The Effects of CEOs' Transformational Leadership and Educational Service Quality on Business Performance and Social Responsibility

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This study aims to examine the relationship between leadership, education and performance (LEP) using the theoretical framework by Cronin et al. (2000) on quality, value, satisfaction, and behavioral intentions (QVSB).

This model was carried out based on the responses of 337 trainees of corporate education in Seoul, Republic of Korea. As a result of the analysis, transformational leadership (TL) was found to have a direct impact on business performance and social responsibility, whereas educational service quality (ESQ) did not have a direct impact on business performance, but had an indirect impact through employee satisfaction.

The results imply that the QVSB model by Cronin et al.(2000) can be utilized in the service environment, while also being expanded management-wide according to different characteristics. Moreover, the consideration of not only the CEO's leadership, but also educational service, are of great importance in the process of generating business performance and undertaking social responsibility.

Ⅰ. Introduction

Corporate strategy is a theory on the acquisition of competitive advantage (CA) (Drucker, 1994). Economic value (EV) is the difference between the perceived benefits of a consumer who purchased a product or service and the economic cost incurred in providing that product or service (Barney, 1991). The size of CA refers to the difference between the EV generated by a company and the EV generated by its competitors, and the differentiation of CA is directly related to the corporate's business performance (BP) (Barney, 1991; Peteraf & Bergen, 2003). In most cases, the main interest of chief executive officers (CEOs) is focused on maximizing BP. It is a theme which

is most frequently raised in the field of business management, including strategic management, and the main area of interest for scholars in the academia and company managers (Venkatraman & Ramanujam, 1986). The degree of BP enhancement and acceleration of the achievement of goals are the most valid indicators on effectiveness in measuring leadership (Kaiser et al., 2008). Furthermore, the CEO's leadership can influence BP through various methods, including competition strategy, human resources management, system and organizational structures, and operation programs (Gupta et al., 2006; Yukl, 2008).

The role of a CEO's interpersonal relationships emphasize leadership to achieve basic goals, such as the recruitment, education and training, and motivation of employees and establishment of fundamental principles (Mintzberg, 1973). Leadership performance can result in effective problem-solving and enhanced work performance when the capacities for problem-solving, social judgment and knowledge utilization are displayed appropriately (Mumford et al., 2000). Among major leadership approaches, transformational leadership (TL) accounts for one third of all theses announced on the Leadership Quarterly (Lowe & Gardner, 2001). TL is influenced by self-development, training and education (Bass, 1999). This is related to the achievement of organization members, and also intricately linked to the development of their potential to the greatest extent possible (Seltzer & Bass, 1990). Furthermore, the leadership of trans-

formational leaders or knowledge managers emphasizes the harmonization of organizational culture, which facilitates the growth of its members by accumulating knowledge through business strategy, on-the-job training, and knowledge management (Soliman & Spooner, 2000).

In terms of a CEO's leadership, human resources development is a process of developing and advancing expertise through the training and development of individuals and organizational development for the enhancement of performance (Swanson, 1995). Additionally, SERVQUAL, a scale developed by Parasuraman et al. (1988; 1991), is widely researched on in general service industries and certain education services fields (Kitrochen, 2004). Leadership is a fundamental factor in successful organizational learning (Appelbaumn & Reichart, 1998), and the leader's attitude in supporting learning is defined as 'leadership commitment' (Pham & Swierczek, 2006). The results of studies by various scholars that the education or training of members by companies affect productivity, and therefore, adequate investment in and utilization of human resources can contribute to the enhancement of organizational performance and productivity have been verified (Acemoglu & Pischke, 1999; Becker, 1962).

However, according to an examination of studies associated with leadership and educational service quality, studies on leadership mainly focused on team leaders and the like from an organizational perspective, while those

on educational service quality, on education organizations and students. In contrast, studies converging CEO's leadership, which significantly affects management-related decision-making, and the quality of educational service provided by companies to its members are relatively lacking. This study, therefore, may have considerable value if it can identify the relationship between corporate performance and social responsibility by adopting transformational leadership, which promotes learning activities and behavioral changes of members through intellectual stimulation (Bass, 1990), and educational service quality, which applies quality to the previous education sector (Brigham, 1993; Ewell, 1993; Sahney et al., 2006) as independent variables.

The organizational learning capability (OLC) of members has a positive influence on performance, and transformational leadership (TL), OLC and individual performance were found to have a significant impact on groups within the organization (Camps & Rodríguez, 2011). Furthermore, TL, organizational innovation (OI) and performance had a positive relationship, while companies with a high level of organizational learning (OL) showed a strong correlation with performance compared to companies with a low level of OL (García-Morales et al., 2008). This supports the highly close relationship between TL, corporate education and business performance (BP).

According to a study of related literature, we can derive that a CEO's TL and a company's educational service quality (ESQ) has

an effect on BP. Therefore, this study includes the following three goals: The first goal is to verify research hypotheses by connecting the constructs of transformational leadership (TL), business performance (BP), and social responsibility (SR) based on quality, value, satisfaction, and behavioral intentions (QVSB) in the research model by Cronin et al. (2000) and develop a comprehensive framework.

Various scholars have already carried out studies on the relationship between the TL theory of Bass (1990) and performance. On the other hand, there is a relative lack of study on the relationship between TL, BP and SR. The second goal of this study is to identify the direct influence of TL on BP and SR to re-verify preceding research results and contribute to practical implications for future research.

TL and ESQ are high-order factor models, with TL containing three sub-dimensions of charisma, intellectual stimulation, and individualized consideration, and ESQ containing five sub-dimensions of tangibles, reliability, responsiveness, assurance, and empathy. The third goal of this study is to discover practical implications through the review of literature on TL and ESQ by identifying which sub-dimension factor has greater explanatory power in BP and SR paths. Through this process, we hope to propose approach methods for the maximization of BP generation, which serves as the foundation of a company's existence, and the implementation of corporate social responsibility activities (CSR).

The remainder of the paper proceeds as follows. Section 2 presents theoretical background of the study by reviewing relevant literature. Research hypotheses are also developed. Section 3 describes the research methodology used to empirically test the research model. The results of the proposed model are presented in Section 4. Finally, in Section 5, we provide a discussion of the findings and implications.

II. Theoretical Background and Research Hypotheses

2.1 Transformational Leadership

Transformational leadership emerged as an important approach in leadership with the book Leadership by the political scientist Burns (1978) (Seltzer & Bass, 1990). In his book, Burns (1978) defined leadership through transactional leadership and transformational leadership (Bass, 1997). Transactional leadership focuses on the exchange between the leader and members. In contrast, transformational leadership is a process where both the leader and members create a connection to make each other advance to a higher level of motivation and morality (Avolio et al., 1999; Bass, 1990; Bass et al., 2003). It underlines that a leader must concentrate more on inspiring motivation in members and act according to different situations in order to achieve his objective and goal (Rao, 2014).

Transformational leadership (TL) is associated with the achievement of members and focuses on developing their potential to the greatest extent possible (Bass, 1990; 1999). It was further found that with the leader's high expectations on creativity, it had a positive influence on the members' strive towards creativity (Qu et al., 2015). The original TL theory includes three types of transformational behavior: charisma, intellectual stimulation, and individualized consideration (Avolio et al., 1999; Bass, 1990; Bass et al., 2003). Charisma is also called 'idealized influence', and stimulates all members to act like the leader. It establishes a model for courage and devotion, and emphasizes self-sacrifice. Intellectual stimulation is a behavior which enables members to recognize problems from new perspectives and induce them to find more creative solutions. Individualized consideration refers to efforts of the leader in an advisory role, supporting, encouraging and guiding members to become familiar with their work (Avolio et al., 1999; Bass, 1990; Bass et al., 2003).

TL provides a broader leadership perspective compared to other leadership approaches, and is considered to be effective in different cultures and situations (Bass, 1990; 1999). It is measured by utilizing the multifactor leadership questionnaire (MLQ) (Antonakis et al., 2003; Avolio et al., 1999). MLQ is composed of items that measure the members' perception of the leader's behaviors in the seven factors of transactional leadership and trans-

formation leadership (Avolio et al., 1999, Bass et al., 2003). The validity of MLQ was verified to have a high level of significance through a data gathered from more than 3,000 persons (Antonakis et al., 2003). In previous studies utilizing MLQ, transformation leadership (TL) had a positive correlation with employee satisfaction, motivation and achievement. This supports the fact that TL is effective in various situations (Yukl, 1999).

This study aimed to identify the relationship between TL and employee satisfaction (ES), TL and business performance (BP), and TL and social responsibility (SR) through TL, which is composed of three low-order factors (charisma, intellectual stimulation, and individualized consideration) in the MLQ. First, TL inspires members to act and achieve goals for performance that go beyond expectations and provides innovation and influence for the realization of the company's vision (Avolio et al., 1999; Bass, 1990; Bass et al., 2003). It affects the development of three dimensions of pride, attention and respect by members. The dimensions add greater trust in enhancing the level of satisfaction of members (Podsakoff et al., 1996). Moreover, in certain studies, TL was found to have a significant impact on the satisfaction levels of members (Bycio et al., 1995).

Second, transformational leadership (TL) was recognized as a leadership behavior that had a greater effect on the work outcomes of members compared to transactional leadership (Lowe et al., 1996). The relationship be-tween TL and project performance was examined by itemizing project performance into technical quality, schedule performance and cost performance, as a result of which TL was found to be significant in both one-year-later project performance variables and five-year-later profitability and speed to market (Keller, 2006).

Third, true TL is based on morality in social ethical choices and behavior that is participated and commonly pursued by the leader and members (Bass & Steidlmeier, 1999). It is also associated with post-conventional moral development and responsible participation in organizational governance (Graham, 1995). Furthermore, TL theory is intricately associated with the role of the CEO's leadership which determines the range of participation and interaction in a company's corporate social responsibility (CSR) activities (Waldman et al., 2006).

From preceding studies, it may be determined that TL is a meaningful prediction factor for BP, SR, and ES. Therefore, this study proposes the following three hypotheses associated with TL:

H1a: *Transformational leadership (TL) will have a positive (+) effect on employee satisfaction (ES).*

H1b: *Transformational leadership (TL) will have a positive (+) effect on business performance (BP).*

H1c: Transformational leadership (TL) will have a positive (+) effect on social responsibility (SR).

2.2 Educational Service Quality

Human resource development (HRD) in businesses is a process of developing and advancing the expertise of an individual through personal training and development, and organizational development in order to achieve enhanced performance (Swanson, 1995). Several researchers have emphasized that the core of successful HRD depends on the learning of the individual and organization (Swanson, 1996; Watkins, 1995). The personal and organizational learning opportunities provided to enhance work-related performance today can be defined as "training" (Nadler, 1984).

Training and development are processes to systematically develop work-related knowledge and expertise of members in an organization with the goal of improving corporate performance (Swanson, 1995). Therefore, through effective training and development, businesses can expect enhanced performance of individuals and teams, and ultimately the company in terms of product, quality, speed and overall production (Armstrong, 2006). Education is a concept which encompasses training and development, which is why it is differentiated from training (Barrie & Pace, 1998). It is intangible, and characteristically provides direct services to the minds of direct beneficiaries, the members (Lovelock, 1983).

In addition, education may serve as the only environment for the examination of service quality (Quinn et al., 2009).

As for service quality (SQ), by reflecting how customers recognize service characteristically differently, it can be categorized into technical quality, functional quality and image (Grönroos, 1984). SQ refers to objective quality, which signifies the technical superiority and excellence of a product, and subjective quality, which includes the subjective responses of people, and can change according to two approaches (Dodds & Monroe, 1985). SQ is a subjective and comprehensive evaluation by the customer and is determined by a comparison of expectation and performance. Thus, customer satisfaction can be defined as a comparison of the level of a service received and the level of expectation prior to receiving the service (Parasuraman et al., 1985). SQ can be measured by utilizing SERVQUAL, which is a multiple-item scale for assessing customer expectations of service quality and their perceptions of the service they receive in five dimensions of service quality (Parasuraman et al., 1988; 1991). The five dimensions are RELIABILITY, the extent of trusted service delivery according to the relative importance experienced by customers, RESPONSIVENESS, the level of response to problems, ASSURANCE, the level of trust and confidence, EMPATHY, a criteria on the caring, individualized attention toward customer dissatisfaction, and TANGIBLES, physical evidence (Parasuraman et al., 1985; 1988).

Recent advances in ICT (information and communication technology) and e-learning technology are increasing the motivation, interest and participation of students, and communication and information exchange are further enhancing the quality of tertiary education (Pavel et al, 2015). Several theorists and researchers are stimulating interest in the application of quality in education (Brigham, 1993; Ewell, 1993; Sahney et al., 2006), and based on such preceding research, this study aims to define the service quality provided by education and businesses as Education Service Quality (ESQ).

ESQ will utilize the five dimensions of SERVQUAL (reliability, responsiveness, assurance, empathy, tangibles) as proposed by Parasuraman et al. (1985; 1988; 1991). We aim to identify the relationship between ESQ and employee satisfaction (ES), ESQ and perceived service value (PSV), and ESQ and business performance (BP). First, Dodds and Monroe (1985) revealed that in the relationship between concepts of price, perceived quality and perceived value, perceived value was a higher-level attribute compared to perceived quality. Therefore, it may be said that perceived quality is an important element which determines perceived value. Perceived value refers to the utility of overall evaluation on the perception of what is given and received by a consumer based on a product. Service value (SV) may be considered as a more personal and higher-level attribute than service quality (SQ) (Zeithaml, 1988). In empirical studies on the relationship between SQ and SV for traditional retail and online shopping businesses, SQ was found to have a positive impact on SV in most cases (Bauer et al., 2006; Brady et al., 2001; Cronin et al., 1997).

Second, satisfaction refers to the level of confidence possessing or using a service will inspire positive emotions in the customer (Rust & Oliver, 1994). The main function of perceived service quality considers overall satisfaction (Cronin & Taylor, 1994; Parasuraman et al., 1988). Satisfaction is derived from the disconfirmation of beliefs between pre-purchase expectation and post-purchase perceived performance of a product or service (Oliver, 1980). In a study examining the relationship between e-service quality, customer satisfaction and loyalty in e-marketing, e-service quality was found to influence customer satisfaction and customer loyalty (Chang et al., 2009).

Third, the business providing service guarantee can achieve not only customer satisfaction compared to other businesses in the same industry, but also superior market and financial performance from a return-on-investment perspective (Shin & Ellinger, 2013). Furthermore, businesses must strengthen quality-based strategies to acquire the viability of service quality and improve organization performance in order to acquire competitive advantage (Rapert & Wren, 1998). The role of competitive advantage had a meaningful result as an intervening variable in the relationship between total quality management (TQM) and financial performance (Agus & Sagir, 2001).

The direct relationship between service quality and profitability was verified by various researchers. This was presented through the positive evidence in Table 1 (p. 68) in the review of recent literature 'Service quality, profitability, and the economic worth of customers: What we know and what we need to learn' by Zeithaml (2000).

Based on the discussions of preceding studies as the above, ESQ may be considered to be a meaningful prediction factor for ES, PSV and BP. Therefore, this study proposes the following three hypotheses association with ESQ:

H2a: *Educational service quality (ESQ) will have a positive (+) effect on perceived service value (PSV).*

H2b: *Educational service quality (ESQ) will have a positive (+) effect on employee satisfaction (ES).*

H2c: *Educational service quality (ESQ) will have a positive (+) effect on business performance (BP).*

2.3 Perceived Service Value and Employee Satisfaction

The service profit chain (SPC) model is associated with employee retention and employee productivity, both which refer to employee satisfaction (ES), based on internal service quality. This demonstrates the link between revenue growth and profitability, which refer to business performance (BP) through perceived service value (PSV), customer satisfaction (CS), customer loyalty (CL) (Heskett et al., 1994). According to the SPC model, BP is stimulated by CL, CL is stimulated by CS, and CS is affected by PSV. PSV is generated by members with job satisfaction, the ability to devote to one's work, and productivity, and ES is affected by the internal service quality of the final business.

Cronin et al. (2000) revealed that SQ had a direct impact on SV and satisfaction through a study verifying the relationship between service quality (SQ), service value (SV), and satisfaction, and behavioral intentions (BI). In addition, SQ, SV and satisfaction each had a direct impact on BI. Furthermore, SV had an indirect impact on BI through satisfaction. In a study which verified the relationship between service quality (SQ), perceived value (PV), customer satisfaction (CS), and post-purchase intention (PI), SQ was found to have an impact on PV and CS. Additionally, PV had an effect on CS and PI, and CS influenced PI (Kuo et al., 2009). General customer satisfaction and organizational performance are both highly important indicators that are used to measure service quality in various ways in the private sector (Wisniewski, 1996). Moreover, customer perceived value (CPV) was verified to have a moderating effect in the relationship between customer satisfaction (CS) and customer loyalty (CL) (Anderson & Srinivasan, 2003).

A study investigating the relationship between customer satisfaction, customer service cost and customer value of financial service companies found that customer satisfaction and customer value had a positive influence on future customer service cost (Terpstra & Verbeeten, 2014). Additionally, in a study conducted based on satisfaction, loyalty behavior, and reputation, which are customer-related performance indicators, satisfaction and loyalty behavior were a medium between customer value and reputation (Tournois, 2015). As such, the relationship between value, satisfaction, and performance has been proved by various researchers, and based on the results of preceding studies, the relationship between perceived service value (PSV) and employee satisfaction (ES), ES and business performance (BP), and PSV and BP can act as meaningful prediction variables. Thus, this study proposes the following three hypotheses:

> H3: Perceived service value (PSV) will have a positive (+) effect on employee satisfaction (ES).

> H4: Employee satisfaction (ES) will have a positive (+) effect on business performance (BP).

> H5: Perceived service value (PSV) will have a positive (+) effect on business performance (BP).

2.4 Business Performance and Social Responsibility

2.4.1 Business Performance

The performance of business organizations is affected by corporate strategy and operation in market and non-market environments (Baron, 2012). Performance is a concept which encompasses not only result and output, but also behavior and process (Corvellec, 1997). Performance improvement (PI) is an activity to improve the process and procedure by measuring the output associated with the process and procedure with the goal of increasing output and enhancing efficiency or effectiveness. Members can pursue clear goals through the PI perspective (Hale, 2004).

The measurement of organizational performance (OP), which is an important component in the study of business administration, may be categorized into three dimensions of accounting, financial market and hybrid measures (Richard et al., 2008). As a concept broader than OP, the measurement of business performance (BP) can be categorized into three domains of performance concept: financial performance, financial and operational performance, and organizational effectiveness (Venkatraman & Ramanujam, 1986).

BP can be categorized into two dimensions of actual operating performance (OP) and financial performance (FP). In a study attempting alternative quality improvement strategies, FP was categorized into asset turnover ratio

and revenues, whereas OP was categorized into product defect ratio, level of customer satisfaction, and quality prime cost compared to revenue (Adams, 1994). Additionally, total quality management (TQM) assumes that both financial and non-financial measurements are equally important and attempting various approaches in measuring organizational performance (Sila, 2007). The balanced scorecard with a focus on corporate vision and strategy is a performance indicator to measure BP from four perspectives of financial, customer, internal business, innovation and learning with the objective of improving the measurement of financial performance (FP) and non-financial performance (NFP) (Kaplan & Norton, 1992). According to a review of literature, the measurement of corporate BP may largely be separated into FP and NFP.

2.4.2 Social Responsibility

Recently, business scholars are concentrating on cases where managers implement corporate social responsibility (CSR) as a management instrument, together with BP (Waldman et al., 2006). CSR has been defined in various ways by several scholars according to the historical background of their time based on the social, economic, political and environmental context of each period (Rahman, 2011). According to the first academic definition of CSR, social responsibilities refers to the obligation of businessmen to make decisions in line with the overall objectives and values of our society and pursue actions that are desirable for our society (Bowen, 1953). CSR is recognition on the part of management of an obligation to the society it serves not only for maximum economic performance but for humane and constructive social polices (Heald, 1957). In addition, CSR provides the momentum to build corporate image, and can differ significantly by the size of the company, industry and marketing budget in the relationship between CSR and corporate success (Arendt & Brettel, 2010).

The social responsibilities that must be undertaken by businesses can be classified into four categories: economic responsibilities, legal responsibilities, ethical responsibilities, and discretionary responsibilities. The objective of economic responsibilities is to maximize corporate profit; legal responsibilities, the observation of social laws; ethical responsibilities, the observation of ethical criteria; and discretionary responsibilities, the contribution to the social community and improvement of the quality of life (Carroll, 1979). CSR is a part of corporate behavior which goes beyond the direct interests of the firm and shareholders and that which is required by law to achieve greater development or agree to certain social rules (McWilliams & Siegel, 2001). However, in certain circumstances, CSR can be promoted for the profit of the firm (Wright & Ferris, 1997). The ten important dimensions of CSR can be summarized as: an obligation to the society, stakeholders' involvement, improving the quality of life, economic develop-

ment, ethical business practice, law abiding, voluntariness, human rights, protection of environment, transparency and accountability (Rahman, 2011).

In theory and empirical studies, CSR activities were found to have a positive impact on consumers' attitude towards the company (Lichtenstein et al., 2004). CSR influenced the recognition by customers and other interest parties, and by having an impact on the company's reputation, corporate identity, image, and organizational success, it is emerging as a major theme in the intersection of the company's sustainability and marketing research (Bhattacharya et al., 2009; Sen et al., 2006; Smith, 2003). CSR is difficult to measure as it is located outside the organization and comprised of various strata. Therefore, the measurement of CSR may be replaced by the measurement of corporate social performance (CSP) (Marom, 2006). CSP is found to be statically related with prior financial performance, supporting the theory that slack resource availability and CSP are positively related. Furthermore, it is also found to be statically related associated with future financial performance, supporting the theory that good management and CSP are positively related (Waddock & Graves, 1997).

Through the conduct of meta-analysis on 52 studies, CSP and corporate financial performance (CFP) was found to have positive relationships in many cases (Orlitzky et al., 2003). A study on the influence of corporate social responsibility of Indian companies on corporate performance found that the social responsibility of a company's diverse interested parties had a major impact on financial and non-financial performance (Mishra & Suar, 2010). Therefore, the relationship between social responsibility (SR) and business performance (BP) can act as meaningful prediction variables. Studies related to corporate social responsibility, however, are mainly limited to research investigating the relationship between social responsibility and financial performance (FP), and defining the relationship between non-financial performance (NFP) and social responsibility (SR) may reveal new implications that differ from other studies. This study proposes the following research hypothesis:

H6: Business performance (BP) will have a positive (+) effect on social responsibility (SR).

III. Research Model and Methodology

3.1 Research Model and Measurement of Variables

This research model is based on the quality, value, satisfaction, and behavioral intentions (QVSB) model by Cronin et al. (2000). It adopts and reorganizes the concepts of transformational leadership (TL), business performance (BP), social responsibility (SR). TL, which is considered to have a positive impact

on BP and SR, includes three sub-dimensions of charisma, intellectual stimulation, and individualized consideration. This study also aims to examine how the five dimensions (reliability, responsiveness, assurance, empathy, tangibles) of educational service quality (ESQ) impact BP. The research model is demonstrated in Figure 1.

In order to measure the six constructs in the research model, fifty questions were developed on the 7-point Likert scale. The Likert scales (1 - 7), with anchors ranging from '1 = strongly disagree' to '7 = strongly agree' were used for all questions.

The operational definition of research variables are as follows: Charisma is a sub-dimension of TL and signifies a leader who is a powerful role model for members. Intellectual stimulation refers to a leader who enables

members to make decisions and solve problems with greater prudence. Individualized consideration signifies a leader who is interested in the individual desires of members and creates an atmosphere of support (Bass, 1990; 1997; 1999; Bass et al., 2003; Seltzer & Bass, 1990).

As a dimension of ESQ, reliability is the ability to carry out accurate and consistent education services. Responsiveness is the determination to provide efficient services and assistant students. Assurance is the ability to instill confidence and trust in students through knowledge and modesty. Empathy is the level of thoughtfulness and individual interest to students. Tangibles signify the external features of educational services, such as physical facilities, equipment and manpower (Parasuraman et al., 1985; 1988; 1991).
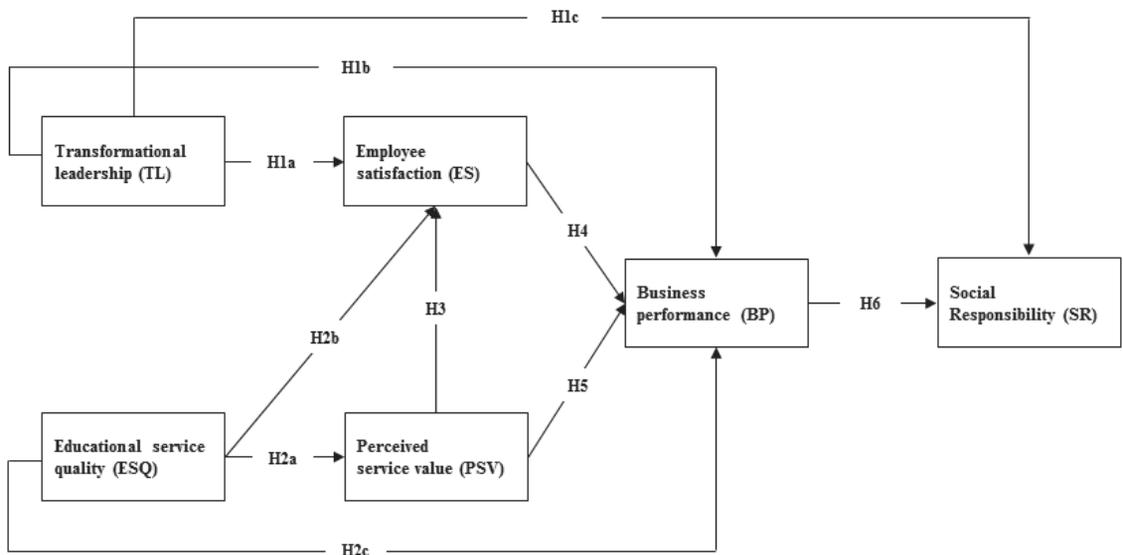
⟨Figure 1⟩ Research Model

ES is the overall level of satisfaction after experiencing educational services (Oliver, 1980; Rust & Oliver, 1994).

PSV is an overall evaluation on the value, cost and time of educational services (Cronin et al., 1997; Zeithaml, 1988).

BP refers to non-financial achievements, which reflect customer value, loyalty, satisfaction and new customers (Arendt & Brettel, 2010), whereas SR signifies responsible activities undertaken by the company in consideration of non-profit organizations, local community and donations (Arendt & Brettel, 2010; Lichtenstein et al., 2004).

3.2 Data Collection and Sample Features

To collect the data for this study, a survey was conducted for a period of about four weeks on members who were based in Seoul, Republic of Korea, and had experience taking education programs provided by their company, which were among 21 companies with more than 50 employees. A total of 390 copies of the questionnaire were distributed and 368 copies collected.

With the exception of 19 questionnaires that were not answered properly, had more than one response to one question or unanswered questions, 349 copies were used for the analysis. PASW 18.0 was utilized for data analysis, and tests for the outlier and normality of the collected data were conducted prior to performing the demographical analysis.

Among the 50 observed variables in 349 pieces of data, twelve univariate outliers, which was defined if a z-score is greater than 3 or less than -3 for any dependent variable within a group, were detected. The twelve outliers were removed, and 337 pieces of data were used in the final analysis. Although there are slight differences among scholars, if the absolute value of standard deviation is higher than 3 and the absolute value of kurtosis is higher than 8, the test results will be considered as an extreme case of normality. As a result of the analysis, skewness was found to be between 0.413 and 0.081, and kurtosis between -0.854 and 0.261, and therefore, the data can be regarded as normal. The demographic features of the sample are shown in ⟨Table 1⟩.

In terms of demographical statistics, it is worth noting that the educational level of respondents were considerably high with 89.3 percent (301 respondents) with a bachelors' degree. This is representative of the fact that businesses located in Seoul prefer employees who are university graduates, and members who work in their organizations have a strong will for continuous self-development through education.

Ⅳ. Data Analysis and Results

4.1 Reliability and Validity Test

This study conducted the analysis based on

〈Table 1〉 Demographic Characteristics of The Sample

Classification		Frequency	Ratio (%)
Gender	Male	215	63.8
	Female	122	36.2
Age group	Under 25 years old	18	5.3
	26 ~ 29 years old	80	23.7
	30 ~ 39 years old	165	49.0
	40 ~ 49 years old	58	17.2
	50 ~ 59 years old	15	4.5
	Over 60 years old	1	0.3
Academic background	Lower than high school graduate	36	10.7
	University graduate	248	73.6
	Graduate student	16	4.7
	Master's degree holder	37	11.0
Position	General staff	158	46.9
	Assistant managers	79	23.4
	Managers	47	13.9
	Deputy general managers	16	4.8
	General managers	15	4.5
	Team leaders	22	6.5
Fields of work	Manufacturing	86	25.5
	Finance	46	13.6
	Services	106	31.5
	*ICT related business	63	18.7
	Wholesale and retail	28	8.3
	Others	8	2.4

Notes: *ICT (Information & Communication Technology)

the criterion that in social sciences, a variable is considered significant if the eigen value of factors and questions is higher than 1.0, the factor loading higher than 0.5, and community higher than 0.5 (Gefen et al., 2000; Hair et al., 2010). In the exploratory factor analysis (EFA), the principle component analysis was used to verify the causal relationships of factors.

The results of the analysis found that in the six constructs, variables, with the exception of ES, BP and SR, were found to be different from the theoretical structures of preceding studies. The items for TL were reduced from 11 to 10 through a cleansing process, the items for ESQ were reduced from 22 to 16 through six cleansing processes and items for PSV from four to three through one cleansing process. Cronbach's alpha coefficient was used to measure internal consistency. The value of 12 sub-dimensions were in the range of 0.808 ~ 0.923, satisfying the recommended value of above 0.6 (Gefen et al., 2000).

The confirmatory factor analysis (CFA) was

conducted based on the criteria of a construct reliability of over 0.7 and average variance extracted (AVE) of over 0.5 in order to acquire reliability and assurance (Fornell & Larcker, 1981; Gefen et al., 2000; Hair et al., 2010). The test results showed that all constructs had a construct reliability of over 0.7 and AVE of over 0.5, and therefore, reliability and convergent validity has been acquired. The results of the reliability tests are as presented in Table 2:

In three sub-dimensions representing TL, the discriminant validity (DV), which is defined as the degree to which observation variables between independent latent variables are related, decreased. Charisma, intellectual stimulation, and individualized consideration are TL sub-dimensions, and therefore, it was found that there was a high correlation between the constructs. This supports the results of "Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire" by Avolio et al. (1999).

ESQ was found to have a somewhat high correlation between two variables, reliability and responsiveness. The respondents to the questionnaire seem to recognize 'ability to carry out education service with accuracy' and 'efficient provision of service' as similar perspectives. Meanwhile, the DV was also detected to fall in PSV and BP. This is probably because members regard the overall evaluation on value, cost and time for educational services in the same context as BP. The results of the analy-

sis have been presented in Table 3:

The independent variables of this study are the three sub-dimensions of TL (charisma, intellectual stimulation, individualized consideration) and five sub-dimensions of ESQ (tangibles, reliability, responsiveness, assurance, empathy), and therefore, it is a high-order factor model which signifies second-order factor.

Table 4 illustrates the high-order factor analysis using the reflective indicator. The analysis results show that TL and EQS satisfy the goodness-of-fit in an overall sense.

4.2 Test of Hypotheses

AMOS 18.0 was used to conduct the path analysis to verify the significance of each path of the research model. The test results were Chi-square statistic (χ^2) = 440.349, df = 237, p = 0.000. The root mean-squared error of approximation (RMSEA) was within 0.051 ≤ 0.08, and the root mean-squared residual (RMR) was within 0.049 ≤ 0.05, thus showing that the absolute fit satisfied the recommended criteria (Carmines & Mclver, 1983; Hair et al., 2010).

The goodness-of-fit of the structural equation model is shown in Table 5, and the path coefficients in Figure 2: As can be seen in Table 5, items absolute fit, incremental fit, and parsimonious fit index, which are criteria to determine the goodness-of-fit of major models, show indicators that are acceptable.

In particular, the values of GFI, NFI, IFI, TLI, and CFI are above the recommended value

〈Table 2〉 Results of Reliability Tests

Construct	Indicators	Factor loading 〉 0.5	Cronbach's alpha 〉 0.6	Construct reliability 〉 0.7	AVE 〉 0.5
Charisma (Ch)	TL10	0.780	0.904	0.905	0.703
	TL9	0.773			
	TL5	0.653			
	TL6	0.594			
Individualized consideration (IC)	TL1	0.826	0.870	0.868	0.687
	TL2	0.804			
	TL4	0.616			
Intellectual stimulation (IS)	TL7	0.788	0.857	0.857	0.667
	TL8	0.771			
	TL3	0.665			
Tangibles (Ta)	ESQ2	0.839	0.886	0.888	0.665
	ESQ1	0.823			
	ESQ4	0.723			
	ESQ3	0.687			
Reliability (Re)	ESQ8	0.764	0.872	0.873	0.631
	ESQ6	0.726			
	ESQ7	0.712			
	ESQ9	0.626			
Empathy (Em)	ESQ19	0.802	0.858	0.858	0.668
	ESQ18	0.751			
	ESQ20	0.688			
Responsiveness (Rp)	ESQ12	0.756	0.860	0.861	0.674
	ESQ13	0.709			
	ESQ11	0.677			
Assurance (As)	ESQ17	0.770	0.808	0.808	0.678
	ESQ16	0.723			
Employee satisfaction (ES)	ES5	0.839	0.916	0.916	0.686
	ES4	0.834			
	ES2	0.810			
	ES3	0.784			
	ES1	0.750			
Perceived service value (PSV)	PSV1	0.858	0.833	0.831	0.622
	PSV4	0.664			
	PSV2	0.657			
Business performance (BP)	BP2	0.823	0.901	0.904	0.703
	BP3	0.816			
	BP1	0.802			
	BP4	0.642			
Social responsibility (SR)	SR2	0.873	0.923	0.924	0.752
	SR3	0.871			
	SR1	0.860			
	SR4	0.801			

〈Table 3〉 Discriminant Validity

	1	2	3	4	5	6	7	8	9	10	11	12
Ch	0.703											
IS	0.828	0.667										
IC	0.830	0.797	0.687									
Re	0.240	0.222	0.227	0.631								
Ta	0.185	0.225	0.195	0.524	0.665							
Rp	0.242	0.238	0.218	0.712	0.508	0.674						
Em	0.222	0.237	0.179	0.570	0.489	0.619	0.668					
As	0.256	0.261	0.229	0.661	0.383	0.671	0.585	0.678				
ES	0.217	0.183	0.225	0.545	0.361	0.536	0.425	0.484	0.686			
PSV	0.259	0.235	0.180	0.394	0.234	0.356	0.246	0.386	0.416	0.622		
BP	0.258	0.235	0.201	0.321	0.304	0.297	0.268	0.317	0.402	0.671	0.703	
SR	0.213	0.187	0.175	0.238	0.240	0.194	0.255	0.187	0.251	0.316	0.281	0.752

Notes: The values along the diagonal line are AVE values.
       Values below AVE are squared correlation values.

〈Table 4〉 High-order Factor Analysis

| Second order factor	Index
Charisma (0.927) — Intellectual stimulation (0.895) — Individualized consideration (0.897) → Transformational leadership (TL)	x^2 = 122.294, df = 32, p = 0.000 RMR(SRMR) = 0.032 GFI = 0.931, AGFI = 0.881 NFI = 0.954, TLI = 0.952 CFI = 0.966 PNFI = 0.678, PCFI = 0.687
Tangibles (0.607) — Reliability (0.834) — Responsiveness (0.855) — Empathy (0.729) — Assurance (0.770) → Educational service quality (ESQ)	x^2 = 210.348, df = 99, p = 0.000 RMR(SRMR) = 0.040 GFI = 0.924, AGFI = 0.896 NFI = 0.944, TLI = 0.963 CFI = 0.969 PNFI = 0.779, PCFI = 0.800

Notes: Numbers in brackets ( ) signify squared multiple correlations (SMC).
       Refer to Table 4 for index requirement and references.

of 0.9, and PNFI and PCFI were both higher than the recommended value of 0.6 at 0.801 and 0.831, respectively, and therefore, the proposed model may be regarded as fit (Gefen

〈Table 5〉 Fitness of Research Model

Index		Requirement	Research model	References
Absolute fit	χ^2/df	$1.0 \leq \chi^2/df \leq 2.0 \sim 3.0$	1.858	Carmines & Mclver (1983) Hair, Black, Babin & Anderson (2010)
	RMSEA	≤ 0.08	0.051	
	RMR(SRMR)	≤ 0.05	0.049	
	GFI	$\geq 0.8 \sim 0.9$	0.905	
	AGFI	$\geq 0.8 \sim 0.9$	0.879	
	PGFI	$\geq 0.5 \sim 0.6$	0.715	
Incremental fit	NFI	≥ 0.9	0.933	Bentler (1990) Hu & Bentler (1999)
	IFI	≥ 0.9	0.968	
	TLI	≥ 0.9	0.962	
	CFI	≥ 0.9	0.968	
Parsimonious fit	PNFI	$\geq 0.5 \sim 0.6$	0.801	James, Mulaik & Brett (1982)
	PCFI	$\geq 0.5 \sim 0.6$	0.831	
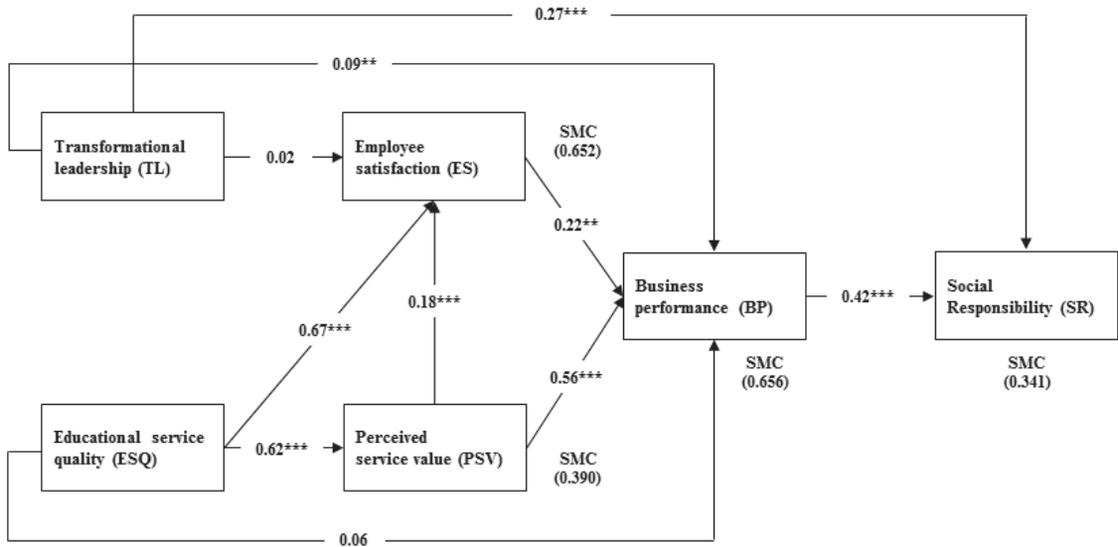
Notes: **p 〈 0.05, ***p 〈 0.001

〈Figure 2〉 Path Coefficients of Leadership, Education Service, Performance (LEP)

et al., 2000; Hair et al., 2010; James et al., 1982).

In order to understand the causal relationship between a CEO's TL on ES, BP, and SR and ESQ on ES, PSV and BP, an analysis was conducted as shown in Table 6:

First of all, the effect of TL on BP (H1b) was β = 0.09 (p 〈 0.05), and on SR (H1c), β

〈Table 6〉 Path Analysis Result

Hypothesis	Path	Beta	S.E	C.R.	P-value	Result
H1a	TL → ES	0.025	0.043	0.490	0.624	Not supported
H1b	TL → BP	0.094	0.042	1.965	0.049**	Supported
H1c	TL → SR	0.266	0.064	4.668	0.000***	Supported
H2a	ESQ → PSV	0.625	0.068	8.906	0.000***	Supported
H2b	ESQ → ES	0.671	0.081	8.907	0.000***	Supported
H2c	ESQ → BP	0.058	0.093	0.701	0.484	Not supported
H3	PSV → ES	0.177	0.059	3.334	0.000***	Supported
H4	ES → BP	0.222	0.078	2.974	0.003**	Supported
H5	PSV → BP	0.563	0.073	8.854	0.000***	Supported
H6	BP → SR	0.416	0.075	7.085	0.000***	Supported

Notes: **$p < 0.05$, ***$p < 0.001$

$= 0.27$ ($p < 0.001$), and therefore, the results were significant. In other words, it may be understood that TL has a direct impact on a company's BP and SR. Meanwhile, the relationship between TL and ES (H1a) was found to be non-significant.

The effect of ESQ on PSV (H2a) was $\beta = 0.62$ ($p < 0.001$), and on ES (H2b) was $\beta = 0.67$ ($p < 0.001$), thus the results were also significant, however, it was found to have no impact on BP (H2c). Furthermore, PSV had an impact of $\beta = 0.18$ ($p < 0.001$) on ES (H3) and ES had an impact of $\beta = 0.22$ ($p < 0.05$) on BP (H4), both showing significant relationships. Lastly, the effect of PSV on BP (H5) was $\beta = 0.56$ ($p < 0.001$) and the effect of BP on SR (H6), $\beta = 0.42$ ($p < 0.001$), thus showing significant results. In the path analysis result, the ten hypotheses proposed in this study were all adopted as being significant in an overall sense.

Ⅴ. Conclusion and Implications

5.1 Summary of Results

The main goal of this study is to identify the causal relationships between transformational leadership (TL), educational service quality (ESQ), employee satisfaction (ES), perceived service value (PSV), business performance (BP), and social responsibility (SR). The major results of the study can be summarized into three points: First, the relationships between TL and BP (H1b), and TL and SR (H1c) are in conformity with the research hypothesis as a result of the structural equation model (SEM) analysis. The diversity in the execution of leadership has an impact on the results of the evaluation process, while TL has a significant impact on the performance of members (Waldman et al., 1987).

Additionally, transformational leaders were found to have an impact on the performance of the organization, such as organizational citizenship behavior, organizational commitment, and job satisfaction (Nguni et al., 2006). The TL theory is used to explore the role of CEOs in determining the extent to which their firms engage in CSR. Moreover, intellectual stimulation as a sub-dimension of TL was found to have a considerably close relationship with CSR (Waldman et al., 2006). As such, the relationships between TL and BP (H1b), and TL and SR (H1c) were found to be positive by several researchers. This is in conformity with the test results between TL and BP (H1b is supported), and TL and SR (H1c is supported) conducted in this study.

Meanwhile, the relationship between TL and ES (H1a) was found to be non-significant. This may be explained by the fact that intellectual stimulation behavior pressurized by a CEO's leadership increases stress and psychological burden, thereby lowering the satisfaction of members. The empirical study by Thamrin (2012) showed that in the relationship between TL, job satisfaction (JS), organizational commitment (OC), employee performance (EP), TL, OC and EP each had a positive impact. On the other hand, TL and JS were found to be non-significant, thus supporting the result of this study (H1a is not supported). TL is where the leader sets the same task-oriented goals as the members, such as the establishment of a vision, adoption of challenging goals and improving old

problems through innovative methods (Bono & Judge, 2004; Charbonneau et al., 2001). Since task-oriented behavior is not consistent with ES, members are normally more satisfied with a considerate leader (Fisher & Edwards, 1988; Judge et al., 2004). Therefore, the CEO must practice leadership with a focus on building relationships, such as through active communication, attentive listening and the paying of compliments combined with reward in order to satisfy members.

Second, the relationships between ESQ and PSV (H2a is supported), and ESQ and ES (H2b is supported) were found to be consistent with the research hypotheses through statistical verification. The relationship between PSV and ES (H3 is supported) was also found to be in conformity with the research hypothesis. This accurately supports the research results conducted by Cronin et al. (2000), which verified the relationships between service quality, service value, and satisfaction. ESQ satisfies both perspectives of ES and PSV. Recently, companies are interested in the capacity building of their members through internal education programs with the objective of achieving sustainable growth. The study results show that in order to satisfy members, not only education, but also the service quality of the education provided are extremely important. In corporate management, customer value is increasingly highlighted as the source of competitive advantage (Woodruff, 1997). The study results that show PSV has a significant statistical impact on ES imply that there is a

strong correlation between value and satisfaction.

On the other hand, educational service quality was found to have little impact on corporate performance. This signifies that the quality factors of Reliability, Responsiveness, Assurance, Empathy and Tangibles provided to members have no direct association with corporate performance. This implies that educational service quality of companies can become a meaningful variable according to the level of satisfaction of members who have experienced the service and can make an overall evaluation of service value, cost and time. Kuo et al. (2009) verified the relationships between service quality (SQ), perceived value (PV), customer satisfaction (CS), and post-purchase intention (PI). SQ was not significant with PI, which stands for performance, and the results of this study supports this (H2c is not supported). In a conceptual model of service quality, satisfaction is described as a form of attitude resulting from a comparison of an expected service and the service provided (Bolton & Drew, 1991; Parasuraman et al., 1985). The result of this study showed that ESQ had an indirect impact on BP in p = 0.003 (p < 0.05) through ES.

Third, the relationships between ES and BP (H4), PSV and BP (H5), and BP and SR (H6) were all found to be consistent with the hypotheses proposed by this study. The empirical studies on job satisfaction (JS) and employee performance (EP) by Thamrin (2012) are consistent with the test results of ES and BP (H4 is supported). Service value was pro-

posed to have a direct impact on outcomes through the literature of various researchers (Cronin et al., 1997; Sirohi et al., 1998; Sweeney et al., 1999; Wakefield & Barnes, 1996). This is in conformity with the results of PSV and BP (H5 is supported). Through a meta-analysis of 52 theses, corporate financial performance (CFP) and corporate social/ environmental performance (CSP) were found to have positive results (Orlitzky et al., 2003). If CFP is regarded as BP, and CSP as SR, this would be supported by the results between BP and SR (H6 is supported) of this study.

5.2 Research Contributions

This research model included and reorganized the constructs of transformational leadership (TL), business performance (BP), and social responsibility (SR) in the quality, value, and satisfaction, and behavioral intentions (QVSB) model by Cronin et al. (2000). The QVSB model focuses on the external perspective of service marketing, which identifies consumers' behavioral intentions in a service environment. On the contrary, the proposed model applied CEO leadership to identify the relationship between BP and SR, and focuses on the internal perspective.

The service profit chain (SPC) model presented the link between internal service quality, employee satisfaction, external service value, customer satisfaction, customer loyalty, revenue growth, and profitability (Heskett et al., 1994). The leadership, education service, performance

(LEP) model in this study presents the connection between transformational leadership, educational service quality, employee satisfaction, perceived service value, business performance, and social responsibility.

In summary, this model includes the TL theory of Bass (1990) to previous QVSB and SPC models and proposes a comprehensive framework. Therefore, this study model will make an important contribution to literature on leadership and service quality.

5.3 Managerial Implications

The managerial implications of this study are as follows: First, TL includes the sub-dimensions of charisma, intellectual stimulation, and individualized consideration. The results of the high-order factor analysis show that the relationship between the charisma sub-dimension and TL was SMC = 0.927 and had the greatest explanatory power. This signifies that the role of a leader who presents the vision, behaves as a powerful role model and inspires strong belief in moral values to members has the largest direct impact on BP. Therefore, CEOs are required to practice a kind of leadership that will win the confidence of members through devotion, and behave in order to win the trust and respect of members. Rao (2014) proposes four factors of transformational leadership (individualized consideration, intellectual stimulation, inspirational motivation and idealized influence) in "Transformational leadership: an academic case study" and em-phasizes the value of transformational leadership and educational service by depicting an education leader who is passionate about the education of members and actively takes the lead by demonstrating vision leadership.

Second, among the hypotheses proposed by the study, the relationship between ESQ and ES was found have the highest correlation at C.R. = 8.907 (p < 0.001). Study results show that among the five sub-dimensions, the relationship between responsiveness and ESQ was SMC = 0.855 and had the greatest explanatory power. This signifies that the stronger the determination of the department hosting the education to provide efficient services and assist students, the greater the satisfaction of members and, perhaps, even lead to BP.

Third, TL has a direct impact on BP and SR, respectively. In particular, it is worth noting that the relationship between TL and BP was C.R. = 1.965 (p < 0.05), whereas that with SR was C.R. = 4.668 (p < 0.001). This implies that a powerful leadership to manage the company based on a higher sense of fairness and morality is called for in CEOs. If the CEO devotes efforts to change the corporate values himself and has the determination to develop the values and reflect them in management practices, the sustainability of the company can be achieved on a more powerful and higher level. The study results imply that the company must carry out CSR activities based on a TL which emphasizes morality, fairness and ethics in the company.

Fourth, it has been found through a review

of literature that various studies have already been conducted on the path from CSR to BP. This is because there are many cases among large conglomerates and companies with high brand recognition that carry out CSR to generate BP. In contrast, this study examined the path from BP to CSR. In contrast to previous studies, which underlined that the conduct of CSR can lead to BP, the study found that once BP was achieved, the company could carry out CSR. The respondents to the questionnaire in this study are members who work in small-and-medium enterprises (SMEs) and venture companies. They may believe that their company's top priority is to focus on the achievement of BP. In addition, the study offers an interesting implication that the order of priority between BP and CSR can change according to certain factors, such as company size, environment, corporate image and CEO's leadership.

5.4 Limitations and Future Research Directions

The limitations and future research directions of the study are as follows: First, we emphasize that the model in this study was not designed in consideration of all factors to create business performance (BP). It is limited to the paths between transformational leadership (TL) and employee satisfaction (ES), and educational service quality (ESQ), ES, and perceived service value (PSV) and therefore, limits more important variables that impact BP. Remedying the situation in future

research is expected to add greater interest.

Second, the respondents to the questionnaire in the collection of data were limited to people living in Seoul. This gives rise to the possibility of a regional bias. In order to correct this, future research will require a broader, more detailed survey by expanding the subject regions.

Third, the quality, value, and satisfaction, and behavioral intentions (QVSB) model and the service profit chain (SPC) model include external perspectives in their consideration, whereas this model limits business performance (BP) and social responsibility (SR) to internal perspectives. If, in the future, constructs of external perspectives, such as customer loyalty, are included in the leadership, education service, performance (LEP) model of this study, new implications are expected to be gained.

Fourth, the questionnaire is comprised of fifty items, which is somewhat excessive in terms of criteria. This may lead to damaging the sincerity of respondents answering the questions. To remedy this situation, the research model should be designed more simply to enhance the sincerity of responses.

Fifth, in comparison to various studies that examine the path from CSR to BP, there is a relative lack of studies that examine the path from BP to CSR. Therefore, considering that this study was limited to small and medium-sized enterprises (SMEs) and venture companies located in Seoul, Republic of Korea, if an analysis is conducted on moderating ef-

fects, including corporate size, image and environment, in the future and an empirical study is undertaken on certain companies of other countries, a more meaningful conclusion may be reached.

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Appendix: Scale Items

A. Charisma

The leader shares the company's vision and mission.

Members are proud to work with the leader.

Members respect, trust and have faith in the leader.

The leader demonstrates determination and conviction.

B. Individualized Consideration

The leader inspires value and importance in members' work.

The leader pays personal attention to marginalized members.

The leader advises on the personal development of members.

C. Intellectual Stimulation

The leader encourages new ways of looking at problems.

The leader provokes rethinking and reexamination.

The leader emphasizes the use of intelligence and creativity.

D. Tangibles

Education facilities are very appealing.

The facility is furnished with the latest equipment.

Facilities and appearance are appropriate for education.

Staff are well-dressed and appear neat.

E. Reliability

The promised program is conducted within the set time.

Lecturer is attentive to problems with trainees.

Trainees can trust the lecturer.

Lecturer accurately records questions from trainees.

F. Empathy

Lecturer pays personal attention to trainees.

Lecturer pays individual attention to trainees.

Lecturer understands the needs of trainees.

G. Responsiveness

The staff are willing to help trainees.

The staff respond to requests by trainees promptly.

The staff provide prompt services to trainees.

H. Assurance

Assistants respond to questions with sufficient knowledge.

Assistants are polite.

I. Employee Satisfaction

Taking the education program was the right decision.

The education program came up to expectations.

The trainee was overall satisfied with the program.

The trainee was impressed with the program.

The trainee liked the program.

J. Perceived Service Value

The program was worth the expense.

The program has excellent value.

The time invested in the program was worthwhile.

K. Business Performance

The business enhanced value for customers.

The business enhanced the level of customer loyalty.

The business achieved customer satisfaction.

The business increased the number of new customers

L. Social Responsibility

The business thinks of the local community.

The business is involved in charity.

The business uses a portion of profits to help non-profits.

The business participates in corporate giving.

CEO의 변혁적 리더십과 교육서비스 품질이 기업성과와 사회적 책임에 미치는 영향

최민석*·최정일**·이상명***

요 약

　최근 기업의 경쟁력 확보와 인적자원 개발의 차원에서 구성원을 대상으로 사내교육을 크게 강조하고 있는 실정이다. 또한, CEO의 리더십은 기업성과와 사회적 책임을 이행하는 대표적인 요인으로 인식되고 있다. 이런 관심에도 불구하고 리더십과 품질관련 문헌에서 교육서비스를 적용하여 실제 기업성과 창출에 기여한 실증연구들은 상대적으로 미흡한 실정이다.

　본 연구는 Cronin et al.(2000)의 품질, 가치, 만족, 행동의도 모델(QVSB Model)에 기반하여 리더십, 교육서비스 품질, 성과의 관계를 검정하였다. 본 모델은 서울에서 기업 내 교육을 이수한 337명의 설문응답자를 통해 수행하였다.

　실증분석의 결과로 첫째, 변혁적 리더십은 기업성과와 사회적 책임에 직접적인 영향을 미치는 것으로 나타났다. 둘째, 교육서비스 품질은 기업성과에 직접적인 영향은 없지만, 구성원 만족을 통하여 간접적인 영향을 미치는 것으로 나타났다. 이 결과에서 Cronin et al.(2000)의 QVSB Model은 서비스 환경뿐만 아니라 경영전반에서 특성에 맞춰 폭 넓게 확장이 가능하다는 사실과 CEO의 리더십과 기업이 제공하는 교육서비스는 성과창출과 사회적 책임을 실행하는 과정에서 중요한 요인임을 시사한다.

　주제어: 교육서비스 품질, 기업성과, 변혁적 리더십, 사회적 책임

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