

A COMPARATIVE CASE STUDY ANALYSIS OF THE IMPACT OF LEADERSHIP
ON DISTANCE EDUCATION IN HIGHER EDUCATION

by

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A COMPARATIVE CASE STUDY ANALYSIS

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DEDICATION

To the love of my life Candace, who makes me a better man every day that I spend with her. She truly brings out the best in me. To Tiana and Terrell II, who have been patient in sharing their father during the writing of this dissertation. To my mother Josephine Holmes who showed me how to work hard and to be dedicated to serving others. To my siblings Wayne, Angie, Mike, Jon, Tony and Ashley for their friendship and laughter. To Dr. Bonnie J. Bigelow and my JILCOD family for your love and support over the years. I am a product of who you are.

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A Comparative Case Study Analysis of the Impact of Leadership on Distance Education in Higher Education

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ABSTRACT

Leadership is incredibly important to the stability and effectiveness of an institution of higher learning. As change is necessary in higher education, like advancements in distance education, there is a need for a dynamic leader to lead the organization to be successful in that change. The leader must have the appropriate leadership skills and attributes in order to lead the faculty and administrators into an effective and quality distance education environment. Since higher education is reluctant to change, the implementation of that change can be challenging. The purpose of this study is to investigate the impact of leadership on distance education in higher education. In this comparative case study analysis, three case studies will be analyzed to determine what type of leadership, leadership attributes and skills are needed to properly implement change like distance education in higher education. Results of this analysis show there is a need to collaborate with all faculty and administrators and to offer incentives to increase participation and buy-in to distance education in higher education.

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CHAPTER I

INTRODUCTION

1.1 Introduction to Study

Change is necessary. Without change, an organization can become irrelevant and, eventually, useless. Change becomes increasingly important when there are issues within the organization that threaten the very existence of the same organization. As past studies show, resistance to change can be a natural response (Craig, 2004). An organization is dependent upon its leadership to identify and properly distinguish these internal threats to the desired change (Brown & Moshavi, 2002). When this is not identified correctly or quickly enough, the organization can find itself in a precarious position.

As an organization begins the change process with a leader, the organization must attract someone with the knowledge to get the job done. It is important that this person is wise and well connected. The leader must have a plan and must surround themselves with good people to accomplish the task. The leader must learn to work with the constituents and stakeholders of the organization to complete the change in a fashion that is beneficial to all involved. Leaders that need to implement change have to be very wise about how they go about making the change. The leader has to be sure to assess the situation properly to ensure that the change is effectively implemented. This type of assessment by the leadership of an organization can lead to continued success by the organization. Oreg and Berson (2011) discuss how leadership behavior and traits can influence change in an organization. Failure to assess the situation properly and act accordingly can lead to the organization failing to give the best possible product to the customer.

This study not only discusses the customer, but it also discusses the followers of the leader. Not only will the customer be unhappy with the product, but the work environment can be tense for the leader without followers being of one accord. The leader must know his personnel, including what their capabilities and shortcomings are.

The goal of this case study analysis is to analyze leadership attributes needed to lead to change, particularly technological advancement, at an institution of higher education. It is important that an organization chooses the most suitable leader to make change happen at an organization. It is important that an organization looks for a leader with the appropriate leadership qualities to implement change, including the correct technology, to bring forth the most efficient and effective process for the organization. The goal of this research is to conduct a comparative case study analysis of the impact of leaders who have successfully established and implemented distance education in a higher education environment. The findings of the study should be helpful to future distance education leaders in higher education.

1.2 Background of the Problem

Higher education has been labeled as an entity that does not like to change. Audia and Brion (2007) conducted a study discussing organizations' reluctance to change. The problem with the organizational reluctance to change lies within the leadership of those in the organization. Some of the things that can lead to organizations' reluctance to change are aging leadership, stability of the organization and demand for the product by consumers. There are organizations, particularly institutions of higher education, who feel that there is no need to change since consumer numbers are stable or maybe increasing. This can be deceiving data for higher education since most institutions have retention and graduation rates currently as their

number one priorities. There is a need for higher education by consumers, but educational experience offered by the higher education institution may not be as effective as it could be without proper assessment and adjustments happening by faculty and administration. This statement would infer that there may not be a problem with attracting students to higher education, but there is a problem keeping them at the institution long enough to graduate with a degree. Either the student was not college ready at the time of admission or the institution did not do enough to retain the student. Either way, this issue still points back to our education structure and the need for reassessment.

There are some studies that have shown that education in general needs to make strides to change. Many teachers in elementary and secondary education are feeling the pressure of the shortcomings of America's educational system with No Child Left Behind and other supposed 'corrections' to the educational problem (Noll, 2011). There are studies that agree with Duncan's claim (Duncan, n.d.) that teachers are being unfairly blamed for an educational system that needs to be revamped and revitalized (Mertler, 2011).

According to Betts, Zau and Bachofer (2013), only 41.8% of San Diego Unified School students would have met the "A through G" requirements for admission to a University of California or California State University schools. The 'A through G' requirements are the minimum requirements for admission of a high school graduate to the colleges in the California higher education system. According to this statistic, less than half of the students from San Diego are ready to attend college in their current neighborhood and community institutions. This percentage may not be as bad in other areas of the country, but it tells the story of the condition of many of our secondary schools in the United States. If NCLB laws have been enforced for the past ten years, where teachers and schools are being held accountable for these failures, but

nothing is changing, there is something wrong with the overall structure of the educational system, not the facilitators of the educational process. Tahseen (2010) talks about how a certain type of leadership can lead to more occupational stress on the teaching staff, which leads to less productivity and, eventually, burnout of educators. This study intends to show that the correct kind of leadership can lead to productivity in the classroom and administration. Principals and superintendents are tasked with leading these elementary and secondary schools to meet and exceed the challenges of NCLB to keep its funding and to attract additional funding.

Betts, Zau and Bachofer (2013), Mertler (2011), Noll (2011) and Taheen (2010) show that there is a need for education to change to accommodate its changing students. Why is there not pressure on higher education to do so? Why are teachers being forced to integrate technology into their classrooms in elementary and secondary education, but college professors are given academic freedom to conduct their classrooms any way they see fit? Why are elementary and secondary teachers subject to changing their teaching styles to accommodate their students through the use of technology while college professors still lecture with their backs to a lecture hall full of students? Latchem and Hanna (2001) stressed and criticized the need for higher education change in order to meet the growing needs of its students. There are studies that encourage and fully justify the use of technology in elementary and secondary education (McLean, 2013; Smith, 2013). McLean (2013) discusses the positive effect that technology can have on the improved literacy of early care and elementary age students. In this paper, the traditional methods and views of literacy are evaluated and a new partnership of regarding technology and literacy is explored. Smith (2013) discussed the idea of digital natives and digital immigrants. The author discussed how digital natives, or young students who grow up immersed in technology, get lost in the traditional methods of education. The same students

need the infusion of technology into their education to be sure it is most effective. Technology offers a different way of thinking for these students.

This study intends to explore these questions of technology infiltration into the classroom and offer solutions for higher education. Technology has infiltrated the early care and elementary school students and has proven to be most effective. Since these same students are surrounded by technology, it makes sense that they would benefit from an education environment that includes the influence of technology. The success of technology infused in education is evident in all levels of education below post-secondary education. The distance education aspect is an upgrade in higher education that can be the change needed to make higher education more accessible to students and more impactful for them (Caruth & Caruth, 2013).

1.3 Purpose of the Study

The purpose of this comparative case study analysis is to investigate the impact of leadership on distance education in higher education.

1.4 Need of the Study

There is a need for more studies regarding how change can happen at the higher education level through leadership (Fear, Adamek & Imag, 2002). Higher education does not have initiatives like NCLB or Common Core in elementary and secondary education to drive change (Mertler, 2011), especially as it relates to distance education. Since the federal government is not requiring change to happen in higher education (outside of accreditation requirements and national program approvals), presidents and other administrators are still seeking to implement technological change smoothly and without interruption of ongoing tasks through leadership (Marshall, 2011). Since there is no drive to make change happen, some

faculty and administrators resist this change because there is no incentive to embrace change. Since there is no incentive, they not only resist the change, they encourage others to resist as well. The drive to implement change could be the need to remain a relevant institution among the other competing institutions of higher education across the country and the world (Springer, Clark, Strohfus & Belchair, 2012). Whether the change is driven by the federal government or by the need for relevancy, the idea of change still needs to happen to accommodate students from elementary and secondary school education, who are accustomed to learning with the aid of technology. The infiltration of technology needs to continue in the higher education environment. The popularity of distance education in higher education has grown every year among all stakeholders of the university. Studies have shown a steady increase yearly in the statistics of faculty and student enrollment across the country (Allen & Seaman, 2011; Allen & Seaman, 2012; Allen & Seaman, 2013; Allen & Seaman, 2014). These authors offer statistics which shed light on the influence and popularity of online education across this country for the last few years. These same statistics cover faculty, staff and student satisfaction with online education.

Colleges and universities are looking for new and innovative ways to engage a wide audience in different parts of the country and the world. Distance education helps these institutions transcend the barriers of their brick and mortar campuses to an audience they would have never reached without the use of distance education (Beaudoin, 2002). The same universities are competing with other institutions for this online audience with the same ideas in mind, including the universities that focus exclusively on distance education (Cristico, 1999).

1.5 Significance of the Study

This research study will provide a fresh perspective to the challenges of implementing distance education in higher education. The plan for this research study is to develop a framework for the challenges of implementing distance education that leaders face, stories of successes and failures and what the important aspects of leadership were that facilitated successful implementation of distance education through technology. Developing a point of view will be accomplished through a comparative case study analysis, which will identify emerging themes which can help inform future action by higher education leaders. This study about leaders who have successfully implemented distance education at their institutions could offer solutions for other leaders with similar aspirations. This analysis could offer recommendations that administrators and directors can use to encourage faculty to be more involved in distance education courses. The study could also provide examples of proven strategies that can help to solidify and expand online course offerings. This could provide more students and increase exposure for the university.

This research will offer a blueprint for successful implementation to current and future leaders in distance education. This research will offer perceived traits of leadership that are important to change implementation in higher education. It will also offer other important factors and strategies that can greatly influence change among the higher education stakeholders. Leaders in higher education that are attempting to implement any technological change in higher education will also find this research helpful.

1.6 Theoretical Framework

The theoretical frameworks of this study are the change theory and leadership theory which will be used as lenses for the study. Lewin's (1951) theory of change consists of three stages. The first stage is 'unfreezing' or mentally preparing for change. When a person discerns a need for change, the same person must mentally prepare for change by freeing themselves of previous thought processes. After the 'unfreezing' stage, the second stage is the change itself. Once the mind has prepared itself for change, now the actual work of change is done. Change in thinking, process and relations must take place in this stage. Lastly, there is a stage of 'refreezing'. The stage of 'refreezing' includes locking in the change to include the new process, thinking and relationships that make up the change. It is important that the change process is accepted and practiced to be sure it is fully accepted by the individual.

Leadership theory will also be part of the framework of this study. Northouse (2001) defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3). This comparative analysis will take a close look at leadership theories such as transformational leadership, leader-member exchange, situational leadership, transactional leadership and distributed leadership. This particular analysis has different types of leadership styles that are being used in each study. This comparative analysis will help us determine which leadership style is most effective when implementing and securing distance education in a higher education environment.

1.7 Relevance to Educational Leadership

This study will be used to help further the effectiveness of leadership in a higher education environment. This study will be used by leaders who plan to implement change, but

are not sure of the challenges they may face when attempting to implement change. Leaders, such as transformational and situational leaders, will find this study particularly interesting, since they are typically called upon to implement change in an organization. Leaders should find this study relevant since change can be difficult to implement in a higher education environment. This study will also show how followers in higher education are influenced by those leaders in higher education when distance education is implemented. As stated in their research, all stakeholders of higher education must be included in the change process (Fear, Adamek & Imag, 2002; Marshall, 2011).

1.8 Research Questions

- How does leadership affect distance education in higher education?
- What type of leadership is most effective when implementing distance education in higher education?
- What motivates the stakeholders to participate in distance education in higher education (Faculty, Chairs, and Deans)?

1.9 Limitations

This study does have some limitations that are part of the makeup of this case study. Creswell (2008) defines a limitation as an anticipated potential weakness of a study. The goal of this comparative case study analysis is to be as thorough as possible, but there may be some weaknesses of this study, which are out of the control of the researcher, that could affect the findings of this study. The data collected and results of the studies will give some valuable information, but the desire of this researcher is not to be biased as it relates to the conclusions of the study. This researcher has no intention of filtering the results and conclusions of the studies

through personal views or opinions. The objective of this researcher during the case study analysis is to have no influence on the conclusions at all. Also, all studies have been chosen particularly for this case study analysis, which may cause results not to represent all leaders of change in distance learning areas of higher education. This study will focus on the thoughts and leadership qualities of administrative leaders. This study may not reflect the thoughts of faculty leaders in the university setting. The results found may hold true for administration, but may not be generalizable for chairs/deans on the department/college levels.

1.10 Delimitations

A delimitation is a narrowing the scope or focus of the study to a specific central phenomenon (Creswell, 2008). A delimitation of this study is that the leaders included in this study are administrative leaders. Faculty leaders will not be used in this study. The findings and results of this comparative analysis will only include the results of the three identified case studies. All results are dependent upon the authors and the methodology used in each case study. Some studies have been identified as qualitative, which others are quantitative. Some results are based on surveys, while others were based on interview responses.

1.11 Definition of Terms

- **Administrator** – a leader in higher education who is not classified as a faculty member.
- **Change** – an adjustment or reevaluation of an existing process that will cause a different and/or desired outcome.
- **Distance Education** - a type of learning in which the components of a structured learning activity (learners, instructors, and learning resources) are separated by time and/or geography (Rovai, Ponton and Baker, 2008).

- **Distributed Leadership** – situations when leadership is said to be distributed among multiple actors who support others in achieving organizational goals.
- **Faculty Leader** – leader who has faculty rank, but also leads other faculty members. Typically, this is a chairperson or a dean in higher education.
- **Follower** – One who is not the leader; a person who looks for direction from the leader.
- **Leader** – one who is in a position of influence, followed by other individuals. In this study, administrators and faculty leaders are referred to as leaders. When referring to both types of leaders, the term leader will be used. When there is a need to clarify, administrators, faculty leaders or school leader will be used.
- **Leadership** – the cognitions, interpersonal behaviors and attributions of both the leader and the follower as they affect each other's pursuit of their common goal (Bass & Bass, 2008). Northouse (2001) defines leadership as a process in which an individual influences a group of individuals to achieve a common goal.
- **Leader-Member Exchange** – based on leaders of a group or membership that tend to have each member as part of an in-group and an out-group. This leadership style focuses on the nature and quality of the relationships that the leaders has with their subordinates.
- **Online Education** – distance learning facilitated in an online environment, through the World Wide Web or learning management system.
- **Situational Leadership** – there is no one way to lead or manage all situations. Situational leaders must examine the facts, assess the situation and come to a course of action.

- **Technology** – applied knowledge that makes a process or one's life easier or better.
- **Transformational Leadership** - a leader that inspires followers to do more than the follower originally planned or intended (Bass & Bass, 2008). In many cases, the transformational leader set high expectations for the follower to achieve that the follower did not think were possible.
- **Transactional Leadership** – the exchange relationship between the leader and followers aimed at satisfying their own self-interest.

1.12 Summary

The chapter provides the foundation for this comparative case study analysis. It properly states the purpose of this study and why it is relevant to distance education in higher education. The need for effective leadership is crucial to the implementation and survival of distance education in higher education. In this study, the lenses of change and leadership theory will be used to guide this comparative case study analysis. This analysis will help to identify how leadership affects the implementation of distance education in higher education and what motivates the stakeholders of higher education to actively participate in distance education. The results of this comparative analysis can be used to determine the appropriate actions of administrators to successfully implement change in higher education.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction to Literature Review

The use of previous research studies can be invaluable when looking for a solution for the challenges when confronting change in the educational environment. The studies presented in this study will validate why it is so difficult to implement change in higher education. The many stakeholders of higher education, faculty, staff and students, can cause many challenges to change, including technological change, which can lead to a difficult transition. In this literature review, this author will discuss the overall effect of change in an organization, how leadership affects this change, and in particular, how the change from traditional face to face learning to online education has had its effect on higher education and its many stakeholders. The discussion will begin with a definition of leadership, the various types of leadership styles, and how these leadership styles are viewed by followers and leaders of the same organization. This review will discuss the origins of distance education, types of distance education and how it has evolved in the past century, including online education. Finally, the impact of distance education will be discussed on a global level and how it is received by stakeholders, particularly faculty, in higher education.

Change is not a new concept. Anything that has been around for a long time has evolved from what it used to be. Fear, Adamek and Imag (2002) discussed the effects of change in a higher education environment. This particular article, entitled “Connecting Philosophical and Scholarly Traditions with Change in Higher Education”, discussed how to challenge the conventional views of leadership and change in higher education, in order to bring about change

in a more effective and efficient way. The authors believed that the ‘change agent’, or leader of change, can only bring about change when they are well versed in the traditions, philosophies and scholarly views of the stakeholders, in particular, faculty. Topics of discussion included the philosophical and scholarly issues surrounding the concepts of change in higher education.

Topics such as pedagogy and how students learn were discussed and challenged in this study.

Marshall (2011) conducted a study on change, technology and higher education. This study discussed if institutions of higher education were capable of change, and if so, what would it take to make change happen. The authors discussed how change (innovation) and technology are used interchangeably, so much that the implementation of technology means that the institution has ‘changed’. New implementation of technology may have been implemented at an institution, but the organization’s culture will still keep it from changing, which could be detrimental to the implemented technology, itself, or the organization as a whole. The author asked the question “must universities change and should change be a response of technology?”(p. 181). The question asked by the author was then validated by studies that focused on the purpose of change in higher education, pressure from outside agencies with dollars attached, as well as technology infused into the learning process is not yielding greater student learning outcomes. Marshall then used the e-learning maturity model (eMM) which was developed by Marshall and Mitchell (2002) to help the leader to determine the support and need for change in an organization, as it related to technological change.

Marshall (2011) concludes that all constituents of a university setting (faculty, staff and students) push for change to best suit their own individual needs. In the pursuit to accommodate the change introduced by the constituents, one must assess how this change will affect the other constituents of the university. Good leadership can determine if this adjustment is worth

pursuing based on the effect of the change. This balancing of the needs of the three groups of constituents is a primary concern for a leader of any institution. This research concludes that change resulting from technology depends on the change culture and leadership decisions of those leading the higher education institution. Marshall also concluded that the size of the university can play an important role in how the change should take place. In a smaller university setting, there are fewer administrators, faculty leaders and students, which can lead to more cohesiveness of the two groups. This cohesiveness can lead to a smoother transition for change.

Craig (2004) conducted a study entitled “Higher Education Culture and Organizational Change in the 21st Century”. This study’s purpose was to identify the driving forces for change in higher education, understanding an organization’s culture and its role in the change and how to prepare a higher education organization for change. According to the author, driving forces for change can be from demographics, technology or knowledge, as defined by Bowman (1999). Understanding an organization’s culture is vitally important, since this will have a major impact on the leader’s ability to implement the change. The leader must be aware of the environment and the people that are a part of it. Lastly, the author focused on strategies that prepare an organization change, including a time of ‘self-discovery’ by the organization and its constituents, having the right type of leadership in place, developing shared vision and strategies, and creating a climate of mutual trust and support.

Craig (2004) concluded that a person’s resistance to change is a natural human response. This study infers that not only is organizational change difficult but that it is also expected to be met with some form of resistance. Some people resist simply because they believe that there is no reason to change the existing conditions, which does not always indicate that everything is

functioning properly. Others resist because they have not been convinced of any immediate results because of the change. The author also concluded that self-discovery is a very important part of the change implementation process. This can be a problem because most people do not want to admit or face the problems that they clearly know exist. This can be perceived as a sign of weakness or failure.

Caruth & Caruth (2013) wrote an article regarding understanding the complexity of change in a higher education environment. The article, entitled “Understanding Resistance to Change: A Challenge for Universities”, focuses on organizational change in a university setting and how difficult it can be. The authors discussed issues such as tradition being a big reason for resistance to change. This is not only a phenomenon for faculty, but for administrators, as well. The study does suggest that administrators are more open to change, but still have some of the same challenges and experience the same frustrations as faculty. According to Clarke, Ellett, Bateman & Rugutt (1996), it was found that most resistance comes from older faculty, tenured male faculty and full professors. This population of people are faculty who have typically been in and around academia for a long time, so they do not see much of a need to change. These faculty members believe that academia works just the way it is and there is no need to ‘fix’ it. The environment of education has not been as flexible to change and expansion as the world of business and industry has shown to be. This study verifies that, just as this author have seen in the past, colleges and universities are slow to change, if open to change at all. This study was conducted based on a questionnaire given to 799 faculty members at 53 public Carnegie I research institutions and sought to find faculties’ of those institutions receptivity and resistance to proposed change or innovation.

When one is looking to change the education environment of a university setting, one must take into account, not only the size, but also the type of leadership that is currently in place. Also, one must examine how responsive the constituents are to the leadership currently in place. In many instances, transformational leadership is automatically associated with implementing change in an environment. Change and transformational leadership seem to go hand-in-hand with one another. There are several studies and instances that demonstrate that when change is needed, transformational leadership is required to achieve this change. There seems to be a need to bring in an out-of-the-box thinker to champion this change among the stakeholders of an organization. In an educational environment, there is a need to convince faculty, administrators and students to accept and embrace the desired change. Brown and Moshavi (2002) discuss findings of how transformational leadership behaviors of department chairs lead to more positive outcomes by the faculty of the department. Leadership with the proper training and fundamental leadership qualities can not only implement change, but also cause people to buy into the change. This particular study referred to motivating faculty to change under transformational leadership as herding academic cats. This study concluded that faculty are more satisfied, effective, and willing to work harder under leadership that exhibits transformational qualities.

Hunzicker (2004) wrote an article on how teaching professionals react to change. The author referenced five stages that can lead to permanent change, including precontemplation, contemplation, preparation, action and maintenance. According to the study, a teaching professional is driven by their belief system. Therefore, in order to get a teacher to buy into change, one must cause a teacher to change their beliefs. Lack of motivation can cause a teacher not to change. The teacher must be comfortable with the change and how their ability is affected based on the change. The article also listed lack of motivation as a determinant as to why

teachers resist change. If a teacher believes that their teaching method and style work, they will not see a need to change it.

Springer, Clark, Strohfus and Belcheir (2012) conducted a study of change in culture and climate in a school of nursing. During the eight year journey to change the culture and climate of the school of nursing, it was evident that transformational leadership was needed to intervene in order for this educational department to survive. Kotter's model for transformational change (Kotter, 1996) was used as a framework in this study. Kotter's (1996) eight stages of transformational change include establishing a sense of urgency, form powerful coalitions of people in the organization, create a vision for change, be sure to communicate the vision to all people involved, remove any obstacles (people, processes, etc.) that may be in the way of change, create short term wins or goals, build on the short term milestones when met and anchor the change throughout the culture of the organization. The Culture and Climate Assessment scale was used to measure the ability and need for change in the nursing department by the study.

At the early stages of this study by Springer et al. (2012), there were expressed levels of distrust and dissatisfaction among the faculty and students of the department. The distrust among the faculty led to a work environment that did not promote the collegiate camaraderie needed to be successful in higher education. Faculty and staff members felt that they needed to 'watch their backs' for fear of other faculty members or administrators taking the opportunity to bring accusation against them. This distrust also infiltrated the student population of the department, as many students felt that the university officials did not have their best interests at heart. This uneasy feeling can lead to many students transferring to other departments, as well as to other institutions, in order to escape the toxic atmosphere in the nursing department. It took a very radical transformational leadership a long eight years to turn things around for this

department, which helped with an overall organizational change for the university and other departments at the same university. During the eight year transformational period, there were many changes that took place, including changes in middle and lower level supervising, as well as firings of particular faculty and staff. There were also some students that were lost to other academic departments and universities, which were reflected in the department's retention and graduation rates.

From a student perspective, Akerlind and Travitt (1999) discuss student resistance to change in educational practices by instructors. The authors also discussed implementation of technological change in teaching practices and keeping the students engaged during the transition process. Of the three suggested strategies for introducing educational change, two stand out as most effective. The strategies: (a) change by force and (b) change by persuasion, seem to be the most effective among students. The change by force strategy indicates that the students have no other option but to comply with the proposed change. This can lead to a negative reaction from students, but eventually students will conform to avoid penalty. The change by persuasion strategy is the more logical choice because students are convinced of the benefits of converting to the change, which is a more powerful approach. Change by persuasion is one of the basic elements of transformation leadership. This work offered solutions to teachers as they relate to helping students to accept the change. The teachers in the study were transitioning from traditional style curriculum to more computer based curriculum, which was supposed to enhance the learning experience of the students.

As indicated by previous studies, there are many challenges to change in higher education, but it is not impossible. Administrators of higher education must be willing to do whatever is necessary to implement change and must be patient during the process. The studies

above indicate that this process is not an overnight process, but takes time, resources and a willingness to take a step backwards before progress can be made. This comparative case study analysis will provide a blueprint for leaders in administrative roles leading technological change in a higher education environment. This researcher will use a “comprehensive research strategy”, as described by Yin (2002), to develop a comparative case study analysis that will be useful to those interested in how distance education is implemented by leadership in higher education.

2.2 Leadership

Leadership theory will also be part of the framework of this study. Northouse (2001) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3). Bennis and Nanus (1985) discussed the strategies of effective leadership. The commonalities faced by all leaders, according to the authors, include (a) leaders are expected to overcome resistance to change, (b) leaders must broker the needs of the stakeholders in and outside of the organization and (c) leaders are responsible for the set of ethics and norms that govern the behavior of the people of the organization (para “Commonalities”). According to this study, the leader is the key to enhancing the human resources of an organization.

2.3 Types of Leadership

2.3.1 Laissez-Faire Leadership

Bass and Bass (2008) define Laissez-Faire Leadership as inactive leadership. This particular form of leadership has the characteristics of mostly handing off responsibility to their

subordinates and sets no clear goals, while minimizing direction and face time with them, which is important to the supervisory role. This tends to hinder the growth and development of employees that need the leader to provide feedback and direction, which can lead to the lack of productivity and control. This style of leadership is not all bad, as followers under Laissez-Faire can flourish if they are self-motivated. Self-motivated people do not need much direction or support and can consider it annoying if offered by the leader. This form of leadership, though not often found in areas of leadership, can be measured by the Multifactorial Leadership Questionnaire (Bass, 1985).

2.3.2 Autocratic Leadership

Autocratic leadership has been used synonymously with referring to a dictatorship. Typically, autocratic leaders are those who have full control and decision making as they relate to a group of people or an organization, without the input of those who are following. The leaders possess total authority and impose their will on their employees, where, in many cases, there are no challenges from the followers. Cuba and North Korea have operated under this type of leadership style (Bass & Bass, 2008). This leadership can also be effective, especially when an organization is under pressure to get results immediately. This leadership style is also beneficial when change needs to happen quickly. Sometimes, democratic leadership, which is the very opposite of autocratic leadership, can get in the way of getting results quickly, especially when change is needed. Birmbaum (1998) stated that, in order for a college or university to implement specific change in a short amount of time, the university must (a) be in an acknowledged state of crisis, (b) must be small, (c) are conspicuously out of date or (d) must have autocratic leadership in place. The study verifies that autocratic leadership can be effective if implemented in the right environment and under the right conditions.

There are also some issues with the autocratic leadership style that can be disruptive and unproductive as it relates to accomplishing goals. This type of leadership can be effective, but can also be abusive, creating fear and distrust (Bass & Bass, 2008). Creative employees are not fans of this type of leadership because it tends to stifle their creativity and ability to think outside of the box. There are usually a set of prescribed instructions or directives that everyone must follow. Employees tend to resent this type of leadership, which causes high staff turnover and absenteeism if followers are exposed to it for a prolonged period of time. The output can be effective, but the teamwork aspect could get lost.

2.3.3 Leader-Member Exchange

This particular leadership style is based on leaders of a group or membership that tend to have each member as part of an in-group or an out-group. Leader-Member Exchange focuses on the nature and quality of the relationships that the leader has with his subordinates. In this particular leadership style, a leader pays more attention and puts more focus on the members of the in-group. The inner group is comprised of members with whom the leader has established a close, intimate relationship. This relationship fosters good communication, clear objectives and compliance between the leader and subordinates, which leads to better quality of work and effectiveness among the members of the in-group. The out-group is a group of subordinates that do not have the close, intimate relationship with the leader, which tends to make them feel like outsiders, and in some cases, they do not share the same goals and vision as the leader. This can lead to the direct impact on the subordinate's impact on the overall goal of the group and organization. The leader cannot foster an intimate relationship with every member, so they tend to focus on those in the in-group with similar goals and skill set as the leader (Bass & Bass, 2008; Graen & Uhl-Bien, 1996; Truckenbrodt, 2000).

Since this form of leadership focuses on relationships, some authors see this as a valid alternative and/or supplement to transformational leadership. Power (2013) discussed the impact of Leader-Member Exchange theory in higher education and distance education. The author feels that Leader-Member Exchange is a good compliment to transformational leadership because of the autonomous nature of most faculty members in academia. Most faculty consider themselves experts in their fields, therefore no matter how much of a need there is to change, the leader must rely on a well-managed relationship with that faculty member in order to bring about desired change in higher education. The study suggests that more emphasis should be put on relationships, along with the attempt to change and transform the education environment. This leadership style also has been studied and proven to have an effect on organizational effectiveness (Lunenburg, 2010). Along with this study, there is also some criticism of what the Leader-Member Exchange leader brings (Hogg et. al, 2005; Uhl-Bien, 2003).

2.3.4 Situational Leadership

Situational leadership states that there is no one way to lead or manage all situations. Situational leaders must examine the facts, assess the situation, and come to a course of action that is best for the situation every time he/she is presented with an issue. This form of leadership allows the leader to switch between the many types of leadership styles to be the most effective leader possible in any situation. The leader may be prone to one style versus another, but the leader is flexible enough to determine what is appropriate during that particular time. According to Bass and Bass (2008), for a situational leader to choose the most effective approach, the leader must assess:

- The skill level and experience of the employees;

- The work that needs to be completed;
- The organizational structure and culture;
- The leader's preferred method of leading according to this particular situation (p. 718).

The last bullet gives the leader the flexibility to assess and determine what leadership style is appropriate for the situation. According to this definition, the leader is a product of the situation and circumstances. They are not self-made and not a product of personality, drive or ability (Stogdill, 1975).

Situational leadership is used to bring out the best in the leaders and followers of an organization. Pavlovic, Oljaca and Kostovic (2012) looked at how different leadership styles are used to help motivate teachers and other administrators to be better than they currently are. In certain instances, democratic leadership is used, while in some extreme cases, autocratic leadership is used. Leaders who use this style make decision and adjustments based upon the variables present and resources that they have available to them. This type of leader must know the people who work for them, the type of work involved and current work atmosphere to effectively use this leadership style. This particular type of leadership style keeps the leader in a constant state of assessment. The leader's reaction to any situation is based on this assessment. Leaders with a dynamic leadership style, as described above, exercise good judgment in every situation to solve problems.

2.3.5 Transformational Leadership

This study will take a close look at transformational leadership, in particular, which is commonly used when change needs to take place. According to Bass and Bass (2008) "transformational leaders motivate their followers to do more than the followers originally

intended and thought possible” (p.618). Transformational leaders have a way of motivating and moving others to achieve a common goal. The key is to implement change with the least amount of resistance from the followers. All transformational leaders need positive responses to the change they try to implement. The ‘buy in’ of the follower is most important. The goal of a transformational leader is to inspire the follower to put aside their own self-interest for the sake of the success of the organization. Once the follower takes on this mindset, the follower will be more accepting to do what is best for the organization, instead of focusing on the change required to make the organization more successful.

Bass and Bass (2008) list the three factors of transformational leadership as (a) charisma, (b) intellectual stimulation and (c) individual consideration. Transformational leadership is used when a change needs to take place in an organization. Charisma is an important factor to win over the hearts of the followers. This factor can very well determine whether a follower will follow. Intellectual stimulation is the use and trust of the same followers to make the right decisions with their current knowledge base. All followers want to know that their voices are heard and they are part of the reconstruction process. Lastly, a leader’s ability to pay attention to the needs and desires of the follower to achieve a designated outcome is an individual consideration. Follower buy-in can only be achieved when the leader buys into the followers and their abilities. There will be many studies presented throughout this study that promote the effectiveness of transformational leadership.

2.3.6 Transactional Leadership

Transactional Leadership will also be part of the discussion in this comparative analysis. According to Burns (1978), transactional leadership is the exchange relationship between the

leader and followers aimed at satisfying their own self-interest. According to Bass (2008), transactional leadership consists of a leader's assigning a task or job and obtaining agreement with the follower on what needs to be done. This particular leadership theory requires the followers receiving some sort of reward or motivation for following the direction of the leader. This reward is offered by the leader to entice the follower to comply. Transactional leadership has been closely tied to transformational leadership, but the motivation for transactional leadership is agreed upon up front by the follower and leader, as opposed to inspired by transformational leadership.

Transactional leadership follows after the motto "you scratch my back, I will scratch yours", where the follower is motivated by a gift, trade or a transaction. As part of this transaction, the leader and followers set goals together. The followers agree to this transaction to receive a gift. If this pre-established goal is not met, in some cases, the leader can determine an appropriate punishment for an unmet goal. A drawback for the follower is that the leader reserves the right to review the result to determine if the result is appropriate and acceptable to receive the reward.

2.3.7 Distributed Leadership

Distributed leadership is a vital part of this analysis as well. This particular type of leadership will be introduced in great detail in one of the three case studies that will be analyzed. Distributed leadership is defined in the Holt et al. (2014) study as "situations when leadership is said to be distributed among multiple actors who support others in achieving organizational goals" (p. 383). This particular type of leadership is similar to shared or dispersed leadership, but relies heavily on relationships among the multiple layers of leadership in order for it to be most effective.

This type of leadership relies on the multiple leaders at multiple levels sharing a common goal or vision, while keeping the relationships intact. The shared goal is what keep the leaders on the same page and working in the same direction. It is imperative with this type of leadership that the senior leaders keep the lower levels of leaders motivated and sold on the shared goal. If this share goal stays in the forefront, this type of leadership style can be successful.

2.4 Leadership in Distance Education

Observing colleges and universities and the direction in which they are heading, there is a need to look at new and innovative leadership practices that are grounded in the leadership theories discussed above, but are tweaked to fill the needs of a new age higher education environment. Eddy, Murphy, Spaulding and Chandras (1997) wrote an article on the ‘new age’ leadership styles that will be needed based on the failures and issues that current colleges and universities are facing today. Along with the leadership qualities, they discussed examples of failures because of the lack of leadership qualities in the higher education environment. Types of leadership qualities discussed included Ethical Leadership, Multicultural Leadership, Accountability Leadership, Privatization Leadership, Global Thinking Leadership and Volunteer Leadership. Two of the leadership styles that were particularly interesting were Distance Education Leadership and Multicultural Leadership. The qualities of Distance Education Leadership, as discussed by the authors, included an appreciation for, and understanding of, the relationship between times, distance, and location. Therefore, this appreciation will include knowing that the goals of education must blend with technology in order to be successful for the instructor, as well as the student. According to the authors, distance education is here to stay and is not going anywhere, so there is a need for education and technology to work together. A good leader must facilitate the successful marriage of the two. Another quality of Distance Education

Leadership is to understand the interaction of communications technology and knowledge dissemination is a rapidly advancing field. It is imperative that faculty and administrators of distance education must learn how to use the latest communication techniques and tools to facilitate learning and knowledge transfer. Having the knowledge base but not a mastery of the technology will not be helpful in the distance learning environment. It is imperative that the tools of communication in this environment are mastered to ensure that knowledge is being imparted in all aspects of the distance learning experience (Eddy, Murphy, Spaulding & Chandras, 1997). Some of the failures presented in this same article included get rich quick schemes that caused unethical behavior by administrators and other university leaders to be prevalent.

The challenges of education and technology were also discussed by Eddy, Burnett and Spaulding (1996), which are noted advantages and challenges that every leader in distance education must face. Some of the advantages included in this article through the use of technology assisted education (TAE) include cost reduction of course delivery. Overhead costs, such as heating and lighting, were little to non-issues with technology assisted education. Another advantage was convenience of this type of education delivery to the students. Students had access to the teaching tools and materials through various means, including a learning management system, a course website or another technologically enhanced feature. Lastly, another advantage of the TAEs included the professor's lesson could be spread much further than the walls of a classroom.

In this article, the marriage of education and technology also had some challenges and limitations that can lead to what some would call an inferior distance education experience to that of a face to face course. These challenges include the balance of personal contact with the

instructor and the interaction online by the student with the resources made available, which included syllabi, lesson plans, discussion boards, etc. Another challenge would be the limitations of the online student to that of a traditional student, which included library and other student services access, which is imperative to the success of the student. This lack of access can result in the student not being as successful as an on-campus student. Lastly, the online student would miss out on the benefits of social and group learning, which is fundamental to the college experience. All learning online is individualized, which is accepted, but there must be a balance (Eddy, Burnett and Spaulding, 1996).

2.5 Distance Education

Among the types of change that have and are currently happening in higher education, distance learning is one that is causing a paradigm shift in how the teacher relays information, how they have access to students and how students have access to the ‘classroom’. With the population of college students slowly moving away from traditional college students (18 year olds directly out of high school), there is an increasing need for institutions to meet students where they are. Distance learning helps an institution to accomplish this feat by taking the learning experience to the student and making it accessible to potential students who do not have the means or would never set foot on a brick and mortar campus. Also, distance education offers the flexibility needed by the nontraditional student to attend school and be successful, while working full-time and taking care of their families. It brings the dream of a college education to those who may not otherwise be able to pursue a degree.

Rovai, Ponton, and Baker (2008) defined distance education as “any type of learning in which the components of a structured learning activity (i.e., learners, instructor, and learning

resources) are separated by time and/or geography” (p. 1). Distance education brings people closer and provides opportunities that would have usually not been available to them. This outreach can reach as far as regional, national, or even international. Distance education has brought an opportunity for education to areas of the world that, in some cases, would not have been given the opportunity because of social, economic and geographical reasons.

2.6 University correspondence courses

Distance education, in its most primitive state, began in the late 1800s, according to Carr (2012). With the United States postal service being established, there was an opportunity to educate people who were not able to attend traditional college and university campuses. This opportunity allowed those who may never have had a chance at education to receive one via correspondence courses. These courses gave faculty the opportunity to teach beyond the face to face courses and to individualize their lesson plans according to the ability of the individual student. This means a more intimate interaction with the student that the faculty member was trying to reach. Many faculty preferred correspondence courses to traditional classrooms environments. Most correspondence courses during this time concentrated on occupational and/or agricultural studies. This availability to all students rid the country of the notion that higher education was only for the privileged, but for the middle and lower class, as well (Saba, 2011). Correspondence courses also opened the door for many women to be introduced to higher education (Caruth & Caruth, 2012).

Correspondence courses were later enhanced with the use of radio and television in the early to mid-1900s. Columbia University was one of the first institutions of higher education to use radio to enhance the learning process. With higher education opportunities not available to

everybody in the United States, mediums such as radio and television became more important because they helped to deliver the course content to a mainstream audience. According to Criscito (1999), there are some well-known names, including Franklin Roosevelt, Walter P. Chrysler, Walter Cronkite, Berry Goldwater and Charles Schultz, who took advantage of these types of distance learning opportunities,.

2.7 Technological Advances in Distance Education

From the development of distance education courses came distance education programs. As universities began to master the offering of several distance education courses, they began to offer entire distance education degree programs consisting exclusively of distance education courses. The University of New York developed the first exclusively distance education degree program in the United States in the 1970s (Criscito, 1999). This led to the further development of distance education programs by other prominent universities, and eventually, universities began that were exclusively distance education universities for the sole purpose of distance education.

Eventually, technology began to take a bigger role in distance education. The World Wide Web began to play a bigger role in how material was delivered to students and how student feedback was submitted. The Internet is used to facilitate the classroom environment for the student and faculty member. The faculty member used the Internet to post assignments, set up discussion boards and make necessary materials available to the students. The student, at their convenience, would download the assignments, participate in the discussion boards, and be sure to access all required documentation for the successful completion of the course. Some participation would need to be completed by a certain time, which would require some

coordination between the student's time and the requirements of the course (Caruth & Caruth, 2013). Beaudoin (2002) stated that:

The proliferation of instructional technology in the past decade, particularly in higher education settings, is having a profound impact on the how teaching and learning now occurs, and is transforming the means by which institutions reach and support an emerging worldwide market across time and distance (p. 131).

This author believed that the use of technology fundamentally changed, not only distance education, but also how teaching and learning occur in general. Zhang (1998) also conducted a case study on the effect of technology on distance education and the higher education processes surrounding it, through the lens of graduate studies.

Distance learning has even been included in the world of virtual reality. Miller (2014) conducted a study of the impact of virtual reality on distance education in higher education. In the author's study, virtual reality was defined as a computer generated environment designed to simulate a three-dimensional environment that provides user interaction. The research discusses how each student could be assigned an 'avatar', or a digital representation of the student. With the aid of virtual reality headsets becoming something that will be readily available to an everyday computer user, the possibilities of interaction socially and academically for all students and instructors will be about the same as brick and mortar classrooms. The use of virtual reality can be beneficial, according to Miller (2014), as long as there is flexibility between students and instructors to be open-minded to its capabilities and possibilities. As of today, the use of virtual reality is not fully developed, but this author believes that it will happen soon and the impact is too important to miss out on.

2.8 Asynchronous Learning

According to McCormick and Jones (1998), there are two types of distance learning formats. The first format, asynchronous learning, is the format where the learning and teaching of the online course is completed by the student and the faculty member at the pace of the student. The materials are made available to the student by the faculty member, posted online through various media outlets and PowerPoint presentations. The student is expected to take the course materials, read and comprehend the information at their own pace and demonstrate knowledge of that information through an evaluation, which is determined by the instructor. Most importantly, in this format, the student and instructor do not need to be online or to meet online at the same time in order for the course to be taught and received successfully.

Asynchronous learning calls for self-directed learning. The instructor provides the materials, but the student must take those same materials and, with a set of instructions, learn and apply this information. Artman (2003) discussed some of the factors that caused faculty resistance with this type of distance education learning. This is a more passive approach for faculty as it relates to learning and imparting knowledge, so it can prove to be problematic. Schifter (2000) also conducted a study on some of the inhibiting factors as they relate to distance education. According to this author, there are also some motivational factors to this type of learning, which include teaching at your pace. Also, faculty members enjoy the sense of freedom and empowerment that teaching online gives them. So, faculty members enjoy the challenge of teaching online and still effectively imparting knowledge to their students.

2.9 Synchronous Learning

Synchronous learning is defined by McCormick and Jones (1998) as learning that is completed through distance education where the student and instructor meet at a designated time and ‘virtual’ location for lecture, class participation and discussion. All of the learning in this format is live and is happening in real time. This type of learning environment can be facilitated through live video streaming, chat rooms and other tools that would allow for the two way connection needed. This type of distance learning is very similar to a face to face course, which has an assigned room and certain meeting times for the student and instructor to come together for class.

According to some recent research, students view synchronous learning more positively than asynchronous learning environment. Students value getting the instant feedback from the instructor of the online course, being able to physically see their classmates and are overall more engaged in the online course experience (Falloon, 2011; Hrastinski, 2008; Strang, 2013). There is a common misconception that all online students want to work at their own pace and during their preferred time. Some students who learn online do want the traditional settings around taking a college level course, such as meeting times and class discussions, but have chosen the online platform for the convenience of their family and physical location.

2.10 Impact of Distance Education: Pros and Cons

The impact of distance education on higher education has been studied to determine how one has had an effect on the other. Caruth and Caruth (2013) conducted a case study on the impact of distance education on higher education. According to this study, distance education has allowed students that may have never attended college an opportunity to attain a college

education. The findings suggest that the reason why a new population of students was allowed to have access to higher education is because of changes that distance education brought to colleges and universities.

Edge and Loegering (2000) also discussed many of the benefits that distance education and learning brought to higher education, citing new clientele and opportunity as some of those benefits. This study also discussed some of the issues of distance education, which included acceptance by faculty and students, as well as course design, which is a huge concern for faculty contemplating learning objectives and goals. Allen and Seaman (2013) conducted a study with chief academic officers, which states that the learning outcomes for online students were about the same as those for face-to-face students. This study helps to further the argument for online learning, which, when done right, can be just as effective as any other form of learning.

Newman, Couturier and Scurry (2004) presented statistics that stated that consistent growth in online enrollment and that, overall, students are satisfied with effectively implemented online education. Bentley (1993) also discusses how an innovative concept such as online education, at that time, could be used to have a great education impact internationally on a society that has more access than ever before. Kambutu (2002) concluded, in his study, that 81% of the administrative participants believed that distance education was very important to the institutional survival. Distance Education is used to supplement stagnant, and in some cases, declining, enrollment on brick and mortar campuses. Some colleges and universities might have to close their doors if they were not offering distance education. Some colleges and universities are strictly distance education institutions, with virtual campuses.

As with anything with benefits, there are also issues that arise during the implementation of distance education in higher education. Beaudoin (2016) discussed some of the issues in the

implementation of distance education and how it affects the decision makers involved in the process. The author discussed how some colleges and universities in the for-profit arena have sacrificed the quality of instruction and teaching for quantity of students and increased enrollments. The author did state that this is not only an issue for for-profit colleges and universities, but something that can infect any university, both great and small, private and public. This article also discussed some of the unethical behavior that goes on which many students have to endure, and in some cases, cannot do anything about because of the distance between them and the physical campus through which they study. The article discusses failed implementation of distance learning tools, which affects the quality of the class and material. Interestingly, this article also discussed the thoughts of two university presidents on distance education. Reif (2013) cited a university president stating that he believes that digital learning is not as true as education transmitted face-to-face. The president stressed the importance of the personal connection with the faculty member, which will inspire the student far beyond anything that can be done electronically. Regnier (2013) cited another university president, stating that a student sitting at home watching a professor across the web compared to a student interacting with students and professors in a face-to-face environment would be a social disaster. These very strong statements infer that distance education will never be as effective as students in a classroom on a brick and mortar campus.

Christensen and Eyring (2011) discussed the idea of infusing technology with education as a disruptive innovation. The author felt that the marriage of technology and education has become something that causes more confusion and disruption than welcomed change and innovation. Since academia was reluctant to infuse too much technology into education, thinking that this took away from the experience that face-to-face education gives, technology

has become more of a disruptive innovation than something that can be welcomed by higher education and sustained over time. The author essentially felt that the risk was not worth the reward. The same author also discussed technological change in general and how it can have a negative effect on any organization if not pursued with the correct scope in mind and leadership in place. (Christensen, 1997).

Biesinger (2012) discussed the challenge setting tuition rates for distance education courses. One of the major challenges, when deciding to pursue distance education, is the tuition rate that an institution chooses to set for these types of courses. The institution has to think about the in-state student who has access to campus, but for convenience wants to take the online course, as well as the out-of-state students who would like to take online courses at the institution for a cheaper cost than attending and staying on campus. Institutions must balance the needs of the in-state and out-of-state student as they set the tuition rates. Also, as this author discussed, this can be a problem for faculty as well. What is the 'home institution' for a professor who teaches exclusively online? One of the major conveniences of teaching online is that it can be done anyway that there is an internet connection. Is this professor classified as an adjunct professor for the rest of their teaching career, without a home institution?

Other challenges that occur in the implementation of distance education, as referenced by Beaudoin (2016), include:

- Contending with a changing learner landscape, reflecting new needs and demands.
- Monitoring and reducing the so-called digital divide that separates resources from prospective users.
- Enhancing access for users and opportunity for providers without compromising quality.

- Resolving the frequent tension between technology and pedagogy.
- Determining effective applications of social networks for learning.
- Overcoming persistent faculty resistance to adoption of online instruction.
- Achieving authentic assessments of learning outcomes in online settings.
- Balancing issues of academic freedom and intellectual property in online course development.
- Countering the prevailing myths in the distance education field that perpetuate hostility.
- Resisting the influence of others with limited expertise in online education.
- Navigating the hazards of regulatory initiatives and other impediments to growth.
- Getting complex new programs functioning quickly within environments with no precedents.
- Interacting with diverse partners, some with little or no experience in online education.
- Directing teams in accomplishing multiple tasks, often with pressing deadlines.
- Identifying and implementing suitable virtual teaching/learning tools for optimum effectiveness (“Distance Education Challenges and Attributes”, para. 1).

These challenges, among others, need to be closely monitored and examined in order to ensure a smooth implementation process as it related to distance education (Beaudoin, 2015).

2.11 Motivating and Discouraging Factors for Distance Education

As distance education is implemented, there has always been a need to identify what motivates faculty, staff and students to participate in distance education. In particular, there have been studies that identified motivating and discouraging factors for distance education for faculty. Betts (1998) conducted one of the first studies of this kind. This particular study focused on the factors influencing faculty participation in distance education in higher education in the United States. This study identified some of the intrinsic and extrusive motivators for

faculty. Some of the intrinsic motivators, which, by definition, are engaging in an activity for a sense of enjoyment derived from the activity itself (Deci 1975), include a sense of empowerment, intellectual control, an opportunity to use the technology and the opportunity to get students involved in the use of the new technology. Extrusive motivators, which are rewards of good behavior (Deci & Flaste, 1995), include the flexibility to teach anywhere and anytime. Stipend or increased pay were also defined as extrusive motivators for faculty.

Inhibiting factors for faculty were also discussed in the Betts (1998) study. The author concluded that “faculty participation will not increase significantly unless the administration begins to eliminate inhibitors that deter faculty from participating in distance education” (Betts, 1998, Conclusions section, item 6). Two of the most common inhibitors among the faculty in this study were time investment and increased workload. According to the survey results, faculty believe that the distance education courses were not worth the amount of time investment needed to develop them. Faculty would be required to develop all online course materials, which can be time consuming, along with the other face to face courses assigned, research and any administrative duties assigned. In 1998, the faculty felt that this investment of time and energy was not the best use of their time, particularly learning the technology and delivery methods of instruction. The quality of the distance course was also a major inhibitor for faculty. Some faculty felt that the course was being watered down in order to be offered in distance education.

Betts (1998) used a survey instrument that was developed by the author to determine the faculty member’s self-assessment and agreement with questions of factors that motivate and inhibit their participation in distance education. This Likert scale survey had a Cronbach alpha of over 0.70 reliability, so this foundational survey has been used multiple times over the past few decades. This study used the original survey to evaluate 25 higher education faculty

members to determine motivations and inhibitors for faculty. Schifter (2000) took the same survey and decided to use it to measure motivating and discouraging factors for faculty for online courses. The original purpose of the survey was for distance education, but Schifter decided to focus primarily on online education at a large institution. Artman (2003) took the same modified survey from Schifter (2000) and improved on the survey to better measure participation of faculty for online education, but the author used this modified version to survey the faculty of a national association. Artman's (2003) version of the survey was not limited to an individual school or institution, but was tested across a professional association of faculty to determine motivating and inhibiting factors of online education. The survey was once again slightly modified by Hurt (2014) to turn the exact same survey into an online version of the existing survey. There were no fundamental changes to the survey at this stage, but the online survey made it much easier to collect and analyze the data.

This original survey that was created by Betts (1998) has been instrumental in multiple studies since its inception. The survey is instrumental in measuring faculty involvement in distance education, and, eventually, online education. The survey has the Cronbach alpha and reliability to be used as an appropriate instrument to collect motivating and inhibiting factors for distance and online education involvement. The instrument has been used on small groups of faculty, as well as with large professional groups. As time passes and more technology is accepted in the classroom and education, the participation rate has increased over time, but there is still more work to be done to win faculty over. At each stage in the instrument lifecycle and its different forms, there has been a steady increase in faculty participation.

2.12 Leadership in Distance Education

There are many studies that relate to leadership in higher education, but not as many that are related to the leadership and management of distance education in a higher education environment. Studies including Paul (1990), Duning, Kekerix and Zabrowski (1993) and Freeman (1997) discussed some of the preliminary results as they relate to distance education and the management of this type of teaching and learning. These studies did not intend to offer a theoretical discussion for effective leadership in distance education, but were more of a ‘how-to’ guide on how to develop and direct distance education initiatives at a local college and university. Since these studies were based on primitive results of distance education at their local colleges and universities, they would only offer a limited view of how effective distance education was. The studies focused on the experiences of the short lived local experience.

Dede (1993) stated that the leadership needed for distance education is leadership unlike any other type of leadership in a traditional education environment. Since education is slow to change, leadership within education, whether administrative or faculty, tends to maintain the environment, not change it dramatically. Faculty, especially, are resistant to any change as it relates to education, believing that there is no need to change; higher education is fine that way it is (Allen & Seaman, 2012). Dede (1993) stated “Creating and conveying technological visions powerful enough to displace traditional educational models is one of the most challenging aspects of leadership” (p. 6).

Latchem and Hanna (2001) conducted a more recent study on leadership (management) and its effect on distance education, or as it states ‘open and flexible learning’ (Abstract, para 1). This particular study did not focus solely on distance learning, but mainly on leadership and

management best practices around growing trends in higher education. This study was one of the first of its kind to truly explore leadership and its effect on those new and innovative ideas in education that were only being practiced by certain institutions. Latchem and Hanna used the interviews of leaders at their institutions to complete their study in this area of research.

Later, Beaudoin (2002) provided a definition for leadership in distance education as “a set of attitudes and behaviors that create conditions for innovative change, that enable individuals and organizations to share a vision and move in its direction, and that contribute to the management and operationalization of ideas” (p. 1). This leadership style is most effective if it has the skill set to enable change and innovation. Distance education must be accepted by every faculty member and some administrators as an acceptable form of education, especially in higher education, so there is a need to be as creative and accommodating as possible to win over those contradicting views. This is needed by those administrators who are leading the change in the offices and media centers in charge of the implementation of distance education.

It is easy to say that all leaders of distance education are most likely transformational leaders. When thinking about the challenges of implementing distance education in higher education, most people think that a transformational leader is needed. Studies like Nworie (2012) and Tipple (2010) suggest that transformational leaders would be the proper fit for the implementation and leading of distance education. The amount of change that would need to take place in a traditional higher education setting would require a transformational leader. Beaudoin (2002) discusses transactional leadership as the ideal leadership style for implementing distance education. The leaders would need to diagnose where the organization is, where it can go, and how it can get there. The leader would have to determine the best course of action to get the institution to buy into the proposed change.

Coleman (2016) conducted a dissertation study on the role of leadership behaviors and ambidexterity in online learning units or distance education offices. This study stated that it is important that leaders have the right skill set to lead this unit and are able to effectively navigate the tradeoff between exploratory and exploitative innovation (p. 6). This qualitative study focused on ten leaders of distance education offices, their leadership styles, and their effect on their institutions. It looks at how important these leaders are to the survival of their university and how they impact the stakeholders as it relates to online learning on their campus. The leadership styles were also a focus of the study, which ranged from transformational, to transactional, and to a newly framed leadership style called ambidexterity. Ambidexterity Leadership is defined in this study as exploring innovative and new ideas while also establishing existing methods that have been proven to work at the same time. The study concluded that based on the ten leaders studied, distance education leaders need to focus more on the educational aspects of distance education and less on the technology. It also concluded that ambidextrous leadership shows signs of a good leadership model for distance education on college campuses.

As leadership is discussed in higher education, there is a need to discuss the disparity of women leaders and administrators in the distance education environment in higher education. Mundy and Kapezynski (2015) conducted research on how women are excelling in the classrooms and graduating, but are not achieving the same results in rising to the top of higher education. According to these researchers, some of the reasons behind this gender disparity are because of (a) institutional male norms, (b) perceived lack of opportunities for women in higher education and (c) women's desire for a balance between work and family. Some of the major findings of this study suggest that gender is not a factor in success of an individual in the field of

distance learning in higher education. The authors discussed the tendency of women administrators, their communication skills and their networks or support structure as reasons for them not being as successful as men. Blount (2008) also discussed the disparity of women in leadership roles in distance education in the higher education environment. The author sought to identify key findings that can be determining factors for how more women can be successful in this field. This author went directly to successful women in the field already to determine what it would take for more women to be successful.

2.13 Case Study and Comparative Case Study Analysis

A case study is an in-depth examination, usually over time, of a single case, according to Goodrick (2014). Yin (2002) defines a case as “a contemporary phenomenon with its real life context, especially when the boundaries between a phenomenon and context” (p. 13). According to both authors, a case study addresses the “how” and “why” questions of an observed phenomenon. As a researcher observes the subjects of a case study in their natural habitat, questions such as “how” and “why” are answered because the research is seeing the behavior, interaction and rationale unfold firsthand. This examination by the researcher is observed on a firsthand basis, leaving no room for assumptions or personal viewpoint. This allows the data collection to be as true to the experience as possible.

A comparative case study analysis covers two or more case studies. According to Goodrick (2014), this comparison involves the analysis and synthesis of the similarities, differences and patterns across two or more cases that share a common goal or focus. A comparative case study analysis can compare studies of qualitative, quantitative or mixed methods. It is important that before the case studies are compared, the researchers must describe and understand each case study in great detail. The researcher must understand all aspects of the

case studies to determine if the case studies are appropriate for comparison, including the purpose of the study, need of the study, significance of the study, research questions and theoretical framework. If the comparison is appropriate, the comparative case study analysis could lead to a need for further research in the area studied.

2.14 Summary

There were many relevant studies presented related to the impact of leadership in distance education in higher education. Looking at each variable alone can provide a complete and rich history of information that can set the framework for this study. The literature review looked at each variable separately and how they can co-habitat. The concept of leadership and the various forms that it can take have been discussed at length over centuries and decades of research and studies. There are many studies that discuss the impact that leadership has on the many stakeholders of any organization. Higher education has been around for years and has been highly regarded as life-changing when students are exposed to this higher level of thinking about social growth. Higher education can have a profound and direct impact on how effective people are in their area of expertise and their communities. Lastly, the concept of distance education has been around for years. In many cases, people think about online courses as distance education, but distance education started way before the invention of the computer with correspondence courses. After the development and infusion of technology into higher education, the concept of online learning came about, which made distance education more accessible than it had ever been before. This study will use this literature review and research as a foundation to uphold this comparative case study analysis. This comparative case study analysis will include describing three selected case studies in great detail, highlighting research questions, significance of the study and methodology, as well as results, conclusions and future

research. This researcher will use this methodology for analysis, establishing findings and developing conclusion

CHAPTER III

METHODOLOGY

3.1 Introduction to Case Studies

This section will discuss the studies that will be used for the comparative case study analysis. For each study, there will be a description of the case study, the methodology used to retrieve data and the significance of that study. These pieces of the study are important because they will help to shape the direction and overall goal of this comparative analysis. After the description of these individual studies, this author will discuss the methodology used to evaluate the three selected case studies and how the data will be compared to determine results and conclusions.

3.2 Case Study One - A Decade of Change: Motivating and Discouraging Factors Affecting Faculty Participation in Online Business Education (Hurt, 2014).

3.2.1 Description of Case Study

The study by Hurt (2014) focused on the motivating and discouraging factors that affect faculty participation in online business courses. This particular study looked at studies such as Betts (1998) and Artman (2003) as a foundation for its research and desired to build on this research in a new decade where distance education has become more advanced and intrusive in higher education. The author wanted to see if the results of motivations and discouragements have changed over the past decade since the last time this research design was completed. With many studies discussing the increase in online enrollment at various universities and the number of discussions surrounding this fundamental change in higher education delivery and accessibility, there is need to determine if more or fewer faculty are still on board with this

change in higher education. There is a need to determine if the barriers and incentives for teaching online are still the same as viewed by faculty. There is a need to determine if the same things that motivated faculty over ten years ago are still relevant to this current decade. The study sought these answers to determine if there is a need to review, and perhaps, revamp higher education's approach to getting more involvement from faculty in the online education environment. Since this study discusses motivating and discouraging factors for faculty involvement, the transactional leadership theory is most appropriate for this type of leadership.

Variables in this study (Hurt, 2014) include change, faculty, distance education, higher education and leadership. Research questions for the study were:

1. Are there any differences in faculty demographics or type of institution where employed related to participation in online education? Demographic and institutional variables identified for examination include the following: academic discipline, type of institution where teaching, gender, age, faculty rank, tenure status (including adjuncts), number of years of teaching experience, and prior experience as a student or teacher in a technology-intensive course and prior experience as a student or teacher in a an online course.
2. Are there any differences in intrinsic factors related to faculty participation in online education? This question includes two categories of factors: intrinsic motivation and intrinsic inhibitors.
3. Are there any differences in extrinsic factors related to faculty participation in online education? The question includes three categories of factors: external motivators, supports and barriers.

4. Are there any differences in expectations of reward or recognition for participation in online education related to faculty participation? This question includes six categories: career advantages for online participation, academic standing for using online education, career advantages for using technology in teaching, institutional rewards for using technology in teaching, institutional rewards for participating in online education, and pressure to become involved in online education.
5. Are there any differences in the general perception of online education related to the level of faculty participation in asynchronous online education? (p. 43-44).

This study (Hurt, 2014) also addresses the fact that faculty are not as enthusiastic about distance education and online learning as administrators. Administrators would like to implement and further develop this delivery method of learning to supplement enrollment and the institution's effect on new territories and markets, but are having issues with getting faculty on board. This study seeks to find how to bridge the gap between administrators' enthusiasm for distance education and faculty's reluctance to adopt this method of delivery. This study seeks to find what barriers faculty are faced with that discourage them from fully accepting distance education and to offer a blueprint to administrators on what to put in place to help facilitate this comfort level for those same faculty. This study explored what could motivate a faculty member from moving from a place of non-participator to participation in distance education and teaching online courses.

Out of the 1886 active business faculty who are members of the National Business Education Association (NBEA) who were invited to respond, only 140 completed a survey that could be used as part of the results. As a result of the study (Hurt, 2014), only 7.9% of the 140 respondents were non-participators in online education. Female faculty members, who

represented 70.9 percent of the faculty population, are more likely to participate in online instruction than male faculty member, who were 29.1% of the population. Of the 43 full professors who participated in the study, only one is a non-participator in online instruction. According to the results, there was a higher percentage of faculty from private and technical schools who participate in online instruction, as opposed to public, community colleges and junior colleges. Every faculty member with at least one online degree participated in online teaching at 100%. As a result of this study, the top five motivating factors for faculty to teach online, as revealed by the data were:

- Ability to reach new audience (85.4%);
- Opportunity to develop new ideas (80.3%);
- Opportunity to diversify program offerings (80.3%);
- Personal motivation to use technology (80.1%);
- Opportunity to improve teaching (77.6%) (p. 94).

The top three inhibiting factors were identified by all respondents in rank order:

- Concern over the quality of the course (57.9%);
- Concern over faculty workload (54.9%);
- Concern for the quality of students enrolled in online courses (54.4%) (p. 94).

One of the major conclusions of this study is that the rate of online participation increased from 57.2% (Artman, 2003) to 92.1% in 2013 among faculty members who are NBEA members responding to the survey.

Based on these findings, the author (Hurt, 2014) suggested that for future study, further research be done on the willingness of more business faculty to teach online courses at 92% over the national average of 25%, according to Allen and Seaman (2012). Future studies could be

done on other business educator faculty groups to see if the same participation rate holds (Allen & Seaman, 2011; Allen & Seaman, 2013; Allen and Seaman, 2014). Another future study could look at whether faculty from other disciplines who have earned online degrees still teach at, or close to, the 100% rate that business faculty in this study do. The author also suggested further study on faculty participation rates as they related to gender, faculty rank and age in other disciplines and organizations. There is also some room for further study in faculty participation rate in the different types of colleges; private versus public, community colleges and junior colleges, teaching institutions and research institutions.

3.2.2 Methodology

Hurt (2014) used a quantitative study research approach. According to Creswell (2008), surveys are a valid method for quantitative studies and are sufficient to collect data needed for a study where statistical analysis is needed. The quantitative research methods were based upon survey research collected by the author of this study. The survey was sent to 1886 faculty members of two and four year public and private school of higher education based on the active membership of the National Business Education Association (NBEA). Retired and non-active faculty members were removed from the sample. The surveys were completed by faculty and Hurt was able to gather data to determine what those participator and non-participator factors are for faculty.

The survey instrument was developed by Betts (1998) and later modified by Schifter (2000) and Artman (2003). Betts (1998) used this instrument for a pilot study at George Mason University and it also went through a series of four peer reviews. The purpose of the pilot study was to evaluate the reliability of the instrument. The calculated Cronbach alphas is 0.9 for motivating factors and 0.9 for inhibiting factors. Hurt (2014) then made some minor adjustments

to the survey to include some of the more up-to-date technology enhancements currently used in distance education to one of the questions. The survey was also converted from paper to online to help with the ease of access and collection for the faculty creating the survey. It is a 51 questions survey based on a Likert scale that asked faculty to self-identify factors that motivate or inhibit their participation in the online environment. These minor changes did not change the validity of the survey instrument.

The data were collected electronically through the online survey. Once there were enough responses, the author entered the received data into SPSS (Statistical Package for the Social Sciences) predictive analysis software for descriptive analysis. This analysis included means, standard deviations, ranges, frequencies and percentages, all of which were used to help interpret the data collected and provide meaningful feedback based on the overall responses of the faculty. Approximately 1886 active faculty, who are part of NBEA, were sent the survey via email, with about 140 surveys returned as completed and usable in the results. The survey instrument can be found in the Appendix of this study.

3.2.3 Significance of this study

The results of this study by Hurt (2014) could lead to better effectiveness and efficiency of leadership implementing distance education in higher education. The results of this study give administrators a look at some of the barriers that could cause faculty not to support the distance education initiatives. This could also help with identifying some of the motivating factors that will cause faculty to be more supporting of the distance education agenda for a college or university. This would be helpful for an institution that is building its distance education program/courses from scratch or has been doing distance education for some time and looking to enhance the overall student experience.

These data (Hurt, 2014) will point out some of the things that faculty are looking for to gain their support and overall participation of the distance learning initiatives. This author's study can help determine that an institution needs to invest in technology or faculty training to help gain interest in teaching the online courses. This training could help the institution to focus on those initiatives that are most important for the organization and will motivate the faculty to take part in distance learning. This study will also help remove common barriers that all faculty face as they partake in the online environment. If these common barriers are removed by administrators at the onset of implementation or while the online program is still alive, this could lead to a more active faculty engagement in the distance learning environment at the institution. Leaders can be more deliberate with their actions to increase and possibly ensure faculty involvement in distance learning.

3.3 Case Study Two - Framing and Enhancing Distributed Leadership in the Quality Management of Online Learning Environments in Higher Education (Holt, Palmer, Gosper, Sankey & Allan, 2014).

3.3.1 Description of Case Study

Holt, Palmer, Gosper, Sankey and Allan (2014) conducted a study on distributed leadership in the quality management of online learning environments. The understanding of leaders' ideas regarding distributed leadership were examined, as well as the leaders' thoughts on how important and what impact it has on the quality of the online learning experience for students. The authors began the study discussing what distributed leadership is and its relevance to higher education. According to the authors, distributed leadership is defined as "situations when leadership is said to be distributed among multiple actors who support others in achieving organizational goals" (p. 383). The authors said this leadership style is similar to shared or

dispersed leadership, except distributed leadership exists in relationships. The authors then moved into how this type of leadership style could have an impact on the online learning environment, which led directly into the methodology of the study. The variables of this study included change management, leadership, higher education and distance education (online learning). No research questions were included in this study, which is typical of a qualitative study.

This study (Holt et al., 2014) was the fourth and final stage of a bigger project. The bigger project was conducted on five Australian universities during the 2011-2012 time span and was funded by a national grant. The goal of the overall project was to develop and disseminate through a distributed leadership approach on an overall framework for the quality management of online learning environment. This overall project happened in four stages. The first stage involved three rounds of focus groups at the five universities. These focus groups were made up of leaders at multiple levels of the five universities and were used to explore common themes from the project research. The second stage involved a survey to institutional representatives from Australian universities with online learning environment responsibilities. The third stage was a final round of one-on-one interviews with senior leadership at the five universities to discuss strategies to develop distributed leadership for the enhancement of online learning environments at each location. This study desired to establish the best practices for distributed leadership in higher education and distance education and how this form of leadership can drive effective change management in online learning.

The variables of this study (Holt et al., 2014) are change management, leadership, distance education and higher education. Since this is a qualitative study, there are no research questions. Interviews of twelve senior level administrators at the five partner schools were

conducted in this study. The interviews were about 30 to 45 minutes and the questions focused on two areas:

- Developing distance learning within the online learning environment space;
- Using distributed leadership (and other strategies) to manage change within the online learning environment space (p. 386).

Once the interviews were completed and transcribed, the authors (Holt et al., 2014) looked for common themes in the answers, as prescribed by Creswell (2008) for a qualitative study, to analyze the data and to establish results for the study. The results of the study showed that all those interviewed support the concept of distributed leadership as defined by the authors, even if they did not agree with the terminology or definition given. Each leader could point to initiatives that had been taken that required change, but could not be completed without a network of leaders in place to see them realized. The leaders also agreed that in order for change management to take place in an organization, there needs to be the right leader at the top, making the right decisions, with the right people around them. The top leaders must remain focused on the change and keep those around them engaged. It is imperative that the organization structure that is set by the leader fosters a good environment for change management to succeed. The authors concluded that interconnected leaders lead to better outcomes for all stakeholders when working towards a common goal. The authors suggested that for future research, someone would need to see if distributed leadership has an impact on student learning outcomes.

3.3.2 Methodology

This particular case study was a qualitative research study. Of the qualitative research methods, Holt et al. (2014) conducted interviews to collect data related to the leaders in this population. According to Creswell (2008), interviews are an appropriate way to collect data for

a qualitative study. Upon conducting interviews, whether video or tape recorded, there is a need to transcribe the conversation into transcripts. After the transcripts are developed, the author would look for common themes within the transcripts to determine results based on emerging themes. The authors allowed the responses received from the 12 senior leaders of the five universities in these interviews to formulate data and draw conclusions based upon those common themes that came out during the overall evaluation of all twelve interviews. The twelve interviews were about 30 to 45 minutes in length, half of which were face to face and half of which were via telephone. The participants of the study were given a definition of distributed leadership and asked if they agreed with the definition, if they supported the concept of Distributed Leadership and what characterized their leadership. The interviews were recorded and the interviewee took notes during the interview. The interviews were transcribed, which contained over 36,000 words of text, showing that interviews were engaging and offered feedback freely to the study. The data were analyzed by the authors by finding common themes, which included evaluating and analyzing comments and remarks from the participants. No qualitative software was used to evaluate the qualitative data. The entire list of interview questions has been included in the Appendix.

As typical in qualitative studies, no research questions were given at the beginning of the study. This is to allow the qualitative process to be as open as possible. The authors (Holt et al., 2014) were not sure what to expect from the interviews. The authors used the interviews to find out perceptions of leaders as they relate to developing distributed leadership within the online learning environment and using distributed leadership to manage change with the online learning space. Among those interviewed were chancellors, directors and assistant directors of teaching and learning, a principle advisor, managers, deans of teaching and learning and faculty members.

The authors did a wonderful job of covering multiple levels and areas of higher education, as to not to cause the data to be biased.

3.3.3 Significance of this study

This case study by Holt et al. (2014) has an important place in the future study and development of successful distance education implementation in higher education. When looking to implement effective and efficient distance education, it is important that the correct style and intentions of leaders are in place. This study sought to determine if the proper leadership style, in particular distributed leadership, is what is needed to successfully implement and retain a quality online learning environment for their students. Holt et al. looked at how to effectively allow change management to happen in the online learning environment. It is imperative that leaders from the top, middle and bottom are of one accord with a singular goal in mind. This study suggests that a focused and united leadership that shares the same vision and goals will lead to more effective and quality online experience for the student and faculty members.

This study (Holt et al., 2014) also points out that in order for change management to happen as it is supposed to, there must be a network or team of leaders at the heart of the change to support the overall vision. This distributed leadership, or leadership by multiple entities, will lead to a more established presence of leadership and focus. The authors indicated in the study that with one leader, if that leader ever leaves, many times, the visions and goals go with them. With a sense of shared responsibility and accountability for the overall success of the online learning environments by leaders in administration and faculty, their goals and visions will stay alive no matter who leaves or stays. The responsibility of a quality online presence is that of everyone. This study points this out.

3.4 Case Study Three - Expectations of Online Courses: The Distance Education Administrator's Perspective (Yu, Durrington & Olinzock, 2005).

3.4.1 Description of Case Study

This study (Yu, Durrington & Olinzock, 2005) sought to find the expectations of online courses, as they relate to the perspective of distance education administrators. With distance education being implemented by colleges and universities across the country, this study sought to discover the challenges that administrators and faculty are having that could cause distance education to not be as effective as it should be on their campuses. Despite some of the advantages of distance education, there are documented challenges, including quality of instruction, issues with pedagogy, disjointed program offerings, misuse of technology, etc. These challenges have been studied and documented as real challenges that threaten the very existence and sustainability of online programs and courses at some college and universities.

With these challenges in mind, there is a need to understand what distance education administrators believe are essential to the successful offering of quality distance education courses. Distance education administrators are very important to the effectiveness of the online experience, but most studies focus on the faculty and students. If the right leadership and motivation are not in place, this could lead to an ineffective program. This study (Yu et al., 2005) desired to focus on the administrator and their role in the quality of the online experience for students and faculty. The findings of this study can help other stakeholders of the university better understand what distance education administrators believe are important to the quality online experience and will also assist media centers on campus to better support the faculty, staff and students that they service via distance education tools and platform. There is no particular leadership style referenced in this study. Since there were many different administrators with

many different leadership styles that were included in this study, situational leadership will be associated to this study.

The variables of this study (Yu et al., 2005) include leadership (administrators), higher education and distance education. The research questions of this study were as follows:

1. What expectations and beliefs do distance education administrators have for online courses?
2. Are there significant differences between the expectations and beliefs of distance education administrators based on demographic information (e.g., age, gender, race, educational level, major, class offer level, years of service and staff numbers)? (p. 53).

As the authors (Yu et al., 2005) set the foundation for this study, they centered their focus on technology, administrators' attitudes, cost effectiveness and evaluations and expectations of traditional and online courses. The authors focused on studies that supported the importance of these issues and the role that they play in online courses implementation. They warned the readers not to be so infatuated with the technology that they miss the importance of online courses, which is the design and delivery of the courses. This study reminds readers that how administrators think about online courses will determine how successful they are at the institution. The authors also reminded readers that online courses should have the same expectations and learning objectives as traditional courses.

The data for this study (Yu et al., 2005) were collected using a 5-point Likert scale survey. There were 188 education schools identified as having doctoral programs. This study focused on those 188 schools and the administrators of their online programs. Of the 188 schools, 155 total administrators were identified. These administrators were sent an email containing an online survey to be completed for data collection for this study.

The results of the study (Yu et al., 2005) were arranged into sections. The top eight areas identified by administrators were that online courses should (based on means of the survey scale):

- Maintain quality curriculum (mean 4.76);
- Address non-traditional students' needs (mean 4.76);
- Meet the class goals and objectives (mean 4.71);
- Provide opportunities for students to interact with the instructor (mean 4.68);
- Provide opportunities for students' interaction with course materials (mean 4.63);
- Maintain high levels of academic integrity (mean 4.61);
- Provide students feedback related to their progress (mean 4.61) (p. 60).

The five lowest means of what administrators identified regarding online course should be are:

- Will replace traditional campus programs (mean 1.90);
- Have the potential for larger class sizes (mean 2.95);
- Consume a lot of institutional resources (mean 3.32);
- Should include synchronous online-chat (mean 3.39);
- Are time consuming (mean 3.56) (p. 60).

The second part of the study (Yu et al., 2005) asked if there were significant differences between the levels of importance distance education administrators assign to online course issues based on demographics. According to the results, there was only a significant difference in the gender demographics. Male administrators had a higher mean (4.02) than females (3.78) as it relates to level of agreement on the importance of various online course characteristics overall.

There was no significant difference for other demographic data, such as age, race, educational level, major, etc.

The results show that the expectations and beliefs of distance education administrators are centered on pedagogy, the student experience and the quality of the online course. Past studies, such as Kinley's (2001), which stated that faculty and technology are the main concerns of administrators in distance education, were contradicted. With this result, the authors (Yu et al., 2005) recommended future research related to the involvement of college and university media centers in the overall preparation, implementation and maintenance of the course, faculty and technology in the distance education experience. The authors believe that the media centers play an important role in the success of the distance education. The authors also discussed the result of the higher male mean significance, but said that there is more research to be done, since the number of male participants (67%) was much higher than the female participants (33%).

3.4.2 Methodology

This study by Yu, Durrington and Olinzock (2005) was a quantitative research design study. The data for this quantitative research design were collected through a survey. A survey, according to Creswell (2008), is more than sufficient for collecting quantitative data to be analyzed. The surveys were used to collect data from 188 identified schools with doctoral programs. Of the 188 colleges and universities, 155 distance education administrators at those same schools were identified and sent the link to the online survey for completion. The online survey was used for convenience of availability to the distance education administrators and for ease of collecting the information electronically. Of the 155 administrators who were sent emails, 146 emails were delivered successfully. The authors received 58 responses but only 41

surveys could be used towards the results. The 41 completed responses only represented about 28.08% of the total number of emails delivered.

The authors (Yu et al., 2005) created a 5-point Likert scale survey with answers ranging from Strongly Agree to Strongly Disagree. The survey was comprised of two sections and focused solely on online courses. The first section asked a series of questions related to the beliefs and expectations of distance education administrators related to online courses and delivery. Topics included in this section were questions about curriculum, pedagogy, learning environment, student needs, etc. The second section focused on the collection of demographic information for the administrators, including education level, years of service, age, gender, race, etc. The data were analyzed using various methods of statistical analysis. A Cronbach Alpha level measure of reliability revealed an alpha of 0.91 for the survey instrument, according to the authors. Descriptive statistics were used to analyze the demographic information obtained from the survey. The survey instrument can be found in the Appendix of this study.

3.4.3 Significance of this study

This study by Yu, Durrington and Olinzock (2005) sought to find the expectation and beliefs of distance education administrators. This will prove to be very important to the future of distance education because this study can help future distance education leaders identify the most important and impactful areas of distance education that should have their attention. This study could lead to the improved quality of distance education programs across the country, which would increase the impact and influence of the colleges and universities that use distance education to stretch beyond their brick and mortar campuses. It is important that distance education leaders and administrators understand which factors promote or inhibit online courses and their effectiveness. This study also stressed the significance of media center personnel on

each campus and the type of support they can offer to faculty and administrators in pursuit of an improved online presence for the institution.

3.5 Methodology of this Case Study

The three case studies have been carefully selected for this comparative case study analysis to help support the need and purpose of this analysis. The secondary sources of data have been selected and identified to be helpful in this analysis, as the authors were about to collect data, complete data analysis and compile results that are similar to the objective of this study. This researcher will look for common themes within the data, which is an appropriate evaluation technique, according to Creswell (2008). The common themes, as well as varying pieces of data, will be analyzed to draw conclusions and determine the best course of action for this comparative analysis. The various components of the three case studies have been carefully reviewed and inspected to determine how they support the purpose of this study.

The three case studies will be analyzed, compared and contrasted in the next chapter to determine how their findings support and differ from one another. This author will look at common themes within the components and results of the studies to determine how the studies support the main idea of this study. The types of leadership styles used in the three studies will be compared and their effectiveness to determine which was the most and least effective. The goal is to complete this compare and contrast without allowing the opinions and personal views of this author to skew the conclusions. The year of the studies will be held into consideration as the results are compared, as two studies are from this decade and one is from the previous decade. The conclusions must not be biased, and will be untainted with opinion and personal view. The conclusions of this analysis can be used to inform leaders on how to implement distance education in a higher education environment.

CHAPTER IV

COMPARATIVE ANALYSIS

4.1 Comparative Case Study Analysis Introduction

In the last section of this study, there were case studies introduced that are compared and analyzed in this chapter in order to answer the research questions of this study. It is important that the case studies selected are chosen in a systematic and deliberate way. This is important in order to be sure that the variables and ideas of the studies are aligned to be sure that they will help support the theoretical framework of the study. The studies of this comparative case study analysis were selected to help this author analyze the effect of leadership on distance education in higher education. It is important that all studies contain the same variables and topics related to this study to be sure that they are relevant and can contribute to the findings and conclusions of this study.

Before comparing and contrasting the studies of this comparative case study analysis, it is imperative that there is an understanding of what a case study analysis is and how it will be used to bring about recommendations in this study. According to Creswell (2008), a case study is “a strategy of inquiry in which the researcher explores in depth a program, event, activity, process or one or more individuals” (p. 13). The same author also concluded that a case study is “bounded by time and activity” (p. 13).

Since a case study helps us understand the how and why of a particular event or phenomenon, there are numerous data that need to be collected and verified. Data for a case study can be collected through documents, archival records, interviews, direct observation, participant observation and physical artifacts, according to Creswell (2008). One of the many

things that attract researchers to the case study format is the wealth of data and information that can be retrieved and generated from this type of study, which can be qualitative or quantitative (Patton & Appelbaum, 2003). Studying a group of individuals or a phenomenon can yield a tremendous amount of data, from the beginning of the experience until the end. It is imperative that as the researcher applies the best practices of case studies, the researcher not to ignore any information when collecting data for a case study. All data have a place in the analysis of a case study. The researcher may not know how they fit in until the conclusion of the study. According to Goodrick (2014), a comparative case study analysis reviews the data of two or more case studies. A comparative case study looks at the similarities, differences and patterns across multiple case studies to draw conclusions as they relate to those case studies collectively. The researcher must be able to understand and describe each case study in great detail in order to compare and contrast the components of the studies. If done correctly, this comparative study can lead to relevant conclusions and opportunities for future research.

After the data of the case studies are collected, there is a need to analyze the information in a way that brings about results, theories and hypothesis that can be interpreted and synthesized by the researcher to draw conclusions. Hartley (2004) discussed the importance of the relationship and fit of the data collection and analysis techniques. Data can be collected and analyzed multiple ways, but one process does have an impact on the other, especially as it relates to the outcome of the data. The analysis of the data require them to be organized into common topics or themes to begin the process. The analysis begins with examining, categorizing, tabulating or testing the data to determine next steps. This essentially is searching for patterns in the data. Once these patterns are identified, the case study researcher changes their thinking from describing events to beginning to interpret and draw conclusions. Patton and Appelbaum

(2003) state that finding the patterns or themes is the ultimate goal of case study research. Creswell (2008) also offers a six step approach on how to analyze qualitative data, which includes the coding and developing themes process.

4.2 Finding Themes in Case Study Data

When looking to analyze qualitative data, it is important that one identify common themes within the qualitative data. Ryan and Bernard (n.d.) stated that finding common themes is at the heart of qualitative data research. The same authors define themes as “abstract, often fuzzy, constructs that investigators identify before, during and after data collection” (Intro section, para 1). As discussed by the authors, themes are being found in the data throughout the entire research process. Themes are being found as the literature review is being formed and developed for the study, as well as at the stages of data collection and data analysis. The review of data collected is the most important stage in which themes of the qualitative data are formed. This data collection stage of the research study allows for the researcher to compare and contrast the data to determine what themes observed are relevant to the study, as opposed to those that are isolated and outliers to the study.

Creswell (2008) refers to the process of organizing and grouping chunks of related text together as coding. This coding is the first step in developing the themes of qualitative research findings. This coding allows the researcher to bring meaning to the different chunks of related text collected inside the data. There are multiple techniques to code text information to develop themes. Some of those techniques include word repetition and compare and contrast. Word repetition technique, as defined by Ryan & Bernard (n.d.), is the process of looking at the words that occur frequently in the data collection process, whether it be in interviews, focus groups or

however the data were collected for the study. Words that are repeated the most will have the most influence on the themes formed by the study. Compare and contrast technique includes constant comparison of the text and phrases by the researcher within the same data set. In a comparative case study analysis, the researcher would compare answers to questions across multiple studies (Ryan & Bernard, n.d.).

4.3 Comparing the Three Case Studies

As the analysis of the three case studies began, the researcher determined how the three case studies compare to one another. The researcher looked at the components of the three case studies side by side to begin the coding process and build common themes. The chart below provides a visual display of the three case studies and highlights their similarities and differences. This coding process can lead to developing common themes across the case studies.

The Yu et al. (2005) study is about 9 years older than the studies of Hurt (2014) and Holt et al. (2014), which is considered in the coding process. This could have some implications on how the three studies compare to one another. At the rate of change in technology and the dependency of distance education on the same, there have been some significant strides in technology that have affected distance education and how the course is managed, how students interact with the course materials and how the course content is delivered. It is possible that there may be some relevant issues since we are spanning decades of change in distance education. This could also be affected by the change in faculty acceptance of distance education from one decade to another. These few things mentioned, as well as others, had an impact on the comparison process of the three studies in question.

The following table describes in graphical form how the three studies of this comparative case study analysis compare, including their variables, theoretical frameworks and other characteristics:

Characteristics	Case Study One Hurt (2014)	Case Study Two Holt et al. (2014)	Case Study Three Yu et al. (2005)
Theme	A Decade of change: Motivating and discouraging factors affecting faculty participation in online business education courses	Distributed leadership in the quality management of online learning environment in higher education	Expectations of online courses: The distance education administrators perspective
Variables	Change Distance Education Faculty Higher Education Leadership	Change Management Distance Education Higher Education Leadership	Distance Education Higher Education Leadership
Problem	Faculty participation in online instruction lags behind what college administrators desire	Online learning environments are not developing and evolving as desired.	Despite the advantages of distance education, there are still challenges associated

			with its implementation.
Purpose	To determine what factors do and would motivate faculty members to participate in online instruction	To determine if distributed leadership is effective in higher education as it relates to quality management of online learning environments.	To investigate distance education administrators' expectations and beliefs related to online courses
Theoretical Framework	Competence and Self-determination	Distributed Leadership	No specified theories for this research
Research Questions	Are there any differences in faculty demographics or types of institutions where employed related to participation in online courses?	No research questions provided.	What expectations and beliefs do distance education administrators have for online courses? Are there significant differences between the expectations and beliefs of distance

	<p>Are there any differences in intrinsic factors related to faculty participation in online education?</p> <p>Are there any differences in extrinsic factors related to faculty participation in online education?</p> <p>Are there any differences in expectations of reward or recognition for participation in online education related faculty participation?</p> <p>Are there any differences in the general perception of</p>		<p>education administrators based on demographics information?</p>
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	online education related to the level of faculty participation in asynchronous online education?		
Methodology	Quantitative study research based on survey results	Qualitative study research methodology based on interviews.	Quantitative study research methodology based on use of a survey instrument.
Findings	<p>Found a 92% participation rate in participation in online instruction among business education member.</p> <p>The top five motivating factors for faculty to teach online as revealed by the data were:</p> <ul style="list-style-type: none"> • Ability to reach new 	<p>All interview leaders support the definition provided of distributed leadership. People from all levels of leadership could point to initiatives of change management at their institutions that required a team of leaders.</p> <p>For change management to be effective with</p>	<p>Distance education administrators have a positive attitude towards online courses and perceive issues such as quality curriculum, students' needs and class goals and objectives (pedagogy), are important to online courses.</p>

	<p>audience (85.4%)</p> <ul style="list-style-type: none"> • Opportunity to develop new ideas (80.3%) • Opportunity to diversify program offerings (80.3%) • Personal motivation to use technology (80.1%) • Opportunity to improve teaching (77.6%) (p. 94) 	<p>distributed leadership environment, all levels of leaders need to act in ways that agree with this position.</p>	
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Limitations	Anonymous self-reporting; respondents were asked to self-report info, in hope that they understood the questions, which could lead to erroneous data	All leaders were from various levels of administration and faculty. Also, all leaders came from a network of five universities.	Generalization of the results were limited due to missing or invalid surveys submitted
Recommendations	Leadership in higher education who want to encourage online instruction may want to encourage females, people holding at least one online degree and/or faculty at the rank of full professor to apply for openings in online instruction. They are more likely to participate.	As major decisions are implemented, well led interconnected networks, or teams, allow better outcomes for all concerned as all stakeholders work in an environment of mutual respect and support towards common goals.	To ensure online quality teaching and learning, administrators and faculty should do everything possible to maximize the benefits of online courses. Administrators must understand which factors promote and inhibit the effectiveness of distance education

			programs. Media center personnel can help with this assessment.
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Table 1: Case Studies Comparison

4.4 Common Themes for Case Studies

Based on the comparison of the three case studies, the following themes have been identified:

- Challenges by stakeholders of distance education are stopping the further development and effectiveness of distance education;
- Belief systems of stakeholders (administrators and faculty) have a tremendous effect on the success of distance education;
- Faculty participation in distance education is driven mostly by some sort of incentive;
- Quality of distance education course content is a major concern for faculty and administrators;
- The benefits of participation in distance education must outweigh the benefits of traditional classroom environment;
- Females and more experienced faculty and administrators are more likely to participate in distance education than others;
- Administrators and faculty must collaborate to enhance participation in distance education courses;

- Both faculty and administrators want to participate in distance education, but also want to benefit from that participation.

The themes of this comparative case study analysis were developed by looking at text usage among the three case studies. This researcher looked at words and phrases within the three case studies to determine what was common among them. Some words or phrases were repeated among the three studies, whether they agreed or disagreed. Those words or phrases that were repeated the most were used to build the themes. The list of themes also allowed this researcher to begin to compare and contrast the studies and findings based on the individual studies. This allowed a comparison of hypotheses, theories, frameworks and findings of the three studies in order to thoroughly answer the research questions of this study.

4.5 Findings of this Comparative Case Study Analysis

In this section, this researcher began the comparison and contrasting process of the three case studies as it relates to their hypotheses, theories, frameworks and findings and the common themes that were listed above. Each author's research was used to develop the common themes, so each author has a stake or a role in the comparison and contrasting processes. This researcher looked at how each study viewed the common theme being presented and how it related to the other studies used in this comparative case study analysis.

4.5.1 Stakeholder Challenges and Distance Education

In Case Study number 1, Hurt (2014) discussed the challenges that faculty faced in great detail as they relate to their participation in distance education courses. The theoretical framework for this study, which was Competence and Self-Determination, spoke directly to challenges and how people process and deal with them. According to this theory, which was

founded by Deci and Ryan (1985), a person, with their basic needs satisfied, will seek challenges that are suited to their own competencies, which are neither too difficult nor too easy. This selection of attainable challenges helps them have the intrinsic motivation to continue to seek further and bigger challenges. This drive to seek reachable challenges or self-determination, comes when having the competency of the original challenge is there already. The theoretical framework also included technology, which could cause the motivation and self-determination to increase or decrease.

Hurt (2014) was able to use this theoretical framework to set the stage for his study, which was about how business faculty embrace distance education. The author desired to focus on the intrinsic motivation versus the extrinsic motivation influences on the challenges that are presented with distance education. In this study, intrinsic motivation is defined as motivation performed by one out of interest and enjoyment, while extrinsic motivation is defined as motivation that is given by an external force or reward (p. 12). The faculty of this study rated what extrinsic and intrinsic motivations, or challenges, caused them to participate in distance education. Top intrinsic motivations for distance education participation included reaching new audiences (88.1%), developing new ideas (82.3%), personal motivation to use the technology (79.6%), overall job satisfaction (77.1%) and intellectual challenge (73.1%). Top extrinsic motivations included flexibility for students (76.3%), program diversity (80.3%) and working conditions (73.5%). This list of external and internal motivations represent what challenges business faculty are willing to take on in order to participate in distance education, according to Hurt (2014). This author also discussed challenges that seem to discourage faculty from distance education participation. These discouraging challenges included lack of support from administration, lack of support of technology and lack of financial incentives.

In case study two, Holt et al. (2014) discussed challenges that administrators expressed that threaten the effectiveness and participation of distance education. Most studies would discuss the familiar things, like financial investment into the online learning constructs in order to be sure that the university was using the most cutting edge technology in its online course management. Instead, the participants of the study discussed one of their biggest challenges as human resources. The participants did not focus on just having more bodies, but qualified, capable and competent staff to invest into, and make available to promote, distance education across the institution. The more qualified the distance education staff are, the more of a resource they become for faculty who have an interest in being a part of the online teaching community. This would call for an investment into the distance education offices, providing training and supplemental support to staff, so that it can be offered across campus to faculty.

In case study number three, Yu et al. (2005) also discussed challenges as they relate to distance education. In this study, the authors talked about challenges of distance education in general as they related to all stakeholders. Those challenges listed included pedagogical rigor and methods, course management, quality of instruction, misuse of technology and lack of real commitment from faculty and administrators (p. 51-52). The authors identified these challenges as things that most institutions struggle with that are playing a role in distance education. Planning and collaboration were the answers provided by the authors in order to overcome many of the challenges listed above, which would require a leader who puts emphasis on these two important fundamentals of any organization.

4.5.2 Participation in Distance Education Driven by Incentive

Hurt (2014) discussed the concept of faculty incentives in the suggestions for future research area. According to this author's results, there seemed to be more experienced, tenured faculty willing to participate in online courses, as opposed to young faculty seeking tenure and promotion. The author concluded that credit to junior faculty for distance education participation may be something to look at during the promotion and tenure process in order to attract younger, less experienced faculty who are pursuing promotion and tenure to distance education. Also, according to the results, faculty desire more training and professional development in distance education in order to consider this teaching option. Many faculty members do not have the time or departmental budget to seek and pay for their own training, so training would need to be offered at the university's expense to get more support for distance education. The lack of funding for online education training was the highest inhibiting factor for faculty in the results of the study.

Meanwhile, Holt et al. (2014) talk about incentives as well, but the authors discuss incentives or rewards that relate to leaders who believe in and promote distance education. The administrators who are promoting the change as it relates to distance education also need to know how they benefit from online learning. The need for administrators to promote distance education is also contingent upon a reward system for them, as they promote what seems to be the best interest of the university and upper level leadership. Local leaders need to be sold on the implementation of distance learning as well and how they will benefit from it, whether it be through increased enrollment, more monetary investment or less strain on existing resources. This reward concept is at the center of distributed leadership.

In the survey instrument for the Yu et al. (2005) study, administrators were asked if they believe faculty should be given recognition, incentives or rewards for their participation in online courses. As a result of the survey, this particular belief of administrators did not rank in the top five or lowest five of the means in the results, but it does have some value as it relates to faculty. Since it was not in the lowest mean of the categories, this belief is something that administrators understand is important to faculty and believe is a good motivator for a good quality online course. This study demonstrates that administrators know that motivating faculty involvement with incentives, whether monetary or otherwise, is a very important aspect of quality distance education at their institutions.

4.5.3 Concern of Quality Building Blocks in Distance Education

According to the study by Hurt (2014), the concern for the quality of the course was the number two inhibiting factor for faculty as it relates to teaching distance education courses. Not only are faculty members concerned about course quality, but the quality of student taking the course online. Faculty feel that if quality of course content or student is not good, it sheds a bad light on them as a faculty member. Hurt (2014) consistently said in his conclusions that faculty members desire to be known for their teaching effectiveness, not their ability to teach courses online.

The focus on quality was centered on quality management and online learning environments in Holt et al. (2014). Since this study focuses on administrators and their concerns as they relate to distance education, it makes sense for there to be more concern about the quality of leadership around online learning and the technological environment in which it is facilitated. According to the authors, the interconnection of leaders on multiple levels of the university lead

to better outcomes for all stakeholders and will allow the same university to reach toward common goals. According to the results of this study, this distributed leadership style is needed to provide the level of quality leadership needed to smoothly implement change, as it relates to online learning. The online learning environment must also reflect a level of quality that instructors and students can depend on, as well as quality administrators that have the capability to manage it. If the platform in which the online learning is facilitated is flawed, the experience alone may cause students and faculty not to partake in online courses.

As part of the findings in the study conducted by Yu et al. (2005), the authors sought to measure what administrators deemed important to a good quality online course. According to the Yu et al.(2005) study, the results stated that some of the most important components of a quality online course included maintaining quality curriculum, addressing non-traditional students' needs, meeting the course goals and objectives and providing opportunity for students to interact with instructors and course materials (p. 60). As the highest rated belief was maintaining quality curriculum, the administrators of this study believed that at the core of quality distance education is quality curriculum and course materials. This study suggests that administrators believe pedagogy is at the center of quality distance education.

4.5.4 Leadership Style of Distance Education Leaders

When observing the leaders of the three case studies, all three studies do not always specify that a particular leadership style is being used. This means that the leader's focus and techniques observed in each study will help to identify the appropriate type of leadership style used in the study. According to Hurt (2014), the leadership style that is implied in this study would be transactional leadership. This study focuses on what motivates or discourages actions

of faculty as they relate to online education participation. This study looks at rewards, whether they be intrinsic or extrinsic, that motivated faculty participation. Discussed in the conclusions and recommendations of Hurt's study (2014) are a set of guidelines or suggestions for administrators that could lead to the successful implementation or strengthening of an online program. Suggestions such as offering training on online services and resources to faculty, marketing to a certain population of faculty, offering monetary incentives for participation, and offering more support for the development of the online course and lesson plans resulted from the study. These few things can lead to a more involved group of faculty in the higher education environment.

Distributed leadership is the leadership style discussed in Holt et al.'s (2014) study. According to the authors, distributed leadership can be defined as the situation when leadership is distributed across multiple actors who support others achieving organizational goals. This study discussed a network of leaders, from the top of the organization to the bottom, all focused on common goals: using distributed leadership to develop distance learning in the online learning space and managing change in this online learning space. According to the results of this study, whose participants were all administrative leaders on various levels of higher education, a distributed leadership approach was highly effective when managing change. This study discussed how all levels of leaders in the same organization must be of one accord with decision-making or new implementation, especially surrounding promoting distance education in higher education.

A specified leadership style is not discussed by Yu et al. (2005). The authors do discuss leaders and their influence on distance education. The study discussed the effect of academic

leaders on faculty members looking to participate in online education, as well as administrators and their perceptions of distance education. The authors conclude that collaboration of administrators and faculty is one of the most important findings of the study, which indicates that some form of team leadership is implied for distance education to work.

4.5.5 Female and Experienced Faculty Participation in Distance Education

Hurt's (2014) study also touched on gender and its significance as it related to his study. According to the results, two-thirds of the participants in the study were female. Not only were more females willing to participate, but females are also more likely to participate in online instruction than their male counterparts. Males have gained some momentum (6.8 percent increase in the last decade), but the margin by which women participate in distance education is so wide that it would take a long time for the gender disparity to level off at the rate of increase it currently has. The author felt that distance education may be a more appealing format for women since this teaching style has more flexibility, as women tend to take on more domestic roles in the household. As a recommendation, the author suggested growing a distance education program by appealing more to women instructors at an institution.

Hurt (2014) also discussed the role that experience of faculty played in the results of his study. According to the results, faculty that identified as having tenure or carrying the title of full professor were more likely to teach online courses than any other rank of professors who participated in the study. All but one full professor participant in this study are active participants in distance education. The author concluded that the reason why full or tenured professors are more likely to participate in online education is because they have the job security and are teaching online for their own reward or fulfillment. Younger and non-tenured faculty,

who still have much to prove, are not as likely to participate in online instructions. The author concluded that there may not be enough emphasis on online course instruction as it relates to faculty seeking promotion and tenure. Another interesting fact was that 100% of faculty that received at least one degree online are active participants in online learning, which seems to be self-explanatory.

In the Holt et al. (2014) study, of the twelve participants, five of them were female. Just as Hurt's (2014) study has shown, females are more accepting of online learning than their male counterparts. The females in this study were not only more open to distance learning, but also were open to the distributed leadership idea, as they were leaders in the institution, whether they were faculty leaders or administrators. Also, as part of the results of this study, the authors recognized the importance of experienced faculty leaders in the overall success of online learning. It is important that faculty (chairpersons or deans) make themselves available to provide leadership as it relates to the efficiency and effectiveness of online learning in order for it to be successful.

Yu et al. (2005) did discuss in their findings that there were implications related to gender, as well. Females only represented about 33% of their participants, so that results may not fully represent the general consensus of women's beliefs on distance education. There was a significant statistical difference between the overall means of male and female participants as to what was important to offering quality online courses. The authors suggested that the lack of female participation in this study, and in higher education administration in general, could be the cause of this difference. This researcher believe that this is when the age of the study becomes a factor. A study by Jones and Moller (2002) was discussed, as well in the literature review of this

study, which encouraged distance education administrators to allow experienced online faculty to teach and train other faculty who are interested in teaching online courses. This mentoring of faculty in distance education is something that has been stressed in previous research.

4.5.6 Partnership of Administrators and Faculty

As the motivating and discouraging factors of faculty participation in online courses are discussed, Hurt (2014) discussed barriers of online participation as they related to faculty. The study defined barriers of online participation as “external factors that prevent or curb participation . . . that are directly under the control of the institution or the administration” (p. 84). Some of the top barriers that were identified in the results included lack of support, lack of resources, lack of funding, lack of monetary support and lack of dean/chair support. According to this study, faculty feel that there are things that are lacking on the part of administration that could contribute to them being more participatory in online education. This is very powerful information for administrators and leaders to think about. This could be of use in knowing what barriers to remove to implement and strengthen distance education for an institution.

Holt et al. (2014) discussed the network of leaders that must be in place in order for online learning to be successful at an organization. This is not just a group of administrative leaders, but also faculty leaders, including chairpersons and deans, that have influence over the faculty. The faculty drive the quality and interaction with students through the online experience, so it is vitally important that faculty are on board with providing a quality online experience. Administrators must work with faculty leaders to ensure that faculty members have bought into the unified idea of a quality online experience so that everyone at the organization is moving in the right direction.

The partnership of faculty and administration is stressed as well in Yu et al.'s (2005) study. One of the major findings of this study is that administrators thought that pedagogy was the most important part of offering a quality online course. This suggests that administrators believe that faculty members are a major part of the success of distance education. It is imperative that, just as administrators place emphasis on the importance of course curriculum and content, they also understand that faculty hold the keys to success in the area. This is evidence that the partnership of faculty and administrators is more important than ever before in order for online education to be as effective as it can be. As the authors specified in the conclusion of the study, quality distance education requires that administrators and faculty work cooperatively and collaboratively to advance the educational goals and objectives of the institution (Dasher-Alston & Patton, 1998).

4.6 Synthesis of the Outcomes

In the three case studies, there are quite a few similarities and differences that can be identified. As the different aspects of the case studies are identified, there are clearly some similar philosophies or approaches used by the authors, as well as some differences. In this section, this researcher will discuss some of the similarities and differences of the three case studies, their approaches, and how they fit into the overall study. As the common themes were discussed, there are clearly some patterns found that relate to the three case studies.

Some of the similarities found were the philosophies around leadership and its importance to the implementation and effectiveness of distance education. It is important that the appropriate type of leadership, whether it be faculty leaders or administrative, take the right approach as leaders. If there are multiple leaders or levels of leaders, they must all be of one

accord. The leaders must rally around the common goals. They must all have the same goals and objectives in sight. These same leaders must also be in touch with the culture and climate of the institution in which they work. Although there is agreement about strong, consistent leadership among the case studies, there are some differences about leadership style. One case study promotes transactional leadership, another is grounded in distributed leadership and the third takes a team leadership style approach. Each author presents a compelling argument as it relates to why they believe one style is better than another. Transactional leadership has a rewards or incentive system in which it depends for its stakeholders, while distributed leadership speaks to the network of leaders on multiple levels of the university with a consistent message. Team leadership, on the other hand, discusses the idea of faculty and administrators working collectively towards the common goals of the university.

Each style has its advantages and disadvantages, but all have incentives based performance mentioned as a vital piece of their foundation. Each case study spoke about incentives. Incentives were mentioned as they relate to faculty wanting more pay, more training or more overall support around distance education. Incentives were also mentioned as they relate to administrators and leaders who promote the utilization of distance education at their university. These incentives for administrators, particularly of division of distance education, could include more staff, more development tools for distance education support and more funding for online resources.

Each study also discussed quality of the distance education course as an important part of the outcomes. In each study, the goal is to provide a high quality distance learning experience for the students the university serves. The quality of distance education course was very

important to each administrator and faculty leader. Administrators care about the quality of the course because they want the student population satisfied and willing to come back for more courses. Since distance education can be considered another way to generate revenue and increase enrollment for a university, the quality is highly considered when offering this platform of classes. Faculty care about quality of courses because they want to be sure that the teaching experience that students are receiving is meaningful and leave the student wanting more. When good quality of the course content is present, it is evident by the strength and viability of the distance education program.

Lastly, the time frame of the three studies causes some disagreement in the data. Hurt (2014) and Holt et al. (2014) are more recent studies, which represent some of the more recent results and ideas around distance education. Both studies agree on certain experiences in distance education as they relate to female participation in distance education. Both studies found that females were more likely to participate in online education than males. One study indicated the role on females in their home or family life as a reason for more female participation, while the other had almost two-thirds of its participants in the quantitative study as female, which increases the likelihood of participation in the distance education environment. Yu et al. (2005) had only about one-third of its participants as female. This could be because of the age of the study. As fast as distance education is moving, nine years represents a long time for a landscape of faculty and the distance education environment to change.

Above are some of the major similarities and differences of the three case studies and how they compare to one another. Though there are some common themes because of the subject area of the studies, the approach by the author, in some cases, may cause the difference in

philosophies or approach. As this researcher continued to look closely at each studies, it was determined that there are much more similarities in the studies than differences, which makes all three studies good candidates for this comparative case study analysis.

4.7 Answering the Research Questions

The first question of this comparative case study analysis asked how leadership affects distance education in higher education. Based on the findings of this research, leadership, which is defined as administrators or faculty leaders, has a tremendous impact on distance education in higher education. According to the study, the leader's belief system as it relates to distance education affects how they lead and what they consider to be important to distance education. When focusing on distance education administrators or faculty leaders, they all have their own ideas of better and more effective ways to implement distance education. Administrators believe the quality of courses and instruction is at the center of quality distance education, while faculty members, who also believe that course quality is important, put emphasis on the importance of administrator support and incentives for online participation. While both sides establish valid and realistic points, it is imperative that both sides come together, under an unbiased leader, to bring forth a pathway for distance education that allows balance of the two sides and compromise. The two groups of leaders must know that they are being heard, taken seriously and, most importantly, that they can both benefit from the implementation of distance education at their organization. After all, people are motivated by something if they feel they can benefit from it, which was specified in Hurt (2014), Holt et al. (2014) and Yu et al (2005).

The second question asked what type of leadership style is the most effective for distance education in higher education. This comparative case study analysis contains three different

leadership styles discussed in three different case studies. The leadership style discussed in the first case study was transactional leadership. It primarily focused on what motivated or discouraged faculty member participation in distance education. The second case study discussed distributed leadership, which is defined as multiple leaders on various levels of the organization working together towards a common goal, which is in the best interest of the university. This study discussed how this type of leadership was beneficial to implementing and enhancing the distance education experience. Lastly, the third case study did not explicitly describe a certain type of leadership style, but implied a team leadership style, where faculty and administrators are working together toward a common goal, which is to be sure that quality online courses are being offered. At the heart of each of these studies and the role of the leadership style in the study, there seems to be a common denominator of each type of leader, whether faculty or administrators are working to a goal from which they felt they would benefit. Each study highlighted some sort of reward or incentive that the faculty member or administrator felt they should be entitled to because of their involvement in distance education. This researcher believes that transactional leadership fits best as it relates to the three case studies examined. Whenever there is a need to introduce a novel idea to an environment that seems to go against a traditional way of thinking, most faculty and administrators examine the change to determine how they will benefit from the change.

Lastly, this study asked what motivates the stakeholders of an institution (faculty, chairs and deans) to participate in distance education. In case study number one, the author was able to identify intrinsic and extrinsic motivators. These motivations included the ability to reach new audiences, opportunity for new ideas and course offerings, personal motivation to use technology and opportunity to improve teaching skills. In case study number two, administrators discussed

the motivation of being a part of the distributed leadership environment. This environment allowed them to have a sense of shared vision with other leaders in the institutions and offered incentives with buy-in of distance education, including the possibility of more funding or staff support. The third case study discussed incentives for faculty based on participation in the distance education environment. Administrators supported this effort and felt that it is an important part of the development of quality online courses. The use of incentives to motivate, whether monetary or otherwise, was discussed for faculty and faculty leaders throughout all case studies.

CHAPTER V

CONCLUSIONS

5.1 Discussion of Findings

The comparative analysis of the three case studies helped this researcher better understand the relationship between leadership and distance education. All three case studies, in their own way, stressed the importance of leadership on distance education and the effects of good leadership, or lack thereof, in this area. The three case studies took various perspectives of distance education, as some focused on the faculty leaders, while others focused on administrators and their beliefs. It is important that the perspectives and beliefs of all stakeholders are examined to determine what works best once administrators and faculty do collaborate to build or reassess the state of distance education on their campus. In this chapter, the analysis of the studies was reviewed to determine how they answer the research questions of this study.

According to the findings of this study, all leaders, whether administrators or faculty leaders, must share the same vision and goals for distance education. At some point, the leaders in the higher education environment will have to sit down and decide what the goal and vision is for their institution. They will have to determine if distance education is working in its current state or if there is a need to expand and grow the exposure. They will need to discuss if more investment is needed in its development or if they are satisfied with the current outcome. This is important because both groups of individual leaders have concerns about the quality and effectiveness of distance education, but their perspectives are from different lenses. It is imperative that there is collaboration between the administrators and faculty leaders in order to

lead to a positive outcome. The quality distance education experience will follow if the leaders collaborate towards the goals of distance education.

Also important to the participation of distance education are the incentives offered for participation. There need to be incentives for faculty to participate in the teaching of the distance education course, as well as the administrators that are expected to support distance education. Since higher education is reluctant to change (Audia & Brion, 2007), there is a need for faculty to see a benefit in their participation in teaching distance education courses. For the same reason, administrators must see a benefit in supporting distance education courses. The incentives may be different for faculty and administrators, but the concept is the same.

5.2 Findings and the Link to Theoretical Framework

The findings of this study link directly to the theoretical framework and the literature review. The theoretical framework was made up of Lewin's (1951) theory of change and leadership theory (Northouse, 2001). The three studies lined up directly with how difficult implementing change can be. The process described by Lewin (1951) of unfreezing, implementing change and freezing was personified in all three of the case studies. The studies also showed that if the leaders of an institution are not careful, the faculty and administrators can get stuck in one of the phases of change, which can be problematic. There are institutions which desire to implement distance education, but if they do not follow the steps of the change theory, they can find themselves treading water in the change phase and never getting to the freezing phase of change.

All three studies should show how crucial change was to their foundation. Hurt (2014) show through a duplicated study, which were originally completed by Betts (1998) and Artman (2003),

how not only the participation rate of faculty was increasing dramatically from decade to decade, but also how the challenges that leaders were facing were changing as technology and student demands changed. Some of the challenges identified by faculty who participated in distance education from the earlier were no longer major challenges in 2014 because of the change in distance education landscape. Technology and student demands have changed so much since then, the challenges of teaching online have shifted from one issue to another.

Hurt (2014) discussed how leadership can help to manage change in an online learning environment. The study suggested that a network of leaders is needed when change is needed. This network of leaders helped to solidify the message of change, ensuring followers within the organization that it is in their best interest to cooperate with the change. All leaders must be on the same page in order to be sure that followers buy-in to the change process. This buy-in process must first start from the top down, with all leaders speaking and implementing new processes with the same goals in mind. The change of distance education would need the collaboration of all leaders and the buy-in of the stakeholders.

As it relates to change, Yu et al. (2005) discussed an administrator's perspective of distance education. This study looked at what administrators found important to the survival of distance education at their various institutions. Once these areas were identified, the administrators must identify what changes they need to make in order to alleviate any concerns around the threat to distance education on their campuses.

The findings also need the foundation of Northouse's (2001) leadership theory to anchor the importance of leadership to the overall success of the leaders in the studies. In all three cases, there was a need for a leader to inspire others to reach a common goal. The leader has to be sure

that, if quality distance education is the goal, there must be communication and understanding between the administrators and faculty in order to achieve the specified goals. Without the inspiration of leadership, distance education at the institution may only be a shadow of what it could be with the buy-in across all stakeholders of the institution.

Each study had leadership styles and qualities as parts of their study. Hurt (2014) discussed leaders looking at top motivating or discouraging factors of faculty to determine how best to alleviate those motivating factors in order to encourage online participation. The concept of transactional leadership is at the heart of this author's study, as the author discussed new opportunities to motivate and limit discouragement of faculty to promote distance education participation. The author discussed offering incentives to promote distance education among faculty, among other recommendations of the study.

Holt et al. (2014) discussed distributed leadership style, what it means and how it can be effective in the effectiveness of the online environment. Distributed leadership, which means multiple leaders who support each other in achieving a common organization goal, was discussed as a solution to implementing and promoting distance education among faculty and staff. This network of leaders would help to promote the change of distance education at the institution.

Yu et al. (2005) concluded that team leadership, or faculty and administrators working collaboratively, was the best solution for implementing distance education and what qualities of distance education were most important to its survival. This team leadership approach would require that all stakeholders would be on the same page to implement and improve the effectiveness of distance education. The quality of distance education and other factors would not be solvable without the collaboration of leaders at the institution.

5.3 Future Distance Education Leaders

This researcher believes that this comparative case study analysis will help to prepare future leaders of distance education in a modern-day higher education environment. This study should help them to take a strategic approach their jobs in such a way to be more effective and purposeful with their decision making and efforts to implement, grow and expand distance education at their institutions. It will take a collaborative effort of leaders, but having the right leaders in the seat of decision-making will also help to ensure a smooth process. The leader must have the appropriate qualities to lead, as well as have a good understanding of the climate and culture of the organization in which the leader plans to bring about the change in thinking as it relates to the relevancy of distance education.

A distance education leader who follows the findings of this comparative case study analysis, whether they are an administrator or a faculty leader, would be cooperative and collaborative with the vision set forth for distance education at their institution. The leader would be sure that all leaders around them, including themselves, would be in constant communication and dedicated on how to move forward to implement or improve distance education. The leader would make sure that they are on the same page and wavelength with the goals of distance education. The leader would understand the challenges of faculty and administrators that distance education brings to their university, but would look to see how they can alleviate the pressure those challenges bring. The leader would be looking for ways to solve the challenges by being in communication with faculty and administrators. The leaders would also offer incentives to keep faculty and administrators engaged in the process. This engagement would allow the goals of distance education to be met by both the faculty and administrators.

The leaders would be sure that every stakeholder is playing their role in the distance education environment to guarantee the quality of the distance education experience.

5.4 Implications and Future Research

This comparative case study analysis reveals much about distance education and how it affects higher education. The analysis stressed the importance of administrators and faculty working together toward a common goal of good quality distance education. It stresses the importance of communication from the top down in leadership so that all levels of leadership are on the same page as it relates to distance education and how it is planned to be used at the institution. This analysis also stresses the importance of communication and compromise to put other stakeholders that are affected by distance education in the best possible position to succeed. These suggestions can only be realized through the collaborative efforts of faculty, faculty leaders and administrators coming together and creating what works best for the institution. All leadership stakeholders must see how they benefit from the distance education experience at their institution and how it fits into the mission and vision of the university.

Future research from this analysis may include conducting a study on the students that are served in the distance education community. It would be interesting to see what students deem important to their distance education experience. What are students concerned about as it relates to their distance education experience? Do the students value convenience over quality of course content or instruction? This researcher believes that it is extremely important to know the needs of the population that is being served before presenting something to them. The consumers of distance education should be studied to see what they want.

5.5 Summary

The analysis focused on the impact of leadership on distance education in higher education. The analysis was a comparative case study analysis, which consisted of the comparison and contrast of three different case studies which focused on distance education and how it affected leaders, faculty and administrators of an institution. The comparison and contrasting of findings and characteristics of the studies were examined to determine how to successfully implement distance education in higher education. The studies were thoroughly investigated, including a detailed description, discussion of the methodology used and significance of each study. The studies were then organized into a comparison table, where all elements of the studies could be examined side by side. Common themes among the three case studies were developed by word repetition coding method to determine what the studies had in common. After the data from the three case studies were analyzed, it was determined that the collaboration and communication of administrators and faculty are essential to the proper implementation of distance education in higher education. Among the faculty and administrators, there are needs on both sides that must be addressed, but they must be tempered and vetted through leadership to determine what is appropriate for the institution. The leaders of distance education, whether they are faculty leaders or administrators, must keep everyone reminded of the common goal of distance education, which is to provide a quality online experience to the student population that they serve. If this formula is implemented correctly by leadership, distance education could truly be a major part of the foundation of educational experience at the institution of higher education.

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