, such as fit index, Root Means Square Error of Appreciation (RMSEA), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), among others, should also be considered for a complete and accurate assessment of a model's goodness-of-fit.

Table 28. Reconstructed Correlation II and IM

		Idealized Influence	Inspirational motivation
Reconstructed Correlation	Idealized Influence	.850 ^a	.870
	Inspirational motivation	.870	.891 ^a
	Intellectual Stimulation	.856	.876
	Individualized consideration	.862	.882
	Personnel Performance	.403	.412
Residual ^b	Idealized Influence		.008
	Inspirational motivation	.008	
	Intellectual Stimulation	-.016	.003
	Individualized consideration	.006	-.012
	Personnel Performance	-.009	.028

Table 29. Reconstructed Correlation IS and IC

		Intellectual Stimulation	Individualized consideration
Reconstructed Correlation	Idealized Influence	.856	.862
	Inspirational motivation	.876	.882
	Intellectual Stimulation	.861 ^a	.867
	Individualized consideration	.867	.873 ^a
	Personnel Performance	.405	.408
Residual ^b	Idealized Influence	-.016	.006
	Inspirational motivation	.003	-.012
	Intellectual Stimulation		.011
	Individualized consideration	.011	
	Personnel Performance	-.022	-.005

Table 30. Reconstructed Correlation PP

		Personnel Performance
Reconstructed Correlation	Idealized Influence	.403
	Inspirational motivation	.412
	Intellectual Stimulation	.405
	Individualized consideration	.408
	Personnel Performance	.191 ^a
Residual ^b	Idealized Influence	-.009
	Inspirational motivation	.028
	Intellectual Stimulation	-.022
	Individualized consideration	-.005
	Personnel Performance	

Extraction Method: Maximum of likelihood

a. Reconstructed representation qualities

b. The results are calculated from the observed and reconstructed correlations. There are 0 (0.0%) non-redundant residuals with absolute values greater than 0.05.

The results from tables 28, 29, & 30 represent a matrix of reconstructed correlations. This matrix provides the estimated correlations between the different variables, based on the factors extracted during the factor analysis. In this matrix, each box represents the correlation between two specific variables. The highest

correlations are indicated by the highest values, which are also highlighted in bold and followed by an asterisk. The residuals in the matrix represent the differences between the actual correlations observed in the data and the correlations estimated by the extracted factors.

Using this matrix, we can observe the estimated correlations between the different variables, including the correlation between Idealized Influence and Inspirational motivation, which is 0.87, as well as the correlation between Intellectual Stimulation and Individualized consideration, which is 0.87. We can also see that the weakest estimated correlation is between Staff Performance and Idealized Influence, which is 0.403.

Table 31. Matrix of Factorial Coefficients

	Factor
	1
Idealized Influence	.219
Inspirational motivation	.307
Intellectual Stimulation	.237
Individualized consideration	.262
Personnel Performance	.019
Extraction Method: Maximum of Likelihood.	
Rotation Method: Equamax with Kaiser Normalisation.	
Factors scores Method: Regression.	

In table thirty 31, the matrix of factor coefficients provides the weights or coefficients of each variable in the corresponding factor. These coefficients measured the strength of the relationship between each variable and the factor. This strength is the contribution of each variable to the construction of the factor.

In this case, the matrix of factorial coefficients shows that all the variables have positive coefficients for the factor 1, but with different weights. This means that all variables have a positive relationship with the factor 1, but some variables have a

stronger relationship than others do. In particular, the highest weight is assigned to "Inspirational motivation" that contributes mostly to factor 1 and is the mostly used dimension. This is followed by "Individualized consideration", "Idealized Influence", "Intellectual Stimulation" and finally "Personnel Performance", which has a very low coefficient, suggesting a weaker relationship with factor 1 demonstrating it dependable position on the four dimensions or factors.

Table 32. Covariance Matrix of Factorial Coefficients

Factor	1
1	.964
Extraction Method: Maximum of Likelihood.	
Rotation Method: Equamax with Kaiser Normalisation.	
Factors scores Method: Regression.	

The results from table 32 refer to a factor analysis performed with the Maximum Likelihood extraction method, the Equamax rotation method with Kaiser Normalization, and the Regression factor score method. The covariance matrix of the factor coefficients indicates that the covariance between the factor coefficients for the first factor is 0.964.

Conclusion of the Interpretations

The results presented are those of an exploratory factor analysis applied to a set of data. The various measures presented are intended to provide information on the quality of the adjustment of the model to the data, on the factors extracted and on the variables that make them up.

- 1) The KMO of 0.880 indicates good sampling quality and Bartlett's test of sphericity with a value of 988.238 and a significance of 0.000 indicates that the data is suitable for factor analysis.

- 2) The initial eigenvalues and the sum of the squares of the loadings indicate that the first factor is responsible for the vast majority of the variance in the data, with a proportion of 76.76%. The other factors have a relatively small contribution.
- 3) The factor matrix indicated that all variables have a high load on the first factor, suggesting that they were strongly correlated with each other. The covariance matrix of the factor coefficients confirms this interpretation, showing a strong covariance between the variables.
- 4) Finally, the chi-square goodness-of-fit test with a value of 10.354 and a significance of 0.066 indicating that the model did not perfectly fit the data, because the level of significance is greater than 0.05.

In conclusion, these results suggested that the analyzed variables were strongly correlated with each other and that they could be summarized in a single factor that explained much of the variance in the data.

In summary, the objective three of this study was to examine the transformational leadership dimensions mostly used on Seventh-day Adventist Church and institutions' personnel performance in Cameroon Union Mission. From the multiple regression, this study concluded that each independent variable or dimension took individually had a significant level of used to influence the dependent variable, which is SDA Church and institutions' personnel performance. Several studies in the literature review and by the qualitative findings obtained from the interview of top and middle leaders in CMUM confirmed the positive influence of the individual behavior of transformational leadership on personnel performance. They strongly supported the necessity of displaying positive behavior to boost personnel performance.

However, when this study combined the four-predictor variables or four dimensions of transformational leadership in multiple regression, they had no longer the same magnitude of use and of influence. The level of significance of II, IS and IC was superior to p -value that must be $p < 0.001$ or 0.05). This contrasted with the findings from top and middle managers (Themes 5, 6 and 7) and several studies in literature review (Langat et al., 2019; Ngaithe et al., 2019) that confirmed the positive influence of II, IS and IC on SP. Only the inspirational motivation predictor variable or dimension that was mostly used and had influence on SDA Church and institutions' personnel performance in CMUM. This contrasting situation could lead to say that the four components or dimensions of transformational leadership were not all used by leaders to reach the high level of personnel performance in CMUM, as indicated in the problem statement. Based on the results from multiple regression, Inspirational Motivation is the key determinant and most used dimension, even if with strength below average (40%) of influence on personnel performance. Instead of the four predictors, Inspirational Motivation (IM) emerged as a significant predictor with p value of 0.016 (reported as $p < 0.001$) which is less than 0.05. The fact that IM made the exception indicates that personnel in CMUM are interested in leaders that display visionary, optimistic, confident, and stimulating characteristics. Idealized influence, intellectual stimulation and individualized consideration are also used, but at an insignificant level with no positive influence on personnel performance. The null hypothesis was rejected based on predictor variable inspirational motivation at a value of 0.016. Finally, the null hypothesis, which stated there was no transformational leadership dimension mostly used on Seventh-day Adventist Church and institutions' PP in CMUM. The null hypothesis was accepted based on predictors: II, IS and IC at values respectively of 0.997, 0.633, and 0.453. They are the lacking dimensions. In

other words, the transformational leadership was able to respond to most used dimension only with inspirational motivation behavior.

The findings helped also to understand that the independent variables or the four dimensions considered in this study were not the mostly used dimensions except inspirational motivation to boost PP. In addition, to go deeper, this study used Hierarchical Regression analysis or factor analysis. The results show that the four dimensions (II, IM, IS and IC) are powerful or robust predictors (table 26) and used at high level and demonstrate that IM dimension is the mostly used dimension followed hierarchically by IC, IS and lastly by II (see tables 26 & 31).

Objective Four

The objective four aimed at identifying realities the leaders bringing out that apply to that context of CMUM. To fulfill this objective, this study interviewed some pastors, teachers, nurses and medical doctors. According to their responses, top and middle leaders are fulfilling some actions that may be the realities on the ground, demonstrating that they are using TL dimensions.

Responses from the interviewees show that the leaders are using TL dimensions but not with the same power and magnitude. From table 33, the II dimension is used but not visible. The workers underlined that “ethical behavior, trustworthiness, confidence and team player characteristics are used to influence, but not strong enough to be remarkable.” Idealized influence leader is supposed to demonstrate determination in achieve organizational goals, this means performing as a personal example for subordinates. As an outcome, the leader acquires followers’ respect, appreciation and confidence (Afshari, 2022). It is true that leaders emphasize SDA Church Mission Statement, collective mission, and the importance of the purpose, but according to the interviewees, this level of leadership was not mostly

used in CMUM. Practically, leaders rarely display “sense of confidence, go beyond self-interest for the good of organization, make also rarely personal sacrifices for others’ benefit, etc.” This dimension was not very absent, but used at an insignificant level by leaders in CMUM. This also aligns with what obtained from a multiple regression indicating that the II dimension had no significant level of use in CMUM (Table 22).

Table 33. Results of Interview on the Use of the Four TL Dimensions

Dimensions	Characteristics	Realities on the ground
Idealized influence	• Instill pride in followers (Charismatic) • A role model for followers • Goes beyond their self-interest for the greater good of the organization • Displays a sense of power and confidence • Talk about their most important values and beliefs • Emphasize collective mission	Leaders are not bringing out correctly this dimension. They try but not with power and magnitude. This dimension is not the mostly used.
Inspirational motivation	• Talk optimistically about future • Articulate a compelling vision for the future • Talk about what needs to be accomplished; express confidence that goals will be achieved • Creates exciting image of what is essential to consider • Encourages team-spirit, general enthusiasm	Leaders are bringing most of these characteristics. They are using this dimension more than the other dimensions. Leaders are focused on inspiring human assets and setting of desired expectations for them.
Intellectual stimulation	• Seeks differing perspectives • Gets others to look at problems from differing angles • Encourage non-traditional thinking • Suggests new ways of looking at competing assignments • Re-examine critical assumptions	Leaders are not carrying out correctly. They try but not with power and magnitude. This dimension is not the mostly used.
Individualized consideration	• Spend time coaching and teaching followers • Promote self-development • Treat team members as individuals • Identify differing needs, abilities, and aspirations for team members • Listen to others’ concerns • Is emphatic of each person’s situation • Each follower is treated as an individual • Help to develop others’ strengths	Leaders are not bringing out all these characteristics. They try but not with power and magnitude. This dimension is not the mostly used.

Leaders in Cameroon Union Mission use the inspirational motivation dimension. This dimension incorporates leaders who exchange positively about the coming and communicative vision of the future (Afshari, 2022). Transformational leaders with inspirational motivation key role is to inspire and motivate (Advani and Abbas, 2015). They need to be clear about their vision. Furthermore, they express their vision in a manner that excites higher levels of performance. According to interviewed pastors, nurses, teachers, and medical doctors, the leaders in the Cameroon Union Mission “share with confidence, enthusiasm and optimism vision by emphasizing clearly the SDA Church Mission statement and work courageously towards this goal.” They believe in individuals abilities and contribute to their career path. They use also verbal and non-verbal cues to express optimistic attitudes and are positively contagious. Interviewed workers witnessed those leaders in CMUM show interest and genuine appreciation through many ways: “formal recognition, rewards program, authentic communication, and get time to know their personnel and share experience.” Leaders to reward personnel, they give compensation packages, special allowances workers yearly and provide sponsorships for training. They also provide instruction programs through “seminars, councils, workshops, continuing education, etc. for pastors, teachers and nurses.” This dimension seems to be the mostly used based on the realities on the ground. This aligns with the results from multiple regression (table 21) because the leaders in CMUM displayed more inspirational motivation behavior.

Intellectual stimulation, the third dimension of transformational leadership, encourages creativity and innovation. Intellectual stimulation leader provide social resources that help team members to reflect creatively, investigate, participate and to give solutions to the daily job problems. Intellectual stimulation leaders help team

members to increase their awareness of problems (Cardona et al., 017). This dimension implies that leaders seek for different perceptions when resolving problems; proposing different methods of looking how accomplish obligations (Afshari, 2022). According to interviewed workers, “leaders may use this dimension, but not at a significant level.” They used to arouse awareness, increase creativity and innovation, empower and encourage independence in solving problems. However, “the level of use is lower.” This dimension is not used with power and magnitude. This aligns the results previously obtained (table 22), indicating that intellectual stimulation is not the most used by the leaders in Cameroon Union Mission. This also aligns with what was obtained from multiple regression in table 22. Intellectual stimulation dimension was not the most used by leaders in CMUM.

Finally, the transformational leadership individualized consideration dimension is known as displaying behavior that considers individuals’ needs and such leaders spend time teaching and coaching followers (Afshari, 2022). This leadership quality motivates leaders to perform as advisors and coaches who encourage individual (Advani and Abbas, 2015). On the ground, realities indicate that leaders are using this dimension of transformational leadership. Leaders should consider an individual’s needs, exercise teachings, coaches and mentors followers. Such a leader listens to the concerns, needs of each follower, provides support, and is empathic of each person’s situation and background. However, “leaders used this dimension, but not with magnitude.” Based on realities on the ground, the transformational leadership individualized consideration dimension is not the most used by the leaders in Cameroon Union Mission. This goes hand in hand with the results of multiple regression (Table 22), indicating a weak level of the use of this dimension by the

leaders in CMUM. This dimension seems to be the second in use. The point the workers align with the results of multiple transgression (table 22).

In summary, the leaders in CMUM use all the four transformational leadership dimensions. However, they are not used with the same power and magnitude. The level of use is not the same. The leaders mostly used the inspirational motivation by emphasizing vision, optimism, enthusiasm and stimulating to encourage followers or personnel to fulfill the Church and institutions' mission in CMUM. This result aligns with findings in tables 22, 26 and 31 that present the inspirational motivation dimension as the mostly used dimension.

Findings from Thematic Analysis

Five key questions were asked to the top and middle leaders from selected organizations as mentioned in chapter three to have their understanding and opinions of the observed effect of the four transformational leadership dimensions on the personnel performance of the church and institutions in the Cameroon Union Mission of the Seventh-day Adventist Church which are respectively predictor variables and predicted variable. The respondents (fields' presidents, executive secretaries, treasurers, principals, hospitals and health centers, directors and business managers) gave answers to all questions asked to them and were able to submit all the questionnaires sent out to them using Survey Monkey through WhatsApp contacts.

The various responses were analyzed thematically according to the six steps as stipulated in chapter three (figure 2). The first step was to familiarize with data to make sure that the questions were responded appropriately. The second step was to generate initial codes by regrouping the answers. The third step led to searching the themes from the different opinions. The fourth step was involved in reviewing the themes to make sure that themes are reflecting the point of views. The fifth step was

to define and to name themes by specifying each theme. Finally, the sixth step was to produce the report of what have been said by the respondents and establishing the key points of the interviews appropriate for supporting quantitative findings.

Table 34. Thematic Analysis

Leaders behaviors	Themes	Conclusion
Idealized Influence	- Being an exemplary leader - Showing integrity - Showing fairness	Idealized influence leaders could influence positively personnel performance
Inspirational Motivation	- Shared Vision - Courageous leader - Transparent Leader	An Inspirational Motivation leader can improve personnel performance
Intellectual Stimulation	- Power Delegation - Building Leaders	An Intellectual Stimulation leader to enhance personnel performance
Individualized Consideration	- Personnel Satisfaction - Organizational Advantages	Consideration leader could increase personnel performance and organization performance.
Personnel Performance	- Role Model Leader	Personnel with potentials could be developed for better performance by transformational leadership

Table 34 shows the studied four dimensions of transformational leadership that constitute leaders' behaviors, the coding, the themes, and a brief conclusion per behavior. This to highlight the thematic analysis that was done. The themes emerged from the analysis are exposed or organized per open-ended question asked to top and middle managers in alignment with each studied behavior.

The first question was in alignment with idealized influence behavior and to know the thoughts they have on how an ethical, role model, trustworthy and team player leader can influence positively the personnel performance in SDA Church and institutions in CMUM. Some themes were identified in the interviewed group responses. First, they agreed that the behaviors of idealized transformational leader

displayed in the question are what is essential for any leader that aims to improve his or her personnel performance. Being ethical, role model, trustworthy and team player leader push personnel to achieve high performance. They emphasized some ideas that are reflected through the following themes.

Theme 1: Being an Exemplary Leader

Many responses were concentrated around the theme leader's exemplarity. For them, an idealized influence leader should be an example for his/her followers. They estimated that an exemplary leader should "give a good example of daily life." He or should give an example of "fearing God as Christian leader." The respondents also taught that, being an exemplary leader means: "demonstrating honesty, integrity, good morality, having high professional and spiritual values. Being an example of change and development; being an example by using encouraging words, using diligent skills to boost or inspire followers' growth; and being an example of collaboration, of principles compliancy, of fellowship, of listening followers, of prosper dialogue." This goes in line with was found by Burns (1978) and Yuk (1999) decades ago, confirmed that transformational leader with idealized influence behavior displays exemplary character to influence followers to better life.

Respondents expanded, saying, "This type of leader contributed to the change of mentality and implemented an unparalleled example for the development of the work." They thought that he or she must be able "to back up deeds with words, to encourage personnel to perform at their best, to win them over with his personality, self-confidence, dedication to work and diligence. And especially by his fear of God." All these qualities are in alignment with the first component of transformational leadership that is an idealized influence. For example, transformational leader influence significantly and positively followers' attitude (Lyonga, 2019).

From this point of view, the interview group of leaders indicated that a humble leader is more needed for better performance. To enhance personnel performance, an idealized influence leader, should be humble. He or she should demonstrate “humility in sharing vision, in collaboration, in dialogue, being talking truth to his followers, being involved in concrete actions, accepting followers’ points of view if they are in alignment with the progress of the organization.” Respondents said that a humble leader is accessible to his or her neighborhood. This means that being humble permits others to benefit kind service, encouragement, support, sociability, communicability, etc. A humble leader “collaborates with all the personnel without exception, shares his experiences with them while establishing a cordial working climate.” This is supported the finding from Fairholm (2001) and Busari et al. (2019), who found idealized influence leader with visionary behavior positively, and significantly influencing the organizational development, teamwork and personnel development.

Self-control is another point that had been identified in the responses. According to them, to enhance personnel performance, the idealized influence leader should demonstrate “self-control in every domain of his or her leadership.” The interviewed leaders also argued that he or she must be able to “control his or her talk, acts, even in the ways he or she eats or drinks.” This is to allow followers to feel cared for and being self-controlled permits to the organization for growth in every aspect. This matches with what Northouse (2019) narrated by saying that a transformational idealized influence leader plays a key in assessing followers’ motives and by being self-controlled leader.

Theme 2. Showing Integrity and Fairness

An idealized influence leader must be able to demonstrate the spirit of impartiality in the way he or she treats followers. This impartiality is required for a

leader to treat personnel equally and it must be seen in the way “leader applies organizational policy, considering all the workers as equal in rights”. A good leader “does not treat his or her followers partially based on regional, ethnic or racial basis.” From their points of view, impartiality refers to giving the same opportunity, the same treatment, and reward to those who are eligible without considering background or connectivity. This aligns with Ciulla (2004) and Bass and Riggio (2006) that idealized influence leader provides high ethical behavior that gains respect, and trust.

Respondents found that an idealized influence leader should display a spirit of sacrifice. Considering first “the interest of personnel in every domain whether financial, promotional, emotional, physical, etc.” It should pass at the very first place. He or she should “be ready to sacrifice time, means, and everything else to build up followers” so that they can be able to increase organizational growth. According to the respondents, “the leader must be able to make decisions that respect the orientation of the organization and not its moods, his or her affinities.” Craig (2018) supported that idealized leader displays spirit of sacrifice in order to create positive ethical climate and influence followers to change from negative behavior to the positive one and leads followers to high performance.

The second question was in relationship with inspirational motivation behavior and was to seek their opinions on how a visionary, optimistic, confident and stimulating leader could positively influence the personnel performance in SDA Church and institutions in CMUM. The participants fully responded in the same vein confirming the importance of demonstrating such behaviors while leading people in the organization. The study identified some key themes.

Theme 3. Shared Vision

A good leader should be able to define “clearly vision to the whole group, which can be a personal vision or a consensual vision.” He or she should “visualize the vision, to show to the personnel how it looks like, explaining the content of the vision, showing the goal of the vision in order to stimulate follower so that they can make theirs the vision.” If followers accept the vision,” implementation was easier for the bright organizational future and the growth of the subordinates.” The leader should share the vision of conviction and does not hesitate. According to them, a visionary leader “shares his or her vision with conviction, relying if possible on another inspiring collaborator who can be co-opted the cause, and then enlist the masses.” Miskel & Holy (2003) in previous study reached the conclusion that an inspirational motivation leader displays visionary behavior that stimulates followers and provides meaning to promote enthusiasm in order to challenge organizational status quo. Therefore, inspirational motivation was found having optimistic and meaningful relationship with personnel performance.

Doing marketing of a shared vision is important according to the respondents. They found that the pillar of a successful leader is “to communicate and communicate with followers so that they can understand the vision.” “Communicating a vision tells followers where they aim and where they go.” This helps them to start to plan how to move from the present situation to the next or to reach the goal. Responds taught also that communicating vision, motivates the personnel to work enthusiastically for better performance, creates a sense of belongings, and makes followers feeling as members of the family and developing the sense of organizational ownership. In this line, Hack (2016) supported that communicating the vision, inspirational motivation leader,

stimulates attitude of confident character toward followers so that they can be able to reach expected goals.

While innovating, an inspirational motivation “must follow church guidelines and operate within the boundaries defined by the policy. Gathering with others to evaluate the matter of vision in order that every new thing should help everyone in the organization to reach the projected vision.” He or she needs to “rely on the competences of followers to move forward with the vision.” Operating according to the organizational policies helps the leader to treat followers properly and according to their competences and promoting each one fairly. An inspirational and motivation leader should apply “policies to himself too.” Organizational policies are made for all, including leaders. This aligns with what Rankin (2018) and Shankman & Scott (2008) found. They argued that an inspirational motivation leader promotes innovation in every domain, motivates, and encourages followers to accomplish the stated objectives.

Theme 4. Courageous and Transparent Leader

The respondents said also that a visionary leader that seeks to share the vision should accept criticism from his or her collaborators and followers. Critiques are unavoidable when a leader tries to challenge people’s habits, and changing status quo, life becomes hard and difficult to live. Sometimes a leader is “called to explain and justify all that he or she is about to innovate and is projecting to accomplish. Excellent leaders do not stop projects because of critiques from others,” but they must be able to “demonstrate, convince followers” and they must avoid “considering critiques too personally and staying confident and optimistic of bright future.” This helps to understand that bringing change and pushing personnel to a higher level of their achievements requires a courageous leadership. When critique raises, a leader must

“seek for the best solution”, not to have true in his or her side by all cost. Ellis (2007) and Hickman (2010) found that an inspirational motivation leader should have a strong charisma that provides followers with a sense of purpose and boosts personnel performance.

Respondents agreed that an inspirational motivation leader must be transparent. Transparent leaders must be able to “demonstrate willingness to be honest and open with followers.” He or she should “communicate effectively with every member of the stall.” Transparency should be “seen in talk and deeds, in finances management, in decisions taking, in human connectivity (avoiding selfish attachment to someone), in followers’ treatment, etc.” This helps to gain their confidence and to influence positively for more achievements. Shankman & Scott (2008) and Rankin /2018) in their studies support that an inspirational motivation leader that is transparent, gains followers trust and support and work to make a positive impact on people to attain high performance.

The third question concerned intellectual stimulation behavior and aimed to know how their opinions about a leader who arouses awareness, creates, innovates, empowers the subordinates and allows their independence can enhance personnel performance in SDA Church and institutions in CMUM. Respondents agreed with the intellectual stimulation leader attributes displayed in the question such as arousing awareness, creating, innovating, and empowering subordinates. However, the study identified some themes that align with the intellectual stimulation attributes.

Theme 5. Power Delegation

An intellectual stimulation leader gives opportunity to followers to learn by themselves and to give feedback on what they learned by expressing themselves freely. It is important also to give them to cultivate willingness and to develop their

personal potentials. Some of respondents said that a leader gives opportunity by “pushing his or her personnel to carry a task without constraints while bringing amendments to what is badly done.” When a leader does not allow people to express their ideas, they easily get frustrated and this affects their performance and even organizational performance. Another added that, “a creative leader enables personnel to take initiatives that drive competition and thus development.” This can be seen in the quality of service and the improvement of their personal competences. This aligns with what was concluded by Karma & Patricia (2012) and Bass (1990) that intellectual stimulation is able to arouse awareness in the followers of the problems, stimulates, and encourages aptitude, discernment and cautious problem resolving so that they can enhance performance.

Power delegation refers to “the division of labor and decision-making responsibility to followers that report to the leader.” Operating in such a way, the intellectual stimulation leader divides his or her own work among all followers. Respondents found power delegation very important to followers’ empowerment. Before doing so, leaders must be able to “define clearly their responsibilities and their boundary so that he or she can easily control.” When they have power, they can “develop the sense of creativity, entrepreneurship in their ecclesiastical entities and institutions” and they can become good collaborators and followers in organization’s goals achievements. Power decentralization is a source of performance improvement within a given organization. This is supported by several studies (e.g. Gorge, 2016; Vernooji & Wolfe, 2014; Bryaman et al., 2011) which argued that intellectual stimulation leaders are innovative and creative and delegate power to followers to approach problems in new and creative ways.

Theme 6. Building Leaders

Another theme was decision-making. The key ideas developed by respondents is “involving followers in decision-making. Before making a decision, a leader should consult his or her followers to get their opinions on a given point.” This can be demonstrated through a participative leadership style that requires the participation of followers in decision-making because decision-making is a procedure of making choices by distinguishing resolution, collecting information and assessing alternative selections, involving followers is important to boost followers and organizational performance. Decision-making must be done according to “the annual or five-year work plan.” Consulting collaborators is important before decision-making to have their opinions before bringing the point to the board. Lotich (2019) supports these findings that intellectual stimulation invests in followers in order to increase their performance.

According to the respondents, “continuing education challenges status quo and favors innovation and creation.” Furthermore, shaping followers’ skills “innovates the efficiency, the productivity, even the way people do things.” Continuing education “updates personnel to meet organizational challenges due to the variation and changing world.” For example, followers must be able to” master the utilization of the social media, which are new ways of communication and fulfilling daily duties.” Retraining personnel also helps them to improve and update their competences and achieving better performance. In the same vein, many studies (Bobbi, 2018; Bass & Stogdill, 1990) concluded that intellectual stimulation promotes autonomy of personnel to learn so that they can be able to increase personnel performance.

Theme 7. Personnel Satisfaction

The point of rewarding personnel in order to give satisfaction to personnel was identified from the various respondents from top and middle managers. Ideas like “give to each according to his or her merits” demonstrated that an intellectual stimulation leader who is creative and innovative, should include personnel reward in his or her program as a source of motivation that can help to improve personnel performance. Rewarding may be also shown in being sensitive and attentive to the personnel-working environment, to their promotion and even congratulating someone for the well-done work. A respondent said, “When a leader is responsive and innovative, he or she improves the personnel person in that he or she can improve the working system.” This aligns with what studies (e.g. Hicks, 2014; Karma & Patricia, 2012) concluded that the transformational leadership with intellectual stimulation displays creative and innovative character, empowers others and encourages followers’ independence in order to increase their performance.

The fourth question was related to individualized consideration and consisted of their opinions on how a leader who considers individual needs, teachers, and mentors and coaches of personnel can influence positively personnel performance in SDA Church and institutions in CMUM.

According to the respondents, a leader must get to “know each of his or her subordinates or personnel well in order to provide them with moral, professional and even financial support in the face of their multiple needs.” Knowing the real needs of people helps to give authentic love, support and treating them with compassion or discrimination. The leader must be able to “detect the strengths and weaknesses of his or her personnel.” To know personnel, a leader must be able to “be closer to them by maintaining fair communication in such a way that he or she can easily identify their

needs” by using Jesus’ method that consisted “to mingle with people.” The interviewed group said that to know the real needs of personnel; a leader must be “like a father to his personnel, knowing their family members, listening to their problems and providing solutions.” Knowing personnel refers also to having “a personal perception of their backgrounds because everyone has his or her own story and experience.” As concluded by Northouse (2019), a transformational leader with individualized consideration contributes to the values, culture, habits, etc. of followers in order to give satisfaction and increase their performance.

According to the respondents, the worker must be at the center of the leader’s concern. They argued, “True consideration for others refers to the desire to sacrifice one’s personal interests, one’s own glory for the well-being of all.” It is learning to put yourself in the place of others and wondering if you can endure or support what they are going through as a situation. The leader must not be “egocentric”; he must “avoid directing everything towards him whether it is ideas or advantages.” Understanding the needs and difficulties of personnel is essential. When a leader “remains open to all, the personnel could be happy and work with joy.” It is important to know that “the leader takes into account the needs of others by listening to them and acting positively by responding to their sensitivity.” Therefore, giving priority to personnel needs enhances and improves personnel performance in the organization. This aligns with what is reported in studies such as (e.g. Craig, 2018; Bass and Riggio, 2006; Avolio & Bass, 2004) in which focus is on individual needs, developing every aspect of their followers and answering to the precise and exceptional wants of subordinates in order to develop their performance.

The study identified personnel motivation as another important theme. The respondents found that motivation is essential to the success of an organization. When

a leader knows how to motivate personnel, he or she “could get the best out of them.” Motivation must be “made in all dimensions morally, spiritually, physically and financially. Being respectful, honest, offering personnel rewards, giving an example of integrity to God and in leadership, through the quality of coaching and mentoring, etc.” are sources of motivation. This goes in the same way with what Carte et al. (2006) argued by saying monitoring increase personnel performance. If personnel feel themselves valued, they are able to work with determination to achieve common goals. A leader must “encourage his or her personnel to improve the quality of their service, for example, granting end-of-year bonuses to those who have distinguished themselves by their performance at work.” In addition, Bolkan & Goodboy (2009) supported that individualized consideration leaders treat followers according to their individual needs and capabilities in order to develop their performance.

Theme 8. Advantages of Organization

According to respondents, when personnel needs are satisfied, when they are valued, when they are taught, mentored, and coached, there are organizational advantages. Among other advantages, “they identified church and institutions policies, and guidelines became understandable. Fellowship was lived by personnel within the organization.” Growth in “tithes and offerings was felt.” The personnel were assured, they came to work on time, they “could defend the organization’s project, which is everyone’s mark, and the performance of the personnel can only increase.” Even those who do not know, learnt and gave the best of themselves. Organizational productivity increased. According to the interviewed group of leaders, “when a leader is sensitive, creative and innovative, he or she improves the person of the personnel in the sense that he or she can improve the system of work.” This means that the ultimate advantage of individualized consideration leadership is to fulfilling

the needs of the personnel aiming organizational goals accomplishments. This aligns with findings from Bass & Riggio (2006) and Bass & Steidmeier (1999) that individualized consideration behavior provokes organizational change and is interested in personnel performance enhancement.

The fifth and last question was in alignment with the dependent variable, personnel performance, and aimed to get their opinions on how a leader can boost the effectiveness, efficiency, extra effort, and productivity of the personnel in SDA Church and institutions in CMUM. From the respondents' views, the four transformational leadership dimensions leaders influence personnel performance through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Respondents added a very important inside highlighted through the following themes that align with transformational leader attributes.

Theme 9. Role Model Leader

It came out that a good leader must be able to inspire personnel by displaying behaviors such as being a model, being sensitive to personnel and creating an atmosphere of confidence. To inspire followers, a leader must be able to teach by example. He must listen a lot and speak little, to be unifying, and to be present in all good or bad situations. Other sources of inspiration are demonstrating professionalism, commitment and Christian values. Being disciplined and rigorous without being wicked. The respondents argued, "The leader must not be a guru, but a friend, an adviser, who must get to know each of his or her subordinates well in order to provide moral, professional and even financial support in the face of their multiple needs." This contributed to the enhancement of efficiency, effectiveness, quality of service and productivity. In the same vein, Amir and Zaidatol (2012), Ciulla (2004) concluded that a leader that exhibits characters like justice, respects of others,

honesty, trustworthy were able to improve the objectives of their work or performance.

Theme 10. Equipping Personnel

To boost the personnel efficiency, affectivity, extra effort and productivity that constitute the pillars of personnel performance, a leader must be able to display stimulating behavior. He or she must be able to “ask them about their real problems and push them to solve them and continue to work in harmony.” To stimulate personnel in order to give a give a good result, “a leader must be able to develop from the outset a timetable of the institution by mutual agreement with his personnel and lead them to achieve these objectives within the set deadlines.” He or she must also to be able “to reward and encourage by recognizing work well done and avoiding any form of injustice.” A leader must be able to “stimulate the action” and acting for “others than for himself.” Having time to entrain a true dialogue with personnel helps to stimulate their competences and putting them at their best for successful achievements beyond expectations. In the same way, Krishna (2011), Abshire (2001) concluded that strengthening personnel helps them to transform outlooks, insights and inspirations to work in the direction of collective objectives.

As stated by the responses received from top and middle managers, there is a need for intellectual equipment of the personnel in order to improve their efficiency, effectiveness, extra effort and productivity. A leader must “draw up specifications for each worker, ensure that the workers understand his job description, talk to him about the elements of success and failure, get him to self-evaluate.” He or she must “raise awareness and educate the entire chain during technical and questioning exchange” because everyone has a place to build and develop the organization. Furthermore, respondents added, “genuine consideration for others, a desire of losing one’s peculiar

benefits for the benefit of personnel contributes to the growth of their performance.”

In addition, several studies aligned with these opinions (e.g. Bass & Riggio, 2006; Craig, 2018; Hicks, 2014) concluding that coaching and mentoring are tailored to the individual needs to attain greater levels of effectiveness and enhancing performance.

According to respondents, “taking care of the personnel needs refers to seeking personnel prosperity.” The interviewed group of leaders argued, “treating personnel with fairness, equity, consideration, respect, encouragement, punctual and regular payment of wages, example to follow, best conditions of service, merit, etc. are all provisions to be highlighted leading to their prosperity.” A leader must also to be able “to seek personnel prosperity by providing moral and material support, teaching, supervising, coaching, praying a lot for them and evaluating the expected result of their efforts as well.” This means that it is by giving very first place to their interests and paying careful attention to their needs that they can grow and achieve more than expected. Carte et al. (2006) and Bolkan & Goodboy (2009) supported transformational leaders that consider followers needs increase their capabilities and attain high performance.

In brief, top and middle leaders expanded on the transformational leader’s behaviors that constitute the four predicting variables. They agreed that idealized influence leaders that display exemplarity, integrity and fairness could increase personnel performance. They also supported that an inspirational motivation leaders that demonstrate shared vision, courageous and transparent leadership can exercise a positive influence on personnel performance. In the same vein, they stipulated that delegating power and building leaders help an Intellectual Stimulation leader to enhance personnel performance while a leader that gives satisfaction to personnel increases personnel performance and helps to go beyond expectations. Finally, they

all agreed that the four components of transformational leadership combined together were appropriate to influence personnel performance in words of proficiency, usefulness, extra effort and productivity in the SDA Church and institutions in Cameroon Union Mission. There were persuasive association between transformational leadership and personnel performance. This joined what said Abubakar and Ahmed (2017) stated transformational leadership is “a theory for better performance” (p. 1)

However, the opinions of top and middle administrators differed from what was obtained from a personnel point of view. The findings of the multiple regression demonstrated that only inspirational motivation leaders could satisfy and motivate personnel performance in the Cameroon Union Mission. Therefore, the null hypothesis was accepted for idealized influence, intellectual stimulation, and individualized consideration because it had no significance on Seventh-day Adventist Church and institutions personnel performance in Cameroon Union Mission. On the other hand, the null hypothesis was rejected for inspirational motivation because there was a significant influence on personnel performance. This explains that personnel in SDA Church and institutions when led and directed especially by leaders who demonstrate visionary, optimistic, confident and stimulating behavior, were more efficient, effective, extra effort and productive. They felt at their ease with such leaders.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter lays out a summary of the study, conclusions drawn from the outcomes of the study, and suggests recommendations for future studies.

Summary

As presented in the introductory chapter 1, this research was to investigate the influence of transformational leadership on the church and institutions personnel in the Cameroon Union Mission of Seventh-day Adventist Church. The study was guided by four objectives and null hypothesis. This study was focused on establishing and empirically testing which dimensions of transformational leadership were being used most by the leaders in the Cameroon Union Mission (CMUM). In addition, the study tested which dimensions were lacking under proper use of transformational leadership in CMUM. Since, leaders seemed to be using transformational leadership, personnel were performing well and TL was multidimensional, it was important to identify which dimensions were mostly used and which dimensions were lacking.

The purpose of this study was therefore to establish and empirically test which dimensions of transformational leadership were being used most by the leaders in the Cameroon Union Mission. The study sought to achieve four research objectives. First, to find out the extent to which the idealized influence, inspirational motivation, intellectual stimulation and individualized consideration are used in SDA Church and institutions in CMUM. Secondly, to establish the extent of personnel performance in

terms of efficiency, effectiveness, extra effort and productivity. Thirdly, to examine transformational leadership dimension mostly used on SDA Church and institutions personnel in CMUM. Finally, to identify realities the leaders bringing out, that applies to that context of CMUM.

The study used mixed method, blending quantitative and qualitative research methods. For the quantitative section, the research therefore, adopted a descriptive-causal research design that helped to determine the relationship between the variables through various relevant analysis methods to confirm or reject the null hypothesis. For the qualitative part, interviews were adopted and for the mixed research method, sequential explanatory design was used. The last design consisted of collecting and analyzing quantitative data first, followed by qualitative data collection and analysis that supported the quantitative findings. A sample of 49 top and middle managers and 199 workers or personnel from 21 organizations (ecclesiastical, educational and medical) in CMUM participated in the study through survey monkey online questionnaires and WhatsApp platform.

Conclusion

The study reached an interesting conclusion about the extent to which the II, IM, IS and IC were used in the SDA Church and institutions in CMUM. The idealized influence leader had a mean (aggregate mean=3.73; Standard Deviation=1.11). This indicated that the majority of personnel perceived their leaders, as they possess a high level of idealized influence behavior. It was also found that inspirational motivation with the mean score is high (aggregate mean=3.60; Standard Deviation= 1.11). This demonstrated that the personnel perceived inspirational motivation leaders as they have a high level of exhibiting positive behavior. The intellectual stimulation leader had a mean score (aggregate mean= 3. 49; Standard Deviation= 1.13). This suggested that

personnel perceived intellectual stimulation leaders, as they possess a high level of displaying needed behaviors. The individualized consideration leader has a mean score of individualized consideration (aggregate mean= 3.47; Standard Deviation= 1.16). This supported that the majority of personnel perceived individualized consideration leaders as they have a high level of positive behaviors. This component is associated with leaders who treat subordinates differently according to their individual needs and capabilities.

This study sought also to establish the extent of personnel in terms of effectiveness, efficiency, extra effort, and productivity. The dependent personnel performance showing a mean score for personnel performance (aggregate mean= 4.29; Standard Deviation= 0.76). This suggested that the majority of personnel, from their opinion, perceived themselves, as they possess high level of skills, abilities reflecting in their potential efficiency, effectiveness, extra effort and productivity to do work and increase the said abilities. All this might show that the Seventh-day Adventist Church and institutions could have skilled and able personnel that need to be empowered for better performance in order to achieve organizational objectives beyond expectations.

This study reached an interesting conclusion on transformational leadership through the four dimensions, which were the predictors variables idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. When individually, they influenced significantly the dependent variable personnel performance at p-values respectively 0.000, 0.000, 0.000 and 0.000 that are all less than 0.05 ($p < 0.05$). Personnel performance is statistically dependent on transformational leadership components to achieve high level of organizational goals in SDA Church and institutions in CMUM. This implies that leaders displaying transformational leadership were found able to influence significantly organizational financial income,

changing low performance in membership and improving quality of service rendered in educational and health centers that could cause growth in SDA Church and institutions in CMUM.

On the other hand, when the four-predictor variables were combined together in multiple regression, the null hypothesis was rejected on basis of inspirational motivation at p-value of 0.016 implying that the inspirational motivation leader influenced significantly personnel performance and was identified as the mostly used transformational leadership dimension. This shows that II, IS and IC dimensions were not mostly used by the leaders in Cameroon Union Mission to contribute to the observed well performance of personnel. Therefore, idealized influence, intellectual stimulation and individualized consideration were the lacking dimensions. Finally, the null hypothesis which stated there is no transformational leadership dimension mostly used on SDA Church and institutions personnel in Cameroun Union Mission was accepted on the basis of idealized influence, intellectual stimulation and individualized consideration leaders with p-values respectively 0.997, 0.633 and 0.433 that are more than 0.05.

Finally, several studies reported (e.g. Burns, 1978; Bass, 1985; Al-Amin, 2017; Givens, 2008; Alshehhi et al., 2019; Malik et al., 2017; Sari et al., 2019; Kalsoom et al., 2018; Riggio, 2014) that transformational leadership theory was widely suggested as providing a positive augmentation in leader performance beyond expectations. It was found positively related to the development and performance of followers through its four components, which are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. This study confirmed when finding out in objective one, the extent to which these components could relate with the SDA Church and institutions' personnel performance in CMUM. Objective two also confirmed this,

that the majority of respondents found transformational leadership theory having a positive relationship with personnel performance. However, in Objective three, each dimension used by leaders was taken individually. When the four dimensions were combined together in multiple regression, only the inspirational motivation was identified as transformational leadership dimension mostly used by the leaders in the Cameroon Union Mission. This study can conclude that leaders in the Cameroon Union Mission used transformational leadership dimensions. However, they were not used with the same magnitude. Transformational leadership dimension most used was inspirational motivation. Therefore, idealized influence, intellectual stimulation and individualized consideration were the lacking transformational leadership dimension. Hierarchical regression results demonstrated that the predictors demonstrated strong interdependence and predicted with huggd power. According to the results of this analysis, all the four dimensions were used with inspirational motivation as the mostly used dimension.

The Fourth objective consisted of bringing out what is going on the ground. Workers confirmed that inspirational motivation is the mostly used dimension. According to them, leaders worked enthusiastically and optimistically, encouraging workers through packages compensation, motivation, etc. Quantitative findings were confirmed by qualitative findings obtained from interviews of leaders and personnel.

Recommendations

From the results, it appeared that TL had a positive influence at certain level on the personnel performance of church and institutions in the CMUM of Seventh - day Adventist Church when taken individually in univariate regression. Each dimension could influence at certain extent efficiency, effectiveness, extra effort and productivity. The inspirational motivation appeared as the mostly used dimension

even below average level (50%). Combined together in multiple regression, the inspirational motivation was singularly found positively influencing the personnel performance in CMUM. It appeared as the mostly used dimension. After doing hierarchical regression, inspirational motivation was found as having a powerful level of influence (.944). This dimension was the mostly used followed others dimensions. This therefore calls for establishing strategies that meet personnel performance.

Specifically, this study recommends:

1. All the governing leaders should use transformational leadership dimensions so that they could be able to influence workers at all levels of the organization.
2. Leaders at all levels could demonstrate more idealized influence dimension through ethical, trustworthy, role model and team player behaviors in their daily relationships with their subordinates in order to maintain a high level of personnel performance in CMUM.
3. Leaders at all levels could continue using inspirational motivation dimension by displaying visionary, optimistic, confident and stimulating behaviors that have a strong influence on personnel. Such leaders are particularly needed in the SDA Church and institutions to reach organizational goals beyond expectations.
4. Leaders at all levels could demonstrate more intellectual stimulation dimension to their subordinates by arousing awareness, being creative and innovative, empowering and independent behaviors that can help them find new ways of solving problem. This could help more stimulate their efficiency, effectiveness, extra effort and productivity within the organization.

5. Leaders at all levels could use more individualized consideration by showing more interest to individual needs of the subordinates, teaching, coaching and mentoring them in order to develop their efficiency, effectiveness, extra effort and productivity.

Suggestions for Further Research

This study used to measure the influence of transformational leadership on Seventh-day Adventist Church and institutions' personnel performance. This investigation was limited to the workers or employees governed by the West Central Africa Division Working Policy. Future researcher could determine the influence of transformational leadership on personnel governed by Cameroon Labor Code. A study including other organizations could help generalize the findings beyond the ecclesiastical, educational, and health entities wherein this study was conducted.

In addition, transformational leadership's four components featured in this study; future researcher may seek to establish why idealized leaders to influence personnel in CMUM did not use mostly influence, intellectual stimulation and individualized consideration.

Another need may be to determine the relationship between the transformational leadership and organizational variables such as structure, workplace, job satisfaction, organizational climate, etc. in the same organizational entities used in this study to find out the factors that could influence better the low performance in CMUM.

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APPENDICES

APPENDIX A
CORRESPONDENCES



Adventist University of Africa
Mbagathi 00503, Nairobi, Kenya

TO: Cameroon Union President,
Pr. Assembe Minyono Guillaume Valere.

RE: INTRODUCTION LETTTER FOR DATA COLLECTION – HENDJENA
TCHANAGA RICHARD:

I hereby wish to take this opportunity to introduce **Pr. Hendjena Richard** to your organization to start his field data collection for academic purposes.

Pr. Hendjena is a PhD in leadership student who has now reached a stage where he has been given permission by the school to go to the field for data collection. As a PhD, level student, one of the requirements of finalizing his studies at the Adventist University of Africa (AUA), is to write his research dissertation to chapter five, which is an academic research paper, in order to fulfil his academic requirement before graduation.

The title of the study is **Influence of Transformational Leadership on church and institutions personnel in Cameroon Union Mission of Seventh-day Adventist Church**

The purpose of this research work therefore, is to generate evidence that the transformational leadership influences personnel performance in Cameroon Union Mission.

It is, therefore, with this in view that AUA is requesting permission from your office to allow Pr. Richard Hendjena to conduct the interviews and collect the needed data to complete his research assignment within his area of interest to qualify him to graduate from this institution.

The Adventist University of Africa will greatly appreciate any support and/or assistance accorded to this researcher in light of the purpose stated above.

Thanking you in advance for your help in this regard.



Prof. Musa Nyakora, PhD.
HOD, Social Sciences and Program Leader for MA and PhD in Leadership Programs.
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Eglise Adventiste
du Septième Jour

Union Mission du Cameroun

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Yaoundé, le 28 mars 2022

Au
Pasteur HENDJENA TCHANAGA Richard

Objet : Autorisation de collecte de données

Cher Pasteur Hendjena,

Je viens par la présente vous autoriser à descendre dans les différents champs de notre Union pour la collecte des données dans le cadre de vos études académiques, portant sur le thème : « Perceived Influence of Transformational Leadership on Seventh-Day Adventist Church and Institutions Staff Performance in Cameroon Union Mission ».

Tout en vous souhaitant du succès dans vos recherches je vous prie de bien vouloir accepter mes salutations fraternelles en Jésus-Christ.



Alvando Mungano Valère J
Pasteur Adventiste

APPENDIX B
QUESTIONNAIRES

QUESTIONNAIRE FOR SUBORDINATES

ADVENTIST UNIVERSITY OF AFRICA
School of Postgraduate Studies
Questionnaire

Dear Research Participant

I am a PhD student in Leadership at Adventist University of Africa (AUA); I am undertaking an academic research **is Influence of Transformational Leadership on church and institutions personnel in Cameroon Union Mission of Seventh-day Adventist Church.** Kindly respond to the items on the questionnaire frankly and honestly. There are no right or wrong answers; simply respond based on your current knowledge and experience. Thank you very much for your time and cooperation. We greatly appreciate your assistance in furthering this research endeavor.

Hendjena Tchanaga Richard

SECTION 1: DEMOGRAPHIC DATA

Please tick in the most appropriate box. [✓]

1. Kindly indicate your gender:

Male []

Female []

2. What is your age bracket?

20 to 30 Years []; 31 to 40 Years []; 41 to 50 Years []; Above 50 Years []

3. What is your level in the organization?

Pastors []; Teachers []; Medical doctors []; Nurses; []; other personnel []

4. How long have you served in this organization?

Less than 5 years []; 5-10 years []; 11-15 years []; 16-20 years []; 21 years or more []

5. Highest level of education attained

University level []; Secondary school level []; other []

SECTION 2: Levels of agreement

In the Table below, Please indicate your appropriate response to the statements given by ticking

[√] in the correct box.

1- Strongly disagree (SD); 2- Disagree (D); 3- Neither/Nor Agree (N/NA); 4- Agree (A); 5- Strongly agree (SA)

Statement			Levels of agreement				
Attribut es		Idealized Influence	S D	D	N/ NA	A	S A
Ethical	01	My leader engages in acts and behaviors that benefit others and at the same time refrains from behaviors that can cause any harm to others.					
	02	My leader promotes ethical conduct by practicing and holding everyone accountable for it within the organization.					
	03	My leader demonstrates appropriate conduct through personal actions and interpersonal relationships.					
	04	My leader is fair and just as decision maker, ethically principled, caring, and altruistic.					
	05	My leader talks strongly about ethics in his/her messages to his/her followers using reinforcement mechanisms.					
Role Model	01	My leader is clear about his/her own values, philosophy, and leads by example, always exhibits commitment, loyalty and support of the organization's values and its management team.					
	02	My leader understands and continuously seeks to improve the policies, processes and procedures of the organization to ensure customer satisfaction and performance excellence.					
	03	My leader is sensitive to personnel needs, creating a nurturing environment in which they can grow, develop and prosper.					
	04	My leader also follows through on his/her promises and commitments and affirms the					

		common values he/she shares with others.					
	05	My leader attends work unit meetings regularly and participates in opportunities for discussions between personnel, peers, subordinates and superiors.					
Trust-worthy	01	My leader acts always in the interest of the greater good of personnel, even if that means going against the prevailing trend.					
	02	My leader helps others to become better, improves their lives and always invest in relationships with them.					
	03	My leader listens with an open heart and mind to lead the organization to greater levels of success.					
	04	My leader knows that difficult situations will arise, and prepares himself/herself to face them with his/her personnel and going through it together.					
	05	My leader demonstrates willingness to take charge when everything is falling apart and to the blame when things go wrong.					
Team Player	01	My leader understands his/her role within the team and works to achieve his/her duties to the best of his/her ability.					
	02	My leader welcomes collaboration by listening to all ideas before pushing his/her own and remaining respectful.					
	03	My leader holds himself/herself accountable for his/her mistakes and looks for solutions.					
	04	My leader is flexible and ready to allow personnel to learn more at every opportunity as a chance to learn.					
	05	My leader maintains a positive attitude even during stressful times and helps the rest of the teamwork through that difficult time without getting upset.					
		Inspirational motivation					
Visionary	01	My leader is able to mobilize others in an organized way to carry out his/her vision of how things should be.					
	02	My leader is passionate about this organization and drives the work to the goals with enthusiasm.					
	03	My leader remains committed to the goal and ensures that followers remain focused on the end goal.					
	04	My leader takes into account the opinions of others, needs to be able to collaborate, and takes advice where it comes, as well as rely on					

		teamwork.					
	05	My leader rallies personnel to support his/her dream and puts safeguards in place for ensuring minimizing the risk of failure.					
Optimistic	01	My leader derives business value from active coping, looks beyond the bad news towards future, and is solution focused.					
	02	My leader balances the positive and the negative and communicates more engaging and positive stories about what the organizational future could look like.					
	03	My leader allows regular renewal, interrupts negative trains of thought, and heightens powers of appreciation.					
	04	My leader donates his/her time and energy to be available to personnel, demonstrates and practices a spirit of altruism.					
	05	My leader regularly thanks his/her personnel for their work and lets them know that he/she appreciates their efforts and values their commitments.					
Confident	01	My leader displays a sense of power and confidence, makes others to feel good to be around him, and others are proud to be associated with him.					
	02	My leader has better relationships with personnel; he/she entertains positive, productive relationships.					
	03	My leader sets goals, is motivated to accomplish them, believes that the work he/she does is important, and makes a difference in the organization.					
	04	My leader confidently forges into the unknown, learns from mistakes.					
	05	My leader accepts feedback from others, puts their ideas into action.					
Stimulating	01	My leader engages and motivates personnel to identify themselves to the organization's goals and helps them to fulfill these goals.					
	02	My leader exudes and communicates excellence, takes the time honestly and with integrity focusing on the value of the personnel and the task.					
	03	My leader shows enthusiasm, stimulates teamwork, and points out positive results, advantages emphasizing personnel stimulation.					
	04	My leader creates a strong sense of determination among personnel.					
	05	My leader aligns individual and organizational					

		objectives, thus making the achievement of organizational objectives an attractive means of achieving personal objectives.					
		Intellectual Stimulation					
Arouses awareness	01	My leader arouses in the followers' awareness of problems solving.					
	02	My leader energizes, intellectually stimulates the personnel, and promotes intelligence, rationality, and careful problem solving.					
	03	My leader is able to foster an environment where personnel develop their own solutions to both challenge and support his/her personnel.					
	04	My leader determines each individual's readiness, before he/she can give the appropriate level of challenge and support.					
	05	My leader facilitates the critical thinking skills of the personnel and promotes a culture where personnel are active thinkers and become more involved in the organization.					
Creative and innovative	01	My leader encourages personnel to approach problems in new and creative ways, enhances generative thinking by encouraging personnel to think "out of the box", and to apply exploratory thinking processes.					
	02	My leader is able to both think and influence others to create new and better ideas to move towards positive results.					
	03	My leader is able to create and realize innovative solutions especially in the face of structurally complex and challenging situations.					
	04	My leader encourages personnel to generate new ideas and creative solutions to challenge their own traditions, beliefs and express themselves openly without fear of negative interpersonal consequences.					
	05	My leader makes all the personnel feel a sense of worth, security, and acceptance that allows them to give much more of their talents and creativity to the organization.					
Empowerment	01	My leader grants the power to the personnel to perform their various acts or duties in the organization.					
	02	My leader gives personnel greater authority and responsibility so that they can be able for making influential decisions for the envisioned growth of the organization.					
	03	My leader focuses on empowering personnel to believe in their abilities and supports their					

		intellectual development to solve problems.					
	04	My leader uses effective empowerment to help personnel to add value to the organization beyond simply replicating the actions of their supervisor.					
	05	My leader empowers the personnel to learn, apply, and share lessons from personal experience, instead of solely mirroring their leader.					
Independence	01	My leader behaves and acts as a good parent encouraging independence of the personnel rather than dependency.					
	02	My leader encourages personnel to think independently, analyze their problems from numerous angles, and explore new and better solutions without constraint.					
	03	My leader sets personnel free from the blind unquestioning trust and obedience by allowing them to think and decide by themselves.					
	04	My leader gives freeway to be involved within the organizational decision making processes at all levels.					
	05	My leader encourages personnel to propose freely solutions to the challenges encountered in the line of duties.					
		Individualized consideration					
Individual needs	01	My leader considers each member of personnel as an individual, and pays special attention to each of his/her need for achievement and growth.					
	02	My leader focuses on individual needs by seeking to develop every aspect of the personnel.					
	03	My leader recognizes that followers vary in their need for achievement and developmental requirements; he/she fulfills needs on an individual basis through mentoring, caring and empathic behaviors.					
	04	My leader cares about the wishes, needs, values and abilities in the right way; and knows what motivates any of his personnel member individually.					
	05	My leader demonstrates acceptance of individual differences and assigns tasks in accordance with the personal affinities of personnel.					
	01	My leader focuses on the development and training of personnel that create promotion opportunities, and stimulates personnel to					

Teacher		achieved desired organizational outcomes.					
	02	My leader through teaching demonstrates high concern for his/her personnel, treats them as individuals, and gets to know well about them and listens to both their concerns and ideas.					
	03	My leader considers and treats the personnel as important contributors to the organization and cares to their needs of growth.					
	04	My leaders gives teachings with focus to shape personnel skills and abilities in order to reach the desired organizational goal.					
	05	My leader through teachings builds high-potential leaders of future generation.					
Coach	01	My leader spends time to coaching personnel to attain the expected organizational goals.					
	02	My leader uses coaching to develop personnel to reach successively greater levels and offers new learning opportunities and supportive climate.					
	03	My leader enhances personnel self-esteem, competencies such as knowledge, skills, abilities, behaviors, and attitudes.					
	04	My leader is emphatic of each person situation and background.					
	05	My leader coaches mindsets and behaviors by synthesizing them to create the highest personnel organizational performance.					
Mentor	01	My leader willingly shares skills, knowledge, and expertise.					
	02	My leader exhibits the personal attributes that takes to successful development of personnel in the organization.					
	03	My leader is knowledgeable, compassionate, possesses the attributes of a good trainer, excellent communicator and is committed to help personnel to develop their strengths, beliefs, and personal attributes.					
	04	My leader is committed and open to experiment and learn new practices and values ongoing learning and growth of his/her own and of the personnel.					
	05	Colleagues and personnel in all levels of the organization respect my leader; and he/she sets a good example by showing how his/her personal habits are reflected by personal and professional goals.					

SECTION 3: PERSONNEL PERFORMANCE

Over the last five years, how have you been performing to the following effectiveness, efficiency, extra effort and productivity indices? In the Table below, Please indicate your appropriate response to the statements given by ticking [✓] in the correct box.

1- Strongly Disagree (SD); 2- Disagree (D); 3- Neither/Nor Agree (N/NA); 4- Agree (A); 5-Strongly Agree (SA)

Attribu tes		Statement	Levels of agreement				
			S D	D	N/ NA	A	S A
Effecti ve- ness	01	I feel able to think critically about organizational goals and adapt those goals accordingly.					
	02	I feel able to work with others to solve destructive conflicts rather than ignoring conflicts.					
	03	I feel able to achieve the standards with optimism and enthusiasm.					
	04	I have the skills the organization needs to accomplish the work.					
	05	I take advantage of all resources available and look for opportunities to improve efficiency.					
Efficie ncy	01	I do not have any problems with performing each day's tasks.					
	02	I show high level of reliability when performing tasks on the terrain field.					
	03	I am highly motivated for my work.					
	04	I am able to perform my work well with minimal time and effort and to set right priorities.					
	05	I can set goals and reach them without supervision.					
Extra effort	01	I feel able to take extra responsibilities.					
	02	I feel able to start new tasks myself when my old ones were finished.					
	03	I feel able to take on challenging work tasks, when available.					
	04	I am able to work at keeping my job knowledge up-to-date.					
	05	I am able to come up with creative solutions to solve new problem and to keep to look for new challenging in.					
	01	I keep in mind the results that I want to achieve					

Productivity		in my work.					
	02	I am able to separate main issues from side issues at work.					
	03	I am able to increase the outputs of my work.					
	04	I am able to work by minimizing obstacles.					
	05	I am able to get the best result out of the resources available.					

UNIVERSITE ADVENTISTE D'AFRIQUE
PROGRAMME D'ETUDES SUPERIEURES

Questionnaire pour les subordonnés en Français

Cher participant à la recherche,
Je suis doctorant en leadership à l'Université Adventiste d'Afrique à Nairobi au Kenya. J'entreprends une recherche universitaire intitulée : ***Influence du leadership transformationnel sur la Performance du Personnel de l'Église Adventiste du Septième Jour et des Institutions dans l'Union Mission du Cameroun.*** Veuillez répondre aux questions ci-dessous dans les espaces prévus en donnant librement votre opinion. Il n'y a pas de bonnes ou de mauvaises réponses; répondez simplement en fonction de vos connaissances et de votre expérience actuelle. Merci beaucoup pour votre temps et votre coopération. J'apprécie grandement votre aide dans la poursuite de cet effort de recherche.

Hendjena Tchanaga Richard

SECTION 1: DONNEES DEMOGRAPHIQUES

Veuillez indiquer votre réponse en cochant ☒ la case correspondante

1. Bien vouloir indiquer votre genre:

Masculin [] ;

Féminin []

2. Quel est votre âge?

De 20 à 30 ans [] ; 31 à 40 ans [] ; 41 à 50 ans [] ; Plus de 50 ans []

3. Fonction au sein de l'organisation: Pasteur [] ; Enseignant [] ; Médecin [] ;
Infirmier []

[] ; autre employé [] .

4. Expérience en tant qu'employé en années: Moins de 5 [] ; de 5 à 10 [] ; de 11 à 15 [] ;

de 16 à 20 [] ; de 21 et plus []

5. Le plus haut niveau d'étude: Niveau universitaire [] ; Niveau secondaire [] ;
Autre [] .

SECTION 2 : Les Niveaux d'accord

Dans le tableau ci-dessous cochez l'affirmation qui vous convient selon les

indications suivantes: Pas du tout d'accord (PDD); Pas d'accord (PDA) ; Neutre (N);

D'accord (DA) ; Très d'accord (TDA). Les affirmations : PDD, PDA, N, DA, TDA

Déclaration			Niveau d'Accord				
Attributs	Influence idéalisée		P D D	P D A	N	D A	T D A
Ethique	01	Mon leader s'engage dans des actes et des comportements qui profitent aux autres et en même temps s'abstient de ceux qui peuvent causer du tort aux autres.					
	02	Mon leader promeut une conduite éthique en pratiquant et en gérant consciemment l'éthique et en prend chacun responsable au sein de l'organisation.					
	03	Mon leader démontre une conduite appropriée à travers des actions personnelles et des relations interpersonnelles.					
	04	Mon leader est juste et tout aussi décideur, éthique, attentionné et altruiste.					
	05	Mon leader parle fortement d'éthique dans ses messages à ses partisans, utilise des mécanismes de renforcement.					
Modèle	01	Mon leader est clair sur ses propres valeurs, sa philosophie et donne l'exemple, fait toujours preuve d'engagement, de loyauté et de soutien aux valeurs de l'organisation.					
	02	Mon leader comprend et cherche continuellement à améliorer les politiques, les processus et les procédures de l'organisation.					
	03	Mon leader est sensible aux besoins du personnel, créant un environnement stimulant dans lequel ils peuvent grandir, se développer et prospérer.					
	04	Mon leader donne également suite à ses promesses et engagements et affirme les valeurs communes qu'il partage avec les autres.					
	05	Mon leader assiste régulièrement aux réunions de l'unité de travail et participe aux occasions de discussions entre le personnel, ses pairs, ses subordonnés et ses supérieurs.					
Digne de	01	Mon chef agit toujours dans l'intérêt du plus grand bien du personnel, quitte à aller à contre-courant.					
	02	Mon leader aide les autres à devenir meilleurs, améliore leur vie et investit toujours dans des relations avec eux.					
	03	Mon leader écoute avec un cœur et un esprit					

confiance		ouverts pour mener l'organisation à des niveaux plus élevés de succès.					
	04	Mon leader sait que des situations difficiles peuvent survenir et se prépare à y faire face avec son personnel.					
	05	Mon leader fait preuve de volonté de prendre les choses en main lorsque tout s'écroule et de blâmer lorsque les choses tournent mal.					
Joueur d'équipe	01	Mon leader comprend son rôle au sein de l'équipe et s'efforce d'accomplir ses tâches au mieux de ses capacités tout en aidant les autres membres de l'équipe.					
	02	Mon leader accueille favorablement la collaboration en écoutant toutes les idées avant de donner les siennes tout en restant respectueux.					
	03	Mon leader se tient responsable de ses erreurs et cherche des solutions.					
	04	Mon leader est flexible et donne la chance au personnel d'apprendre à chaque occasion.					
	05	Mon leader maintient une attitude positive même pendant les périodes de stress aidant le reste de l'équipe à traverser cette période difficile sans se fâcher.					
		Motivation inspirante					
Visionnaire	01	Mon leader est capable de mobiliser les autres de manière organisée pour réaliser sa vision de la façon dont les choses devraient être.					
	02	Mon leader est passionné par cette organisation et conduit le travail vers les objectifs avec enthousiasme.					
	03	Mon leader reste attaché à l'objectif et s'assure aussi que le personnel reste concentré sur l'objectif final.					
	04	Mon leader prend en compte les opinions des autres, collabore et reçoit des conseils qui viennent des autres.					
	05	Mon leader mobilise le personnel pour soutenir son rêve et met en place des garde-fous pour minimiser le risque d'échec.					
Optimiste	01	Mon leader cherche à s'engager dans la situation plutôt que de s'en détourner et regarde au futur au-delà des mauvaises nouvelles en cherchant des solutions.					
	02	Mon leader équilibre le positif et le négatif et pratique une communication plus engageante sur ce à quoi pourrait ressembler l'avenir de l'organisation.					
	03	Mon leader permet un renouvellement régulier, interrompt les pensées négatives et augmente les pouvoirs d'appréciation.					
	04	Mon leader donne de son temps et de son énergie					

		pour être disponible pour le personnel démontrant et pratiquant un esprit d'altruisme.					
	05	Mon leader remercie régulièrement ses collaborateurs pour leur travail et leur fait savoir qu'il apprécie leurs efforts et apprécie leurs engagements.					
Confi ant	01	Mon leader affiche un sentiment de pouvoir et de confiance de sorte que les autres se sentent bien autour de lui.					
	02	Mon leader entretient des relations meilleures, positives et productives avec le personnel.					
	03	Mon leader fixe des objectifs, les accomplit et croit que le travail qu'il fait est important et fait la différence dans l'organisation.					
	04	Mon leader se lance avec confiance dans l'inconnu et apprend de ses erreurs.					
	05	Mon leader accepte les avis des autres et met leurs idées en pratique.					
Stimu lant	01	Mon leader engage et motive le personnel à s'identifier aux objectifs de l'organisation et les aide à atteindre ces objectifs.					
	02	Mon leader respire et communique l'excellence, prend le temps avec honnêteté, intégrité et se concentrer sur la valeur du personnel et de la tâche.					
	03	Mon leader fait preuve d'enthousiasme, stimule le travail d'équipe et souligne les résultats positifs, les avantages mettant l'accent sur les objectifs de stimulation du personnel.					
	04	Mon leader crée un fort sentiment de détermination parmi le personnel.					
	05	Mon leader organise les objectifs individuels et organisationnels les rendant attrayant afin d'atteindre les objectifs personnels.					
		Stimulation Intellectuelle					
Eveill e la consci ence	01	Mon leader éveille chez le personnel la prise de conscience des problèmes et de la façon dont ils peuvent être résolus.					
	02	Mon leader dynamise, stimule intellectuellement le personnel et favorise la résolution minutieuse des problèmes.					
	03	Mon leader est capable de favoriser un environnement où le personnel développe ses propres solutions.					
	04	Mon leader détermine l'état de préparation de chaque individu, avant qu'il/elle puisse donner le niveau approprié de défi et de soutien.					
	05	Mon leader facilite les compétences de pensée critique du personnel et promeut une culture où le personnel pense activement et s'implique davantage					

		dans l'organisation.					
Créatif et innovant	01	Mon leader encourage le personnel à aborder les problèmes de manière nouvelle et créative en améliorant la pensée générative et appliquant des processus de réflexion exploratoire.					
	02	Mon leader est capable à la fois de penser et d'influencer les autres pour créer de nouvelles et meilleures idées pour aller vers des résultats positifs.					
	03	Mon leader est capable de créer et de réaliser des solutions innovantes, en particulier face à des situations structurellement complexes et difficiles.					
	04	Mon leader encourage le personnel à générer de nouvelles idées et des solutions créatives pour remettre en question leurs propres traditions, croyances et s'exprimer ouvertement sans crainte de conséquences interpersonnelles négatives.					
	05	Mon leader donne à tout le personnel un sentiment de valeur, de sécurité et d'acceptation qui leur permet de donner beaucoup plus de leurs talents et de leur créativité à l'organisation.					
Responsabilisation	01	Mon leader accorde le pouvoir au personnel d'exercer leurs diverses fonctions dans l'organisation.					
	02	Mon leader donne au personnel une plus grande autorité dans la prise de décisions qui influencent la croissance envisagée de l'organisation.					
	03	Mon leader se concentre sur l'autonomisation du personnel à croire en leurs capacités et soutient leur développement intellectuel pour résoudre les problèmes.					
	04	Mon leader utilise l'autonomisation efficace pour aider le personnel à ajouter de la valeur à l'organisation au-delà de la simple reproduction des actions de leur superviseur.					
	05	Mon leader permet au personnel d'apprendre, d'appliquer et de partager les leçons de son expérience personnelle, au lieu de refléter uniquement son leader.					
Indépendance	01	Mon leader se comporte et agit comme un bon parent encourageant l'indépendance du personnel.					
	02	Mon leader encourage le personnel à penser de manière indépendante, à analyser leurs problèmes à explorer de nouvelles et meilleures solutions sans contrainte.					
	03	Mon leader libère le personnel de la confiance et de l'obéissance aveugles et leur permet de penser et de décider par eux-mêmes.					
	04	Mon leader donne la liberté au personnel de					

		s'impliquer dans les processus de prise de décision à tous les niveaux.					
	05	Mon leader encourage le personnel à proposer librement des solutions aux défis rencontrés dans l'exercice de leurs fonctions.					
		Considération Individualisée					
Besoins individuels	01	Mon leader considère chaque membre du personnel comme un individu et accorde une attention particulière à chacun de ses besoins.					
	02	Mon leader se concentre sur les besoins individuels en cherchant à développer chaque aspect du personnel.					
	03	Mon leader reconnaît que le personnel varie dans ses besoins de réussite et de développement et agit en tant que mentor en affichant des comportements bienveillants et empathiques.					
	04	Mon leader se soucie des souhaits, des besoins, des valeurs et des capacités de la bonne manière ; et sait ce qui motive chacun des membres de son personnel individuellement.					
	05	Mon leader fait preuve d'acceptation des différences individuelles et assigne les tâches en fonction des affinités personnelles de chacun.					
Enseignant	01	Mon leader se concentre sur le développement et la formation du personnel qui créent des opportunités de promotion.					
	02	À travers l'enseignement, mon leader démontre une grande préoccupation pour son personnel, les traite comme des individus, apprend à bien les connaître.					
	03	Mon leader considère et traite le personnel comme d'importants contributeurs à l'organisation et se soucie de leurs besoins de croissance.					
	04	Mon leader dispense des enseignements axés sur la formation des compétences et des capacités du personnel afin d'atteindre l'objectif organisationnel souhaité.					
	05	Mon leader à travers ses enseignements construit des leaders à haut potentiel de la génération future.					
Entraîneur	01	Mon leader passe du temps à entraîner le personnel pour atteindre les objectifs organisationnels attendus.					
	02	Mon leader utilise l'entraînement pour développer le personnel à des niveaux de plus en plus élevés grâce à de nouvelles opportunités d'apprentissage et un climat de soutien.					
	03	Mon leader à travers l'entraînement cherche à améliorer l'estime de soi du personnel, les compétences telles que la connaissance, les aptitudes, les capacités, les comportements et les					

		attitudes.					
	04	Mon leader est empathique et insiste sur la situation et le contexte de chaque personne.					
	05	Mon leader entraîne les mentalités et les comportements en les synthétisant pour créer la meilleure performance organisationnelle du personnel.					
Mentor	01	Mon leader partage volontiers ses compétences, ses connaissances et son expertise.					
	02	Mon leader présente les qualités personnelles nécessaires qui contribuent au développement du personnel dans l'organisation.					
	03	Mon leader est compétent, compatissant, possède les qualités d'un bon formateur, d'un excellent communicateur et s'engage à aider le personnel à développer ses propres forces, croyances et qualités personnelles.					
	04	Mon leader est engagé et ouvert à l'expérimentation de nouvelles pratiques et valorise sa croissance continue et celle de son personnel.					
	05	Les collègues et le personnel à tous les niveaux de l'organisation respectent mon leader et il donne le bon exemple.					

Section 3 : La performance du personnel

Dans le tableau ci-dessous cochez l'affirmation qui vous convient selon les indications suivantes: Pas du tout d'accord (PDD); Pas d'accord (PDA) ; Neutre (N); D'accord (DA) ; Très d'accord (TDA). Les affirmations : PDD, PDA, N, DA, TDA

Attributs		Déclaration	Niveaux d'accord				
			PDD	PDA	N	DA	TDA
Effectivité	01	Je me sens capable d'avoir une réflexion critique sur les objectifs organisationnels et d'adapter ces objectifs en conséquence.					
	02	Je me sens capable de travailler avec les autres pour résoudre des conflits destructeurs plutôt que d'ignorer les conflits.					
	03	Je me sens capable d'atteindre les standards avec optimisme et enthousiasme.					
	04	J'ai les compétences dont l'organisation a besoin pour accomplir le travail.					
	05	Je profite de toutes les ressources disponibles et cherche des opportunités pour améliorer l'efficacité.					

Efficacité	01	Je n'ai aucun problème à effectuer les tâches quotidiennes.					
	02	Je montre un niveau de fiabilité lors de l'exécution de tâches sur le terrain					
	03	Je suis très motivé pour faire mon travail.					
	04	Je suis capable de bien accomplir mon travail avec un minimum de temps et d'efforts et de fixer les bonnes priorités.					
	05	Je peux me fixer des objectifs et les atteindre sans supervision.					
Effort supplémentaire	01	Je me sens capable de prendre des responsabilités supplémentaires.					
	02	Je me sens capable de commencer moi-même des nouvelles tâches une fois les anciennes terminées.					
	03	Je me sens capable d'effectuer des tâches professionnelles difficiles lorsque je suis disponible.					
	04	Je suis capable de travailler à maintenir mes connaissances professionnelles à jour.					
	05	Je suis capable de trouver des solutions créatives pour résoudre de nouveaux problèmes et de continuer à faire face à de nouveaux défis.					
Productivité	01	Je garde à l'esprit les résultats que je veux atteindre dans mon travail.					
	02	Je suis capable de séparer les problèmes principaux des problèmes secondaires au travail.					
	03	Je suis capable d'augmenter les rendements de mon travail.					
	04	Je suis capable de travailler en minimisant les obstacles.					
	05	Je suis capable d'obtenir le meilleur résultat avec les ressources disponibles.					

SECTION 4: INFORMED CONSENT

Dear Participant,

My name is Hendjena Tchanaga Richard. I am a student at the Adventist University of Africa pursuing my study in Leadership PhD. I am conducting a study on is” **Influence of Transformational Leadership on church and institutions personnel in Cameroon Union Mission (CMUM) of Seventh-day Adventist Church.**” Your contribution is very important and therefore I am inviting you to participate in this research. Before agreeing to participate in this research, I strongly encourage you to read the purpose and other details of the study.

Purpose of the Study: This study is to analyze the perceived influence of transformational leadership on Seventh-day Adventist Church and institutions in Cameroon Union Mission.

The findings will help me makes some useful recommendations to SDA Church Administrators, to institutions leaders and followers as well.

Risk and Discomfort: There is no anticipated risk or discomfort of your participation in the study.

Benefits: The anticipated benefit of your participation is the opportunity to contribute to knowledge about personnel performance in CMUM.

Confidentiality: The information gathered during this study will remain confidential, your identity will not be revealed and all the responses received will be coded and summed to protect your personal identity. Only the research team will have access to the study data and information.

Withdrawal without Prejudice: Please note that your participation in this study is voluntary and you may withdraw at any time without any penalty.

If you have complaints or concerns about this research, please contact the Office of the Director of Research and Grant Development at the Adventist University of Africa via e-mail<ganuj@aua.ac.ke>

Consent: Please sign below if you agree to participate. Your signature below indicates that you have decided to participate in this study, and that you have read and understood the information provided above. Thank you for your valuable time!

Signature _____ Date _____

QUESTIONNAIRE FOR TOP AND MIDDLE MANAGERS

ADVENTIST UNIVERSITY OF AFRICA School of Postgraduate Studies Questionnaire

Dear Research Participant

I am a PhD student in Leadership at Adventist University of Africa (AUA); I am undertaking an academic research titled *Perceived Influence of Transformational Leadership on Seventh-Day Adventist Church and Institutions Personnel Performance in Cameroon Union Mission*. Kindly respond to the questions below in the provided spaces by giving freely your opinions. There are no right or wrong answers; simply respond based on your current knowledge and experience. Thank you very much for your time and cooperation. I greatly appreciate your assistance in furthering this research endeavor.

Hendjena Tchanaga Richard

SECTION 1: DEMOGRAPHIC DATA

Please tick in the most appropriate box. [✓]

1. Kindly indicate your gender:

Male []

Female []

2. What is your age bracket?

20 to 30 Years []

31 to 40 Years []

41 to 50 Years []

Above 50 Years []

3. What is your level (position) in the organization?

President []

Executive Secretary []

Treasurer []

Principal []

Hospital/Health Center Director []

Business Manager []

]

4. How long have you served in this organization?

Less than 5 years []

5-10 years []

11-15 years []

16-20 years []

21 years or more []

5. Highest level of education attained

University level []

Secondary school level []

Other []

SECTION 2: Top and Middle Managers Opinions

- 1) How do you think an ethical, role model, trustworthy and team player leader can influence positively the personnel performance in SDA Church and institutions in CMUM?

- 2) In your view, how can a visionary, optimistic, confident and stimulating leader influence positively the personnel performance in SDA Church and institutions in CMUM?

- 3) According to you, how does a leader who arouses awareness, creates, innovates, empowers the subordinates and allows their independence can enhance personnel performance in SDA Church and institutions in CMUM?

-
-
- 4) According to you, how does a leader who considers individual needs of subordinates, teaches, mentors and coaches them influence positively personnel performance in SDA Church and institutions in CMUM?

-
-
-
-
-
- 5) In your view, what does a leader do to boost the effectiveness, efficiency, extra effort, and productivity of the subordinates in SDA Church and institutions in CMUM?

SECTION 4: INFORMED CONSENT

Dear Participant,

My name is Hendjena Tchanaga Richard. I am a student at the Adventist University of Africa pursuing my study in Leadership PhD. I am conducting a study on “Influence of Transformational Leadership on church and institutions personnel in Cameroon Union Mission (CMUM) of Seventh-day Adventist Church.” Your contribution is very important and therefore I am inviting you to participate in this research. Before agreeing to participate in this research, I strongly encourage you to read the purpose and other details of the study.

Purpose of the Study: This study is to analyze the perceived influence of transformational leadership on Seventh-day Adventist Church and institutions in Cameroon Union Mission.

The findings will help me makes some useful recommendations to SDA Church Administrators, to institutions leaders and followers as well.

Risk and Discomfort: There is no anticipated risk or discomfort of your participation in the study.

Benefits: The anticipated benefit of your participation is the opportunity to contribute to knowledge about personnel performance in CMUM.

Confidentiality: The information gathered during this study will remain confidential, your identity will not be revealed and all the responses received will be coded and summed to protect your personal identity. Only the research team will have access to the study data and information.

Withdrawal without Prejudice: Please note that your participation in this study is voluntary and you may withdraw at any time without any penalty.

If you have complaints or concerns about this research, please contact the Office of the Director of Research and Grant Development at the Adventist University of Africa via e-mail<ganuj@aua.ac.ke>

Consent: Please sign below if you agree to participate. Your signature below indicates that you have decided to participate in this study, and that you have read and understood the information provided above. Thank you for your valuable time!

Signature _____ Date _____

UNIVERSITE ADVENTISTE D’AFRIQUE
PROGRAMME D’ETUDES SUPERIEURES

Questionnaire aux cadres supérieurs et intermédiaires en Français

Cher participant à la recherche,

Je suis doctorant en leadership à l'Université Adventiste d'Afrique à Nairobi au Kenya. J'entreprends une recherche universitaire intitulée : ***Influence du leadership transformationnel sur la Performance du Personnel de l'Église Adventiste du Septième Jour et des Institutions dans l'Union Mission du Cameroun.*** Veuillez répondre aux questions ci-dessous dans les espaces prévus en donnant librement votre opinion. Il n'y a pas de bonnes ou de mauvaises réponses; répondez simplement en fonction de vos connaissances et de votre expérience actuelle. Merci beaucoup pour votre temps et votre coopération. J'apprécie grandement votre aide dans la poursuite de cet effort de recherche.

SECTION 1: DONNEES DEMOGRAPHIQUES

Veuillez indiquer votre réponse en cochant ☒ la case correspondante

1. Bien vouloir indiquer votre genre:

Masculin [] ;

Féminin []

2. Quel est votre âge?

De 20 à 30 ans [] ; 31 à 40 ans [] ; 41 à 50 ans [] ; Plus de 50 ans []

3. Fonction au sein de l'organisation: Président [] ; Secrétaire Exécutif [] ;
Trésorier [] ; Principal [] ; Directeur hôpital/Chef centre de santé [] ; Administrateur financier []

4. Expérience en tant qu'employé en années: Moins de 5 [] ; de 5 à 10 [] ; de 11 à 15 [] ;

de 16 à 20 [] ; de 21 et plus []

5. Le plus haut niveau d'étude : Niveau universitaire [] ; Niveau secondaire [] ; Autre [] .

Section 2 : Opinions des cadres supérieures et intermédiaires

- 1) Comment pensez-vous qu'un leader éthique, modèle, digne de confiance et joueur d'équipe peut influencer positivement la performance du personnel dans l'église adventiste du septième jour et institutions dans l'Union Mission du Cameroun ?

- 2) De votre point de vue, comment un leader visionnaire, confiant et stimulant peut-il influencer positivement la performance du personnel dans l'église adventiste du septième jour et institutions dans l'Union Mission du Cameroun ?

- 3) Selon vous, comment un leader sensible, créateur, innovateur, responsable et qui permet l'autonomie du personnel, peut-il améliorer la performance du personnel dans l'église adventiste du septième jour et institutions dans l'Union Mission du Cameroun ?

-
-
- 4) Selon vous, comment un leader qui prend en compte les besoins individuels de ses subordonnés, qui les enseigne, les encadre, et les coach, peut-il influencer positivement la performance du personnel dans l'église adventiste du septième jour et institutions dans l'Union Mission du Cameroun ?

- 5) A votre avis, que doit faire un leader pour augmenter l'effectivité, l'efficacité, les efforts supplémentaires et la productivité de ses subordonnés dans l'église adventiste du septième jour et institutions dans l'Union Mission du Cameroun ?

SECTION 4: CONSENTEMENT ÉCLAIRÉ

Cher Participant,

Je m'appelle Hendjena Tchanaga Richard. Je suis étudiant à l'Université Adventiste d'Afrique poursuivant mes études en doctorat en leadership. Je mène une étude sur « L'Influence du Leadership Transformationnel sur La Performance du Personnel de l'Église adventiste du Septième Jour et des Institutions dans l'Union Mission du Cameroun (UMCM) ».

Votre contribution est très importante et je vous invite donc à participer à cette recherche. Avant d'accepter de participer à cette recherche, je vous encourage fortement à lire le but et les autres détails de l'étude.

Objectif de l'étude : Cette étude consiste à analyser l'influence perçue du leadership transformationnel sur l'Église adventiste du septième jour et les institutions de l'Union Mission du Cameroun.

Les résultats m'aideront à faire des recommandations utiles aux administrateurs de l'Église Adventiste, ainsi qu'aux dirigeants des institutions ainsi qu'aux personnels.

Risques et inconforts : Il n'y a pas de risques ou d'inconforts reconnaissables qui sont attendus de votre participation à l'étude.

Avantages : L'avantage attendu de votre participation est l'opportunité de contribuer à la connaissance de la performance du personnel au sein de la CMUM.

Confidentialité : Les informations recueillies au cours de cette étude resteront confidentielles, votre identité ne sera pas révélée et toutes les réponses reçues seront codées et additionnées pour protéger votre identité personnelle. Seule l'équipe de recherche aura accès aux données et informations de l'étude.

Retrait sans préjudice : Veuillez noter que votre participation à cette étude est volontaire et que vous pouvez vous retirer à tout moment sans aucune pénalité.

Si vous avez des plaintes ou des préoccupations concernant cette recherche, veuillez contacter le Bureau du directeur de la recherche et du développement des subventions à l'Université Adventiste d'Afrique par e-mail <ganuj@aia.ac.ke>

Consentement : Veuillez signer ci-dessous si vous acceptez de participer. Votre signature ci-dessous indique que vous avez décidé de participer à cette étude et que vous avez lu et compris les informations fournies ci-dessus. Merci pour votre temps précieux!

Signature _____ Date _____

APPENDIX C
STATISCAL ANALYSES

Idealized Influence

Statement	SD	D	N/NA	A	SA	Mean	Std Dev
My leader engages in acts and behaviors that benefit others and at the same time refrains from behaviors that can cause any harm to others.	5,1	15,2	7,1	50,5	22,2	3,70	1,126
My leader promotes ethical conduct by practicing and holding everyone accountable for it within the organization.	3	12,1	6,6	52,5	25,8	3,86	1,033
My leader demonstrates appropriate conduct through personal actions and interpersonal relationships.	3	9,6	7,6	51	28,8	3,93	1,010
My leader is fair and just as decision maker, ethically principled, caring, and altruistic.	4,5	16,2	7,6	49,5	22,2	3,69	1,123
My leader talks strongly about ethics in his/her messages to his/her followers using reinforcement mechanisms.	2	11,6	6,6	53,5	26,3	3,90	,985
My leader is clear about his/her own values, philosophy, and leads by example, always exhibits commitment, loyalty and support of the organization's values and its management team.	3,5	13,1	5,6	42,4	35,4	3,93	1,120
My leader understands and continuously seeks to improve the policies, processes and procedures of the organization to ensure customer satisfaction and performance excellence.	4,5	13,6	7,1	50,5	24,2	3,76	1,103
My leader is sensitive to personnel needs, creating a nurturing environment in which they can grow, develop and prosper.	6,6	16,7	5,1	42,4	29,3	3,71	1,235

My leader also follows through on his/her promises and commitments and affirms the common values he/she shares with others.	1	22,7	7,1	51	18,2	3,63	1,058
My leader attends work unit meetings regularly and participates in opportunities for discussions between personnel, peers, subordinates and superiors.	3	11,1	2	50,5	33,3	4,00	1,037
My leader acts always in the interest of the greater good of personnel, even if that means going against the prevailing trend.	7,1	22,2	9,6	42,4	18,7	3,43	1,223
My leader helps others to become better, improves their lives and always invest in relationships with them.	6,6	23,2	7,1	41,9	21,2	3,48	1,241
My leader listens with an open heart and mind to lead the organization to greater levels of success.	5,6	12,1	7,6	51,5	23,2	3,75	1,111
My leader knows that difficult situations will arise, and prepares himself/herself to face them with his/her personnel and going through it together.	4,5	15,7	11,6	43,9	24,2	3,68	1,138
My leader demonstrates willingness to take charge when everything is falling apart and to the blame when things go wrong.	3,5	13,6	7,1	45,5	30,3	3,85	1,105
My leader understands his/her role within the team and works to achieve his/her duties to the best of his/her ability.	2	13,6	5,1	55,6	23,7	3,85	,999
My leader welcomes collaboration by listening to all ideas before pushing his/her own and remaining respectful.	4	19,7	5,1	40,9	30,3	3,74	1,201
My leader holds himself/herself accountable for his/her mistakes and looks for solutions.	5,6	25,8	13,1	40,9	14,6	3,33	1,171
My leader is flexible and ready to allow personnel to learn more at every opportunity as a chance to learn.	5,1	14,1	6,1	46	28,8	3,79	1,154
My leader maintains a positive attitude even during stressful times and helps the rest of the teamwork through that difficult time without getting upset.	2	19,7	7,1	47	24,2	3,72	1,100

Inspirational motivation

Statement	SD	D	N/NA	A	SA	Mean	Std Dev
My leader is able to mobilize others in an organized way to carry out his/her vision of how things should be.	6,1	16,2	8,1	50,5	19,2	3,61	1,147
My leader is passionate about this organization and drives the work to the goals with enthusiasm.	2,5	14,6	7,6	52,5	22,7	3,78	1,037
My leader remains committed to the goal and ensures that followers remain focused on the end goal.	2,5	12,1	3,5	51,0	30,8	3,95	1,029
My leader takes into account the opinions of others, needs to be able to collaborate, and takes advice where it comes, as well as rely on teamwork.	5,6	16,7	8,1	46,5	23,2	3,65	1,168
My leader rallies personnel to support his/her dream and puts safeguards in place for ensuring minimizing the risk of failure.	4,0	19,7	10,1	48,0	18,2	3,57	1,119
My leader derives business value from active coping, looks beyond the bad news towards future, and is solution focused.	3,5	15,2	12,6	52,0	16,7	3,63	1,042
My leader balances the positive and the negative and communicates more engaging and positive stories about what the organizational future could look like.	3,5	17,2	12,6	53,5	13,1	3,56	1,035
My leader allows regular renewal, interrupts negative trains of thought, and heightens powers of appreciation.	3,5	23,2	13,1	47,0	13,1	3,43	1,091
My leader donates his/her time and energy to be available to personnel, demonstrates and practices a spirit of altruism.	5,1	13,6	8,6	46,0	26,8	3,76	1,141
My leader regularly thanks his/her personnel for their work and lets them know that he/she appreciates their efforts	3,0	14,1	3,0	43,9	35,9	3,95	1,110

and values their commitments.							
My leader displays a sense of power and confidence, makes others to feel good to be around him, and others are proud to be associated with him.	3,5	23,7	9,6	42,9	20,2	3,53	1,161
My leader has better relationships with personnel; he/she entertains positive, productive relationships.	3,5	19,2	8,1	47,5	21,7	3,65	1,125
My leader sets goals, is motivated to accomplish them, believes that the work he/she does is important, and makes a difference in the organization.	4,0	15,2	10,1	54,0	16,7	3,64	1,056
My leader confidently forges into the unknown, learns from mistakes.	10,1	23,7	20,2	33,8	12,1	3,14	1,205
My leader accepts feedback from others, puts their ideas into action.	7,6	24,2	12,6	41,9	13,6	3,30	1,195
My leader engages and motivates personnel to identify themselves to the organization's goals and helps them to fulfill these goals.	2,5	19,2	7,6	50,5	20,2	3,67	1,081
My leader exudes and communicates excellence, takes the time honestly and with integrity focusing on the value of the personnel and the task.	7,1	14,6	12,1	45,5	20,7	3,58	1,175
My leader shows enthusiasm, stimulates teamwork, and points out positive results, advantages emphasizing personnel stimulation.	4,0	14,6	8,6	49,0	23,7	3,74	1,100
My leader creates a strong sense of determination among personnel.	2,0	20,2	10,6	49,5	17,7	3,61	1,060
My leader aligns individual and organizational objectives, thus making the achievement of organizational objectives an attractive means of achieving personal objectives.	6,6	26,8	11,1	43,4	12,1	3,28	1,174

Intellectual Stimulation

Statement	SD	D	N/NA	A	SA	Mean	Std Dev
My leader arouses in the followers' awareness of problems solving.	0,5	16,7	5,1	58,6	19,2	3,79	,957
My leader energizes, intellectually stimulates the personnel, and promotes intelligence, rationality, and careful problem solving.	3,0	22,2	9,1	46,0	19,7	3,57	1,128
My leader is able to foster an environment where personnel develop their own solutions to both challenge and support his/her personnel.	5,6	22,7	5,6	47,5	18,7	3,51	1,191
My leader determines each individual's readiness, before he/she can give the appropriate level of challenge and support.	5,6	24,2	14,6	42,9	12,6	3,33	1,139
My leader facilitates the critical thinking skills of the personnel and promotes a culture where personnel are active thinkers and become more involved in the organization.	7,1	22,7	8,6	46,0	15,7	3,40	1,200
My leader encourages personnel to approach problems in new and creative ways, enhances generative thinking by encouraging personnel to think "out of the box", and to apply exploratory thinking processes.	5,1	19,7	13,1	46,5	15,7	3,48	1,125
My leader is able to both think and influence others to create new and better ideas to move towards positive results.	4,0	18,2	7,1	51,0	19,7	3,64	1,112
My leader is able to create and realize innovative solutions especially in the face of structurally complex and challenging situations.	3,5	15,2	13,1	52,0	16,2	3,62	1,039
My leader encourages personnel to generate new ideas and creative solutions to challenge their own traditions, beliefs and express themselves openly without fear of negative interpersonal consequences.	6,1	26,8	12,1	37,9	17,2	3,33	1,213
My leader makes all the personnel	5,6	20,2	7,1	43,4	23,7	3,60	1,208

feel a sense of worth, security, and acceptance that allows them to give much more of their talents and creativity to the organization.							
My leader grants the power to the personnel to perform their various acts or duties in the organization.	3,5	14,1	8,1	48,0	26,3	3,79	1,091
My leader gives personnel greater authority and responsibility so that they can be able for making influential decisions for the envisioned growth of the organization.	7,1	32,8	12,1	33,8	14,1	3,15	1,225
My leader focuses on empowering personnel to believe in their abilities and supports their intellectual development to solve problems.	4,5	21,2	8,1	48,0	18,2	3,54	1,147
My leader uses effective empowerment to help personnel to add value to the organization beyond simply replicating the actions of their supervisor.	4,5	18,7	14,6	49,5	12,6	3,47	1,074
My leader empowers the personnel to learn, apply, and share lessons from personal experience, instead of solely mirroring their leader.	6,1	16,2	9,1	49,5	19,2	3,60	1,148
My leader behaves and acts as a good parent encouraging independence of the personnel rather than dependency.	6,6	19,7	10,6	43,4	19,7	3,50	1,200
My leader encourages personnel to think independently, analyze their problems from numerous angles, and explore new and better solutions without constraint.	3,5	21,2	12,6	47,0	15,7	3,50	1,098
My leader sets personnel free from the blind unquestioning trust and obedience by allowing them to think and decide by themselves.	6,1	30,8	15,2	36,4	11,6	3,17	1,165
My leader gives freeway to be involved within the organizational decision making processes at all levels.	8,1	28,8	10,6	37,9	14,6	3,22	1,239
My leader encourages personnel to propose freely solutions to the challenges encountered in the line of duties.	4,0	12,6	6,6	56,6	20,2	3,76	1,042

Individualized consideration

Statement	SD	D	N/NA	A	SA	Mean	Std Dev
My leader considers each member of personnel as an individual, and pays special attention to each of his/her need for achievement and growth.	6,6	18,7	7,1	48,0	19,7	3,56	1,190
My leader focuses on individual needs by seeking to develop every aspect of the personnel.	6,1	25,8	14,1	43,4	10,6	3,27	1,137
My leader recognizes that followers vary in their need for achievement and developmental requirements; he/she fulfills needs on an individual basis through mentoring, caring and empathic behaviors.	6,6	15,7	14,6	49,0	14,1	3,48	1,116
My leader cares about the wishes, needs, values and abilities in the right way; and knows what motivates any of his personnel member individually.	6,6	23,7	13,1	44,9	11,6	3,31	1,150
My leader demonstrates acceptance of individual differences and assigns tasks in accordance with the personal affinities of personnel.	7,6	27,8	12,1	39,4	13,1	3,23	1,207
My leader focuses on the development and training of personnel that create promotion opportunities, and stimulates personnel to achieved desired organizational outcomes.	6,6	23,2	6,6	42,9	20,7	3,48	1,237
My leader through teaching demonstrates high concern for his/her personnel, treats them as individuals, and gets to know well about them and listens to both their concerns and ideas.	6,1	20,7	8,6	41,4	23,2	3,55	1,224
My leader considers and treats the personnel as important contributors to the organization and cares to their needs of growth.	6,1	13,1	7,6	49,5	23,7	3,72	1,145
My leaders gives teachings with focus to shape personnel skills and abilities in order to reach the desired organizational goal.	8,1	21,7	7,1	42,9	20,2	3,45	1,257

My leader through teachings builds high-potential leaders of future generation.	5,6	26,3	12,1	38,9	17,2	3,36	1,200
My leader spends time to coaching personnel to attain the expected organizational goals.	11,1	22,7	15,2	35,9	15,2	3,21	1,265
My leader uses coaching to develop personnel to reach successively greater levels and offers new learning opportunities and supportive climate.	8,1	21,7	15,2	39,4	15,7	3,33	1,208
My leader enhances personnel self-esteem, competencies such as knowledge, skills, abilities, behaviors, and attitudes.	6,6	22,2	13,1	42,9	15,2	3,38	1,176
My leader is emphatic of each person situation and background.	3,0	19,7	16,7	51,0	9,6	3,44	1,010
My leader coaches mindsets and behaviors by synthesizing them to create the highest personnel organizational performance.	7,1	19,2	18,2	45,5	10,1	3,32	1,111
My leader willingly shares skills, knowledge, and expertise.	4,5	11,6	7,1	51,0	25,8	3,82	1,084
My leader exhibits the personal attributes that takes to successful development of personnel in the organization.	4,0	16,2	7,1	50,0	22,7	3,71	1,110
My leader is knowledgeable, compassionate, possesses the attributes of a good trainer, excellent communicator and is committed to help personnel to develop their strengths, beliefs, and personal attributes.	8,1	15,2	8,1	46,5	22,2	3,60	1,217
My leader is committed and open to experiment and learn new practices and values ongoing learning and growth of his/her own and of the personnel.	5,1	16,2	8,6	50,5	19,7	3,64	1,122
Colleagues and personnel in all levels of the organization respect my leader; and he/she sets a good example by showing how his/her personal habits are reflected by personal and professional goals.	4,5	20,2	8,1	46,0	21,2	3,59	1,162

PERSONNEL PERFORMANCE

Statement	SD	D	N/NA	A	SA	Mean	Std Dev
I feel able to think critically about organizational goals and adapt those goals accordingly.	2,0	4,5	6,6	55,6	31,3	4,10	,858
I feel able to work with others to solve destructive conflicts rather than ignoring conflicts.	1,5	2,0	1,0	51,0	44,4	4,35	,744
I feel able to achieve the standards with optimism and enthusiasm.	1,0	1,5	3,5	52,5	41,4	4,32	,709
I have the skills the organization needs to accomplish the work.	1,0	2,0	2,0	42,9	52,0	4,48	,635
I take advantage of all resources available and look for opportunities to improve efficiency.	,5	10,6	1,5	49,0	38,4	4,43	,728
I do not have any problems with performing each day's tasks.	1,0	2,5	4,0	52,0	40,4	4,14	,924
I show high level of reliability when performing tasks on the terrain field.	1,0	8,6	2,0	34,3	54,0	4,28	,748
I am highly motivated for my work.	,5	5,1	1,5	52,0	40,9	4,32	,948
I am able to perform my work well with minimal time and effort and to set right priorities.	,5	6,1	3,0	47,5	42,9	4,28	,773
I can set goals and reach them without supervision.	,5	10,1	4,0	46,5	38,9	4,26	,826
I feel able to take extra responsibilities.	,5	3,0	2,0	51,0	43,4	4,13	,931
I feel able to start new tasks myself when my old ones were finished.	1,0	4,0	1,0	53,5	40,4	4,28	,768
I feel able to take on challenging work tasks, when available.	,5	3,0	2,0	51,0	43,4	4,34	,714
I am able to work at keeping my job knowledge up-to-date.	,5	2,0	2,0	50,5	44,9	4,37	,677
I am able to come up with creative solutions to solve new problem and to keep to look for new challenging in.	,5	2,0	2,5	55,6	39,4	4,31	,671
I keep in mind the results that I want to achieve in my work.	1,0	3,5	2,0	46,5	47,0	4,35	,777
I am able to separate main issues from side issues at work.	0	2,5	3,5	54,0	39,9	4,31	,663
I am able to increase the outputs of my work.	,5	3,0	2,0	46,0	48,5	4,39	,723
I am able to work by minimizing	0	5,1	3,0	61,6	30,3	4,17	,713

obstacles.							
I am able to get the best result out of the resources available.	0	5,6	3,0	54,5	36,9	4,23	,757

Regression between Idealized Influence and Personnel Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,394 ^a	,155	,151	9,01172

a. Predictors : (Constant), Idealized Influence

b. Dependent variable : Personnel Performance

coefficients									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% confident Interval for B		Correlations	
	B	Standard Error	Beta			Lower bound	Upper bound	Simple correlation	Partial correlation
(Constant)	71,458	3,067		23,301	,000	65,410	77,506		
Idealized Influence	,241	,040	,394	5,996	,000	,161	,320	,394	,394

Regressions between Intellectual Stimulation and Personnel Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,383 ^a	,147	,143	9,05384

a. Predictors : (Constant), Intellectual Stimulation

b. Dependent variable : Personnel Performance

coefficients									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% confident Interval for B		Correlations	
	B	Standard Error	Beta			Lower bound	Upper bound	Simple correlation	Partial correlation
(Constant)	73,444	2,826		25,990	,000	67,871	79,016		
Intellectual Stimulation	,230	,039	,383	5,813	,000	,152	,308	,383	,383

Regressions between Inspirational motivation and Personnel Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,440 ^a	,194	,189	8,80358

a. Predictors : (Constant), Inspirational motivation

b. Dependent variable : Personnel Performance

Coefficients									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% confident Interval for B		Correlations	
	B	Standard Error	Beta			Lower bound	Upper bound	Simple correlation	Partial correlation
(Constant)	70,619	2,814		25,093	,000	65,069	76,169		
Inspirational motivation	,261	,038	,440	6,859	,000	,186	,337	,440	,440

Regressions between Individualized consideration and Personnel Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,403 ^a	,163	,158	8,97025

Coefficients									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% confident Interval for B		Correlations	
	B	Standard Error	Bêta			Lower bound	Upper bound	Simple correlation	Partial correlation
(Constant)	74,028	2,577		28,728	,000	68,947	79,110		
Individualized consideration	,222	,036	,403	6,172	,000	,151	,293	,403	,403

Synthèse des régressions

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,443 ^a	,196	,180	8,85674

a. **Predictors** : (Constant), Individualized consideration , Idealized Influence, Intellectual Stimulation , Inspirational motivation

b. **Dependent variable**: Personnel Performance

Coefficients									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% confident Interval for B		Correlations	
	B	Standard Error	Bêta			Lower bound	Upper bound	Simple correlation	Partial correlation
(Constant)	70,811	3,091		22,907	,000	64,714	76,908		
Idealized Influence	,000	,092	-,001	-,004	,997	-,183	,182	,394	,000
Inspirational motivation	,239	,098	,402	2,433	,016	,045	,432	,440	,172
Intellectual Stimulation	-,045	,093	-,074	-,478	,633	-,228	,139	,383	-,034
Individualized consideration	,066	,088	,120	,752	,453	-,107	,239	,403	,054

HIERARCHICAL REGRESSION ANALYSIS

KMO Index and Bartlett Test		
Kaiser-Meyer-Olkin index measuring sampling quality.		.880
Bartlett's sphericity test	Chi-square approx.	988.238
	df	10
	Significance	.000
Representation Qualities		
	Initial	Extraction

Idealized Influence				.818	.850	
Inspirational motivation				.852	.891	
Intellectual Stimulation				.828	.861	
Individualized consideration				.837	.873	
Personnel Performance				.196	.191	
Extraction Method: Maximum of Likelihood.						
Total Variance Explained						
Factor	Initial Eigen Values			Sums Taken from the Square of the Changes		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	3,838	76.760	76.760	3.666	73.328	73.328
2	.771	15.415	92.175			
3	.161	3.222	95.397			
4	.129	2.586	97.983			
5	.101	2.017	100.000			
Extraction Method: Maximum of likelihood.						
					Factor	
					1	
Inspirational motivation					.944	
Individualized consideration					.934	
Intellectual Stimulation					.928	
Idealized Influence					.922	
Personnel Performance					.437	

Extraction Method : Maximum of likelihood.^a

a. 1 Extracted Factors. 4 Required iterations.

Goodness of Fit Test		
Chi-Square	df	Significance
10.354	5	.066

Reconstructed Correlation			
		Idealized Influence	Inspirational motivation
Reconstructed Correlation	Idealized Influence	.850 ^a	.870
	Inspirational motivation	.870	.891 ^a
	Intellectual Stimulation	.856	.876
	Individualized consideration	.862	.882
	Personnel Performance	.403	.412
Residual ^b	Idealized Influence		.008
	Inspirational motivation	.008	
	Intellectual Stimulation	-.016	.003
	Individualized consideration	.006	-.012
	Personnel Performance	-.009	.028

Reconstructed Correlation			
		Intellectual Stimulation	Individualized consideration
Reconstructed Correlation	Idealized Influence	.856	.862
	Inspirational motivation	.876	.882
	Intellectual Stimulation	.861 ^a	.867
	Individualized consideration	.867	.873 ^a
	Personnel Performance	.405	.408
Residual ^b	Idealized Influence	-.016	.006
	Inspirational motivation	.003	-.012
	Intellectual Stimulation		.011
	Individualized consideration	.011	
	Personnel Performance	-.022	-.005
Reconstructed Correlation			
		Personnel Performance	
Reconstructed Correlation	Idealized Influence	.403	
	Inspirational motivation	.412	
	Intellectual Stimulation	.405	
	Individualized consideration	.408	
	Personnel Performance	.191 ^a	
Residual ^b	Idealized Influence	-.009	
	Inspirational motivation	.028	

	Intellectual Stimulation	-.022
	Individualized consideration	-.005
	Personnel Performance	
Extraction Method: Maximum of likelihood.		
a. Reconstructed representation qualities		
b. The residuals are calculated from the observed and reconstructed correlations. There are 0 (.0%) non-redundant residuals with absolute values greater than 0.05.		

Matrix of Factorial Coefficients	
	Factor
	1
Idealized Influence	.219
Inspirational motivation	.307
Intellectual Stimulation	.237
Individualized consideration	.262
Personnel Performance	.019
Extraction Method: Maximum of likelihood. Rotation Method: Equamax with Kaiser Normalization. Factor Scoring Method: Regression.	
Covariance Matrix of Factorial Coefficients	
Factor	1
1	.964
Extraction Method: Maximum of likelihood. Rotation Method: Equamax with Kaiser Normalization. Factor Scoring Method : Regression.	

APPENDIX D

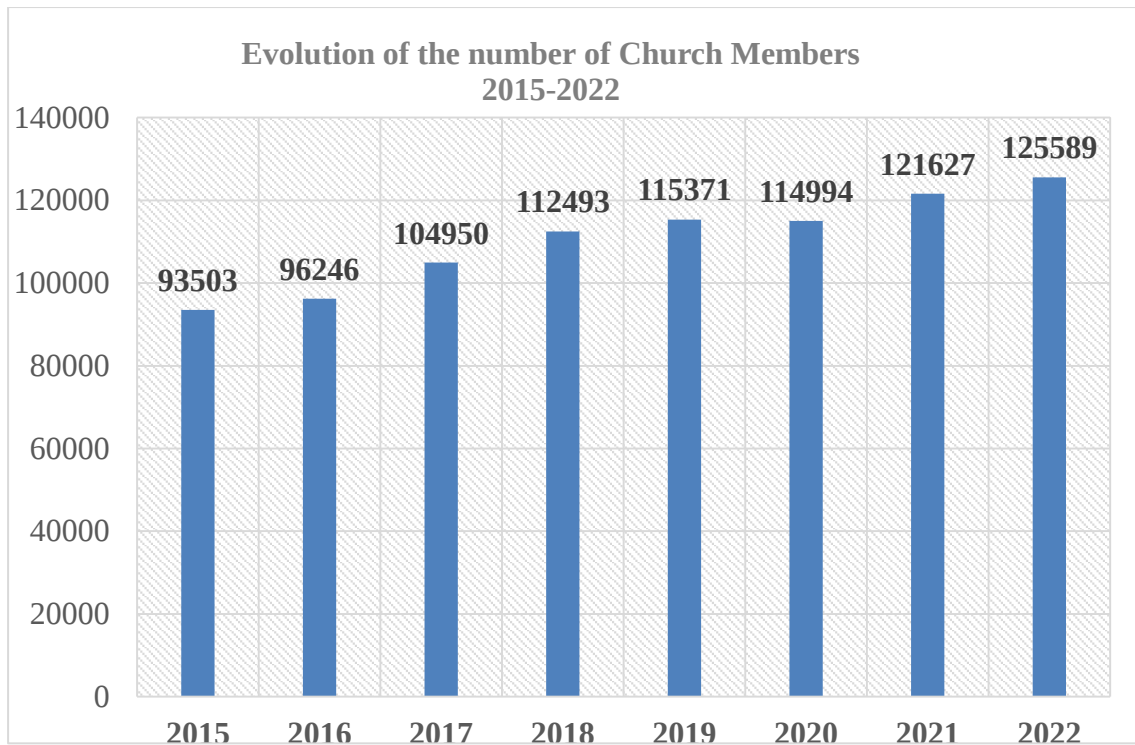
OTHER SUPPLEMENTARY MATERIALS

Subordinates target population and sample size

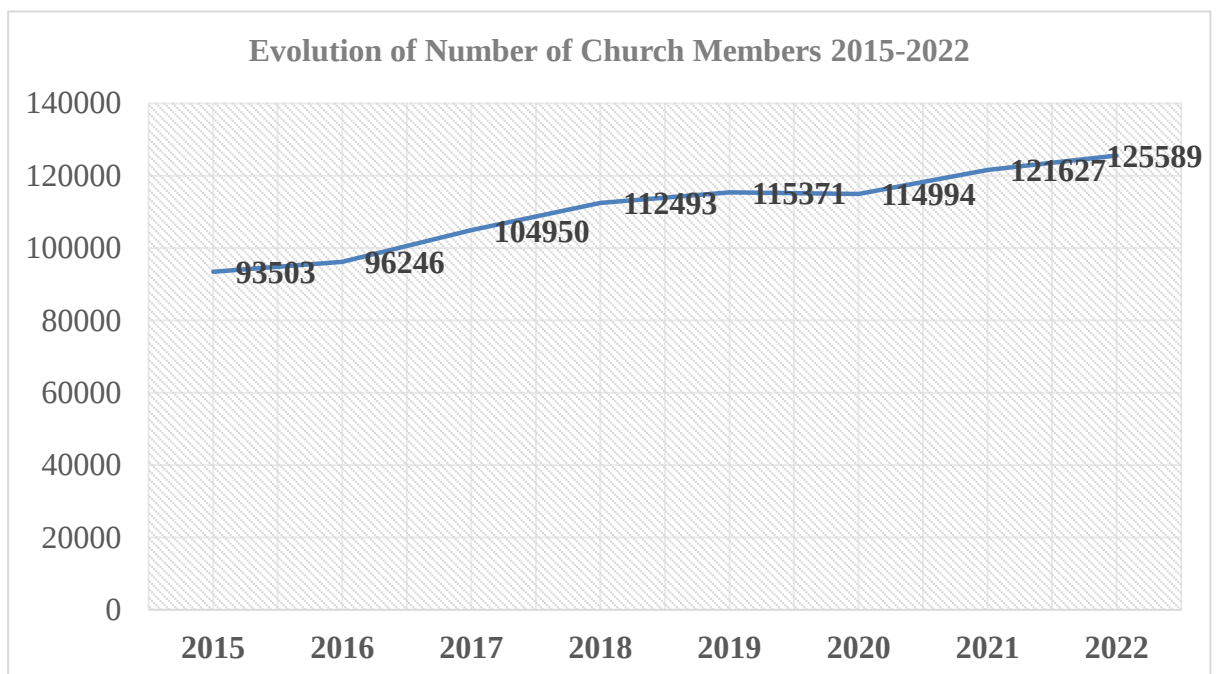
N°	Organizations	Target population	Sample size
	ECCLESIASTICAL ENTITIES		
1	Cameroon Union Mission	18	09
2	East Cameroon Conference	37	18
3	Adamawa Mayo Rey Conference	11	06
4	North Cameroon Conference	30	15
5	West Cameroon Conference	37	18
6	South-Central Cameroon Conference	77	38
7	Benoue Faro Mission	09	05
	TOTAL A	219	109
	EDUCATIONAL INSTITUTIONS		
8	Adventist High School of Yaounde	60	29
9	Adventist High School OdzaYaounde	36	18
10	Adventist High School Boma of Bertoua	13	07
11	Adventist Bilingual High School of Foumbot	08	04
12	Adventist High School of Kribi	13	07
13	Adventist High School of Koza	01	01
14	Adventist High School of Dogba	02	01
15	Adventist High School of Maroua	10	05
	TOTAL B	143	72
	HEALTH INTSTITUTIONS		
16	Adventist Hospital of Batouri	03	02
17	Adventist Hospital of Koza	08	04
18	Adventist Hospital of Buea	06	03
19	Adventist Dispensary of Yaounde	08	04
20	Adventist Dispensary of Dogba	03	01
21	Adventist Dental Clinic of Yaounde	08	04
	TOTAL C	36	18
	GENERAL A+B+C	398	199

Top and Middle Managers Population and Sample Size

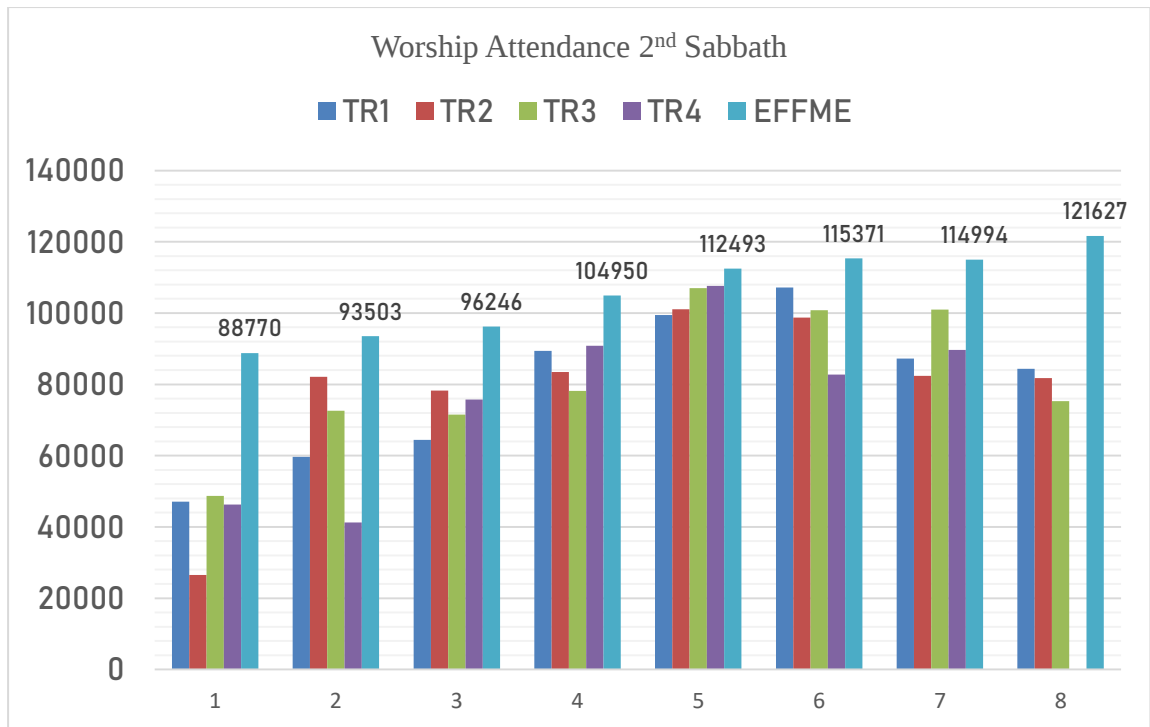
N°	Organizations	Target population of top managers	Target population of middle managers	Sample size of top managers	Sample size of middle managers
	ECCLESIASTICAL ENTITIES				
1	Cameroon Union Mission	01	02	01	02
2	East Cameroon Conference	01	02	01	02
3	Adamawa Mayo Rey Conference	01	02	01	02
4	North Cameroon Conference	01	02	01	02
5	West Cameroon Conference	01	02	01	02
6	South-Central Cameroon Conference	01	02	01	02
7	Benoue Faro Mission	01	02	01	02
	TOTAL A	07	14	07	14
	EDUCATIONAL INSTITUTIONS				
8	Adventist High School of Yaounde	1	1	1	1
9	Adventist High School OdzaYaounde	1	1	1	1
10	Adventist High School Boma of Bertoua	1	1	1	1
11	Adventist Bilingual High School of Foubot	1	1	1	1
12	Adventist High School of Kribi	1	1	1	1
13	Adventist High School of Koza	1	1	1	1
14	Adventist High School of Dogba	1	1	1	1
15	Adventist High School of Maroua	1	1	1	1
	TOTAL B	8	8	8	8
	HEALTH INTSTITUTIONS				
16	Adventist Hospital of Batouri	1	1	1	1
17	Adventist Hospital of Koza	1	1	1	1
18	Adventist Hospital of Buea	1	1	1	1
19	Adventist Dispensary of Yaounde	1	1	1	1
20	Adventist Dispensary of Dogba	1	1	1	1
21	Adventist Dental Clinic of Yaounde	1	1	1	1
	TOTAL C	6	6	6	6
	GENERAL A+B+C	21	28	21	28



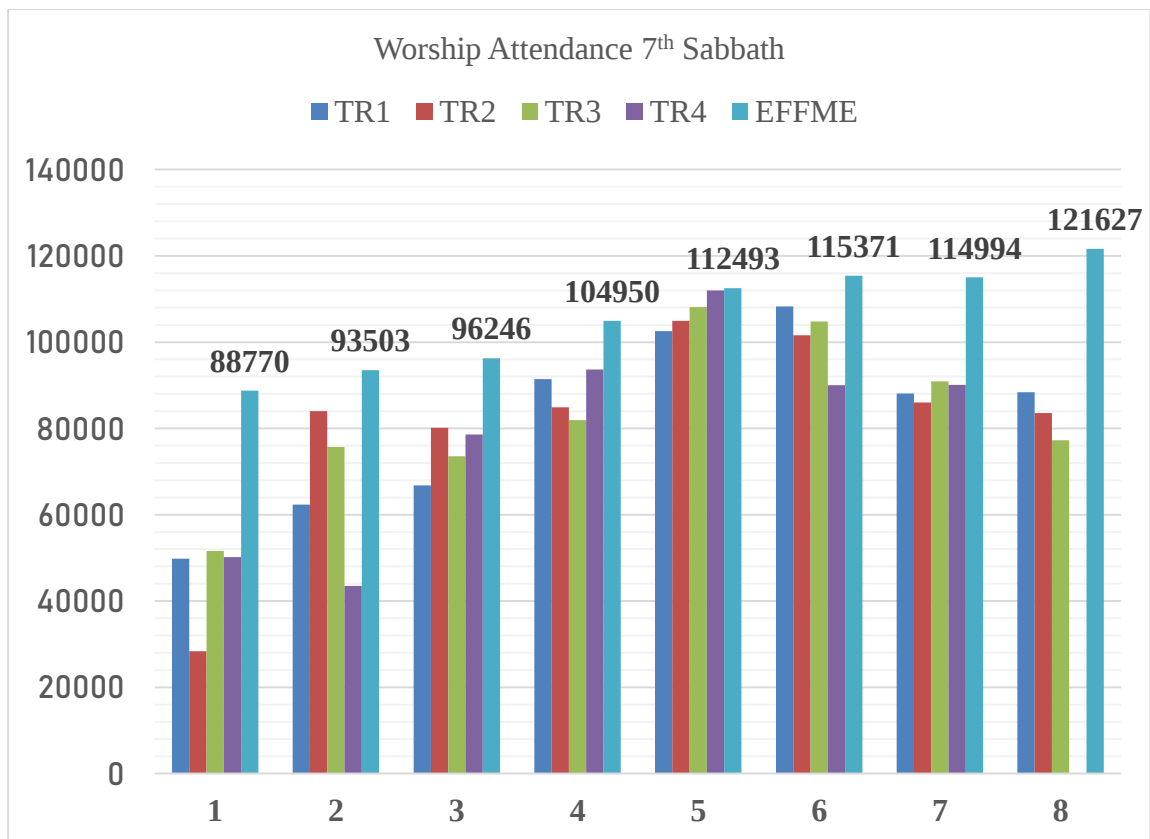
Source: CMUM Executive Secretary's Report 2022



Source: CMUM Executive Secretary's Report 2022

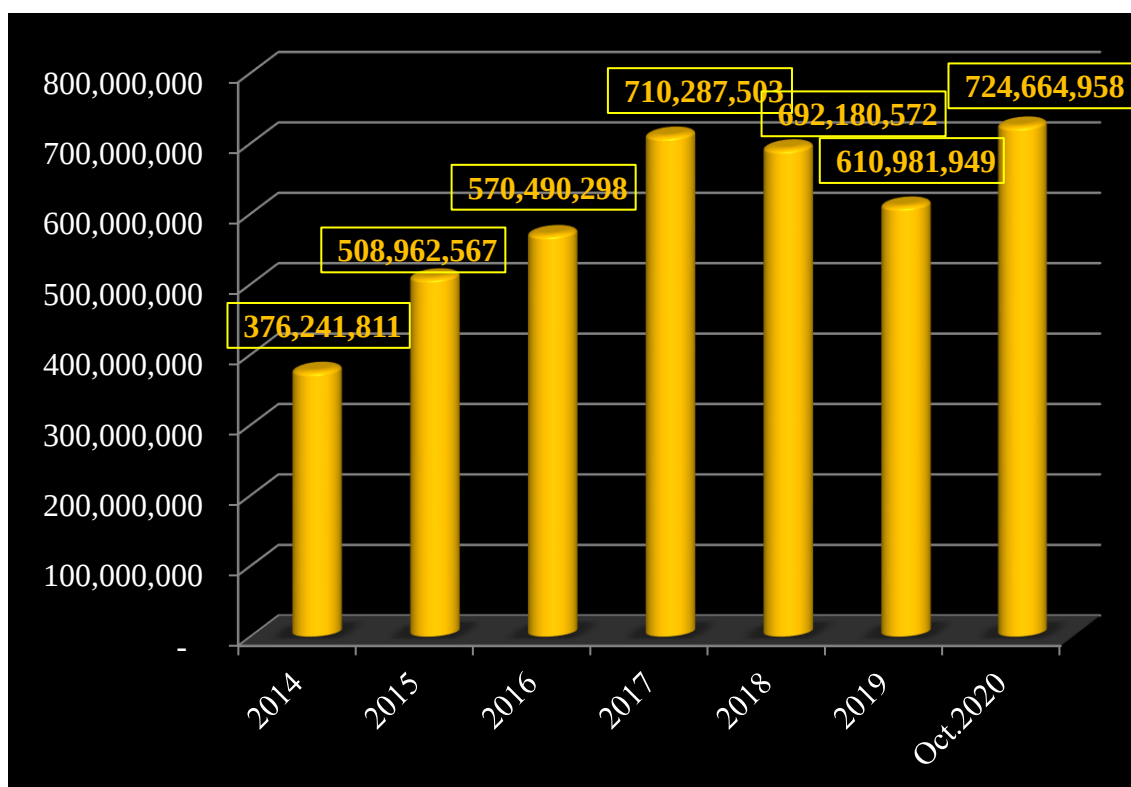


Source: CMUM Executive Secretary's Report 2022



Source: CMUM Executive Secretary's Report 2022

CAMAROON UNION MISSION FINANCIAL GROWTH 2014-2020



Source: CMUM Treasurer's Report 2020

CAMEROON UNION MISSION FINANCIAL INDICATORS			
Years	Working Capital	Liquidity	Self-support
2014	111%	107%	110%
2015	149%	106%	75%
2016	148%	95%	66%
2017	145%	70%	87%
2018	179%	62%	84%
2019	157%	79%	120%
2020	198%	107%	104%

Source: CMUM Treasurer's Report 2020

ANALYSIS IN EDUCATIONAL INSTITUTIONS

2015-2020	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	Ratio of Growth
Number of students	19 867	17665	21 028	19 014	21959	9.48%
Number of teachers	1197	1088	1305	962	1611	25.69%
Number of schools	54	56	55	56	59	8.47%

Source: CMUM Educational Director's Report 2020

2015-2020	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	Ratio of Growth
Number of students	19 867	17665	21 028	19 014	21959	9.48%
Number of teachers	1197	1088	1305	962	1611	25.69%
Number of schools	54	56	55	56	59	8.47%

CURRICULUM VITAE

Personal Data

Name: Hendjena Tchanaga Richard

Date of birth: 1972

Place of birth: Yagoua, Cameroon

Date of baptism: December 14, 1985 at Yagoua Cameroon

Gender: Male

Marital Status: Married

Postal Address: PO BOX 45 MAROUA CAMEROON

Telephone: +237 677 53 97 16/ +237 697 04 73 39

Email: hentchari@yahoo.fr/hentchari@gmail.com

Education

✓ Primary and secondary studies

1980-1986: Primary school of Tcheke Yagoua

1987-1994: Government High School of Yagoua

✓ Academic studies

1996-1999: Adventist University of Nanga-Eboko, Cameroon

- Bachelor in Business Administration (BBA)

2010-2013: Adventist University of Africa, Nairobi, Kenya.

- Master of Arts in Leadership

• **2017- : Adventist University of Africa, Nairobi, Kenya.**

PhD in Leadership Candidate

Work Experience

2000-2003: Pastoral internship and conference auditor

2003-2008: Administrative Unit Director in Ngaoundere Cameroon and Adamoua North District pastor.

2009-2010: Mayo Tsanaga North District Pastor at Koza.

2011-2012: Mayo Tsanaga Central District at Koza, Sabbath School/Personal Ministries and Evangelism North Cameroon Conference Director and Adventist High School Chaplain at Koza.

2013-2020: North Cameroon Conference President, Maroua 1 District Pastor (2017-2020), Vice-Chair of Adventist Hospital of Koza Council and member of Adventist University of Cosendai Council.

2021- North Cameroon Conference Sabbath School/Personal Ministries Director and Mayo Kani District pastor.

Pastoral Ordination date: December 17, 2005 at Maroua, Cameroon.