Paradigms
Print ISSN 1996-2800, Online ISSN 2410-0854
2019, Vol. 13, No. 1 Page 7-11
DOI: 10.24312/19124130102

Casual Comparative Investigation of J. C Maxwell's Leadership Levels and its Impact on Organizational Change at Elementary School Level

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Cite this paper: Khan, A. M., & Ramzan, A. (2019). Casual comparative investigation of J. C Maxwell's leadership levels and its impact on organizational change at elementary school level. *Paradigms, 13*(1), 7-11.

Change and change process are always invented to be the paramount reality of all time intervals. Organizations and systems ought to change and develop their preferences with the new-fangled practices of change by filling the wants and predilections of customers. The study was concentrated to discover the role of the stages of leadership proposed by a renowned leadership developer/expert of 21st century named J.C Maxwell and the effects on administrative change at the elementary school level. The study was Causal Comparative type and Quantitative in nature. By using multistage sampling techniques 449 teachers from 163 elementary schools were selected from District Lahore for data assortment. Two structured research questionnaires were used to collect data from leaders and their subordinates. Change Management Questionnaire was self-developed (α=.89) and Leadership Level Assessment Questionnaire was adopted which was tested and validated. The results were prosecuted that the five stages of leadership anticipated by Maxwell positively correlated with organizational change. All the levels were significantly correlated with change in the organization except permission level. Maxwell's five levels positively correlated with the organizational change, Pinnacle (r=.65), People Development (r=.31), Production (r=.31), Permission (r=.96), and Position (r=.68). Supplementary conclusions were explored that, there exists literature support having a relationship of organizational change with five levels of leadership.

Keywords: Maxwell, levels of leadership, Institutional change, elementary school

INTRODUCTION

In various studies, all surveys about organizational performance and its plans are featured as the jurisdiction of the entire discipline. Commonly, a fundamental and original developmental reorientation of organizational functions is denoted for the phenomena of change. For a successful change, it is necessarily involved top management which is comprising of various committees and principal as an administrator (Higgs, 2003; Holt, 2011; Homer, 1997). Change is basically provoked as a processor with the qualities of ideal, effective and accurate. Change is effective to lead out the organizational plans and for their practical implications. In this era change is the utmost reality. It is supposed that stagnation and solidity are the supplementary modes of devastation. Establishments must embrace change for their inclinations with the requirements and liking of the customers. In organizations, leaders are renowned as the change facilitator or agent in their institutions or organizations (Kaufman, 2017).

Maxwell (2002) writes that "*Creating positive change is the Ultimate test of Leadership*". Various studies show that the organization (50-70%) are currently proposed because of entities who are considerably lacking the capability of leadership. They are engaged and recognized by an applied capacity company contact and policy instead of knowledge in leadership (J.C. Maxwell, 2016). It is assumed that "change is a domineering reality of present time and the distinctive inevitability of the concern is highlighted by the maxim "the only thing that does not change is change itself". It is narrated in the facet of constant change and there is not any substitute to change in order to kowtow to the institutional change. Schools/Organizations are moving with the permitted systems which are constantly in action and collaborate with their environments" (John C Maxwell, 1993, 2002, 2007, 2010a, 2010b, 2011a, 2011b).

As Scott (2003) explained, educational organizations not only influenced by their internal circumstances but also influenced by the external environment. In this influential process, various authors suggest that most of the important objective of the school is "Individual Advancement" who are carrying out from the change process. Moreover, educational establishments have the structures which yield information, facts, experiences, and situations want to follow changes to shake the interests directly and their need to change respectively (Morgeson, DeRue, & Karam, 2010). An organizations' continuous success lies in their capacity or capability to construct operational and highly self-motivated managers or leaders. Various senior administrators' states that there is an absence of suitable progressions for developing advanced and conversant leaders who exhibiting proper skills, habits attitudes, and perspectives that are required to undertake levels of leadership (Maxwell, 2002) there is essential need in an organization to deal an environment in which modern and forthcoming leaders develop or learn how to effectively lead and carry on the tasks of their concerns. If schools are powerless

to create and sustain change in their systems according to environmental advancement, intuitive, and obvious factors, apparently they face the risks of entropy. Finally, there is no choice left for the school leaders except to sustain change. So there is no option left for schools except to embrace the change for emerging in this sustainable world (Lunenburg & Ornstein, 2011).

Figure No. 1 *Factors of change*

To take initiative and consolidate change are the required abilities in persuasive leadership. In the process of change, there is a certain level of resistance but a capable leader manages to sustain and implement prosperous change. It is not a simple process to defeat, acknowledge and lobbying the resistance (Bennis & Thomas, 2002; Cacioppe, 1997; Cashman, 2017; Chocholous, 2016; Chu, 2009). People are always reluctant to accept change particularly who solves the medical problem, an effective leader resolves the mystery of the change process (Maslank, 2004). It is a critical theme in physical sciences that how organizations manage, coordinate and collectively achieve the goals but later on leadership has been systematically endured un-noted (Khan, Ramzan, & Ghafaar, 2017). In a divergent view, leadership is considered one of the most significant themes and extends in social sciences which has infiltrated all aspects of research in human social affairs. Another investigation provides the record to the normal rank of professional that is social effect collected toward the accomplishment of goals or targets. The core meaning of the definition is that a leader paly more than subordinates towards the achievements of goals (Allen, 2014).

Interpreting to Maxwell (2013), "leadership is influence - nothing more, nothing less". Correspondingly, Stacey (1996) specified, "the only definition of a leader is someone who has followers" (Khan & Ramzan, 2018a). In the field of leadership and administration, he is known not only as an author but also as a professional speaker and pastor. In the 21st century, his name is known as a well-reputed leadership expert. The study in hands conducted to assess how these five levels of leadership participate in managerial change *"Ultimate test of leadership"* at public schools. The core aim of the current investigation is also to assess the level wise part of leadership in institutional change. Furthermore, the study also explored the change model proposed by J. C Maxwell. For sustaining the institutional change that is the ultimate target of leadership in altogether public schools this study was empirical support to the assumption of the Maxwell (Khan & Ramzan, 2018b). This study is conducted to evaluate the role of lead levels in an organizational change at the elementary level. Moreover, the study discovered the level wise association with organizational change by the elementary school head teachers in district Lahore. This topic has limited writings and there is nearly no research study found on Maxwell's leadership in the milieu/context of Pakistan (Khan, 2019). So there are various dimensions which attract other researchers to work on this topic.

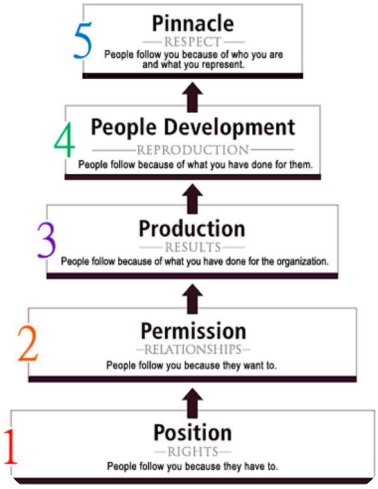

Figure No.2 Five Levels of Maxwell's Leadership

Objectives

The aims of the present-day study were stated in the account of the above debate.

1. Assess the existing association between leadership levels and institutional change at the elementary school level.
2. To evaluate the effect of organizational change levels wise:
   - i. Position
   - ii. Permission
   - iii. People development
   - iv. Production
   - v. Pinnacle

RESEARCH METHODOLOGY

According to (Fraenkel & Wallen, 2003; L. Gay, Mills, & Airasian, 2012; L. R. Gay, Mills, & Airasian, 2011) research methodologies are various in their nature which is accessible for the researchers but the design of the research which is assumed to use in research depends on numerous things but there are objectives which are most important. Researcher presumes things and this degree of information provide encroachment in the field of research. The paradigm of the research was positivism; the quantitative methodology was used by conducting a causal-comparative design of research. In this study, quantitative research method was congenial as it

recognized the research phenomena which is administered in a very precise and conventional manner. Moreover, there are independent and dependent variables which are examined clearly and uniquely, specified with them in quantitative research. In this study, Ex-post facto design was selected which was be contingent upon the specific philosophical assumptions or knowledge. The reality and certainty of nature and methodological/epistemological contemplation includes in it. The Prospective research design for this study was Causal-comparative which includes rheostat of pre-existing or contingent groups to inspect contradictions among those groups on the outcome.

Table 1: Distribution of Elementary schools of Lahore district

Sr.	*Tehsil*	*Male schools*	*Female schools*	*Total*
1	Lahore Cantt	18	15	33
2	Lahore city	28	52	80
3	Model town	13	29	42
4	Raiwind	22	15	37
5	Shalimar	12	29	41
	Total	93	140	233

Sources: www.punjbaschools.gov.pk

The data retrieved from the official website of the government of Punjab there were five Tehsils (Table No 1) of Lahore District. The Punjab schools web census sustenance that there was a total of 223 elementary schools in Lahore district. The ratio of male and female schools were 93 and 140 respectively. The total teacher was 3302 and the male-female ratio was 988 and 2314 respectively. The total schools with a number of teachers were illustrated in table 1.

Table 2: Sample selection

Sr.	Gender	Teachers	Sample
1	Male	895	208
2	Female	2174	241
	Total	3069	449

The five levels of leadership measured by using Leadership level assessment questionnaire, this questionnaire was established and authenticated by J. C Maxwell. The same questionnaire was validated by Khan, 2017 in an educational context. The organizational change was measured through a self-developed questionnaire Consisted of Four factors (Create, Conserve, Criticize & Sustain) with the alpha value of α=.89.

Table 3: Instruments for measuring key variables

Sr no	Variables	Instrument and Factors	No of Items
1	**Change Management Questionnaire**	**Questionnaire 1 (CMQ for Leadership)**	
		1. Create change	1 to 9
		2.Conserve Change	10 to 18
		3.Criticize change	19 to 27
		4.Sustain Change	28 to 40
2	**Leadership level assessment questionnaire**	1.Position level	1.1 to 1.3
		2.Permission level	1.4 to 1.8
		3.Production level	1.9 to 1.13
		4.People development level	1.14 to 1.17
		5.Pinnacle level	1.18 to 1.20
3	**Demographic Variables**	The sector, gender, age, academic and professional qualification, scale, experience, pay, and rank were added in a section of both questionnaires	

Table 4: Descriptive statistics of demographic variables

Variables	Mean	Stand.Err	STDV
Gender	1.54	.024	.499
Age	2.48	.062	1.296
Experience	2.63	.082	1.714
Position	1.87	.049	1.019
Income per month	1.38	.031	.652
Academic Qualification	1.86	.028	.581
Professional Qualification	1.44	.040	.828

Data Analysis

The collected data was screened at the initial stage and the 460 questionnaires were presented to the respondents for their views five respondents refuse to response three respondents did not return the filled questionnaire and the two were not filled completely. The best choice for the researcher for these cases to dismiss these in the section of missing data. To sum up, 449 respondent's data was finalized for analysis. The descriptive analysis in this table shows that the gender wise distribution of the respondents was 46.2% (208) male and 53.8% (242) was female respondents. This illustrated table for descriptive of demographics variables shows the mean SD and std. error values of the leadership level assessment questionnaire. The demographic gender (M=1.52; SD= .449), Age (M=2.48; SD= 1.296), Experience (M=2.63; SD= 1.714), Position (M=1.87; SD= 1.01) Income (M=1.38; SD= .652) and Qualification (M=1.44; SD= .581) were subjected for descriptive analysis to explore the level of leadership at elementary level.

Table No 5: Descriptive statistics of key variables of CMQ

Demographics	Mean	STDV
Gender	1.53	.500
Academic Qualification	2.21	.580
Professional Qualification	1.83	.873
Age/Years	3.28	.923
Scale	2.05	.833
Experience	3.14	1.033
Income per month/ in thousands	1.97	.788
Rank	1.08	.271

Table No 6: Correlation of key variables of LLAQ

		Gender	*Sector*	*Age*	*Exp.*	*Position*	*income*	*A Q*	*P Q*
Kendall's tau_b	Gender	1.000	.031	-.093*	-.086*	.101*	-.146**	.074	-.025
	Sector	.031	1.000	-.450**	-.373**	.674**	-.283**	.250**	.062
	Age			1.000	.783**	-.665**	.507**	-.515**	.019
	Exp.				1.000	-.536**	.527**	-.444**	.211**
	Position					1.000	-.429**	.449**	.057
	Income						1.000	-.659**	-.149**
	AQ							1.000	.156**
	BQ								1.000
Spearman's rho	Gender	1.000	.031	-.103*	-.095*	.107*	-.150**	.077	-.026
	Sector		1.000	-.494**	-.413**	.713**	-.292**	.258**	.064
	Age			1.000	.840**	-.746**	.561**	-.569**	.004
	Exp.				1.000	-.621**	.586**	-.494**	.239**
	Position					1.000	-.463**	.499**	.064
	Income						1.000	-.699**	-.162**
	AQ							1.000	.168**
	PQ								1.000

This table shows the descriptive statistics of the change management questionnaire filled by the heads as a leader of the organization. The descriptive of demographics variables shows the mean and SD values of the leadership level assessment questionnaire. The demographic gender (M=1.53; SD= .500), Age (M=3.28; SD= .923), Experience (M=3.14; SD= 1.033), Rank (M=1.08; SD= .271) Income (M=1.97; SD= .788) and

Qualification (M=2.21; SD= .580) were subjected for descriptive analysis to explore the level of leadership at elementary level.

Kendall's Tau Correlation Analysis

As indicated by the literature (plant) that if we have an IV on Ratio and DV at the categorical level we may proceed data under Kendall's Tau correlation. By keeping into consideration the demographic variables and leadership levels mean score Kendall's Tau was applied. As indicated by the Spearman's Rho association among gender orientation and area .031, the association among gender and age .103, the association between sex and experience-. 095, the association among sexual orientation and position .107, the association between sex and salary .150, the association among sex and scholastic capability .077 and association among sex and expert capability - .026. Association among segment and age - 49, the association among segment and experience .413 association between the division and position .713, the association among area and pay .292, the association between the segment and scholastic capability.

Table No 7: Correlation of key variables of CMQ

	Variables	*Gender*	*AQ*	*PQ*	*Age*	*Scale*	*Exp.*	*pay*	*Rank*	*CM*
Kendall's tau_b	Gender	1.000	.086	.320**	.206*	.084	.213**	.003	-.410**	.074
	AQ		1.000	.347**	.175*	.396**	-.188**	.472**	-.122**	.070
	PQ			1.000	.410*	.297**	.079	.419**	.131**	.342**
	Age				1.000	.510**	.534**	.456**	.252**	.181**
	Scale					1.000	.038	.932**	.321**	.054
	Exp.						1.000	-.034	-.317**	.126**
	Pay							1.000	.360**	.056
	Rank								1.000	.232**
	CM									1.000

Table No 8: Level wise Association between change and leadership levels

Var.	*1*	*2*	*3*	*4*	*5*	*Change*
Position		.096*	.231**	.226**	.365**	.688**
Permission		1	-.195**	.191**	.134**	.092
Production			1	.452**	.375**	.305**
People dev.				1	.467**	.305**
Pinnacle					1	.189**
Change						1

As indicated by Kendall tau association between gender orientation and scholastic capability .086, association between gender and expert capability .320, association between sex and age .206, association between sex and scale .084, association between sex and experience .213, association between sex and pay .003, association between sex and rank - .310, association between sex and CM .074. Association between expert capability and age .410, the association between expert capability and scale .297, the association between expert capability and experience .079, the association between expert capability and pay.419, Correlation between expert capability and rank .131, the association between expert capability and CM

Pearson Correlation

To assess the mean score association between leadership level and organizational change Pearson correlation was conducted. This technique considers suitable when a data set having both IV (Five levels) and DV (organizational change) at the ratio level of measurement. The above table shows that all the level are positively correlated with organizational change except level two and level three has a negative association with organizational change. Position level positively correlated with organizational change r= .686 and permission (r= .92) people development (r= .305), production level (r= .305) and the pinnacle (r= 189). The result revealed that level one leaders were highly committed to bringing organizational change at the elementary school level.

Table No 9: Association between change and leadership levels

	Change	Stage of Leaders
Change	1	.568**
Stage of Leaders	.568**	1

Table No 10: Regression values between IV and DV

Variables	Maxwell's leadership levels	
	B	R^2
Institutional change	.60*	.68*
Stage of leadership	.19*	

The Above table shows that all the five-level are positively correlated with organizational change r= .568. The result indicates that there was a large correlation in the live level of leadership and organizational change at the elementary school level. More precise the result revealed that level one leaders were highly committed to bringing organizational change at the elementary school level

Linear Regression Analysis

A statistical simple linear regression analysis was accompanied to measure the degree of effects of five levels of leadership on organizational change. The calculated value of R^2 was .68. a significant difference was found in as the level of leadership increase the organizational change more rapidly accrued at elementary school level in Lahore district.

RESULTS AND DISCUSSION

The current research claimed the vital inquiry, "Which level of administration brings more powerful authoritative change?" Another reasonable inquiry associated with the previously mentioned inquiry was "The means by which the high and low-level pioneers make a positive and negative change in their associations?" It is of colossal intrigue to talk about at this position the current research evaluated the levels of the initiative of pioneers (head instructors) by their subordinates (educators), and it was analyzed through the originations of pioneers that how the hierarchical change was being made and the degree of its adequacy. Staying related inquiries were "Do

the levels of administration have a distinction in overseeing hierarchical change?" and "What is the adequacy of Maxwell's Levels of authority and Maxwell's model of progress in the instructive setting?" Leaders with the largest amount of initiative "zenith level of administration" make an inheritance in the associations and present an extended stage for coordinating and make supporters reach a long way beyond the requests of the association. Leaders and those pioneers who were on generation level were managing a constructive change on the equivalent level (r=.30) with individual's improvement level initiative. A noteworthy introduction of our investigation was that authorization level pioneers were not making a critical change in their associations, the reason is, it's really the beginning of the way toward driving as Maxwell purported in his most extreme current book, "The 5 Levels of Leadership: Proven Steps to Maximize Your Potential": Leadership with consent level was not altogether related (r= .092) to change in our examination test. Pioneers of the positional level were supporting change most vivaciously in the association in our investigation as the correlation of initiative level with change was emphatically positive (r=.68) and most astounding than other authority levels.

Future Directions

Keeping in consideration the results, it is prescribed for the imminent researchers that: The subsequent studies on Maxwell's leadership regarding change or studies similar to the existing study may also be applied by using mixed method design. The leadership of elementary level schools may also use five levels of leadership namely as "*Position level, Permission level, Production level, People development and Pinnacle level*" of leadership projected by J.C. Maxwell to assess and to develop their leadership level for sustaining the change in their organizations. Four stages of sustaining change (Create, Conserve, Criticise & Sustain) presented by Maxwell in the change factor model may be used by change this investigation might be useful to assess and ensure the school level development or change with respect to positions of authority and its level. Strategy producers may likewise use the four elements change model to support school-level change. These four variables may likewise be contemplated by utilizing phenomenology outline of subjective research to comprehend the marvels top to bottom. The four elements of Change by Maxwell (Create, Conserve, and Criticize &Sustain) may likewise be utilized by school heads to segregate the phases of school change.

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