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**THE EFFECTS OF
TRANSFORMATIONAL LEADERSHIP
ON THE ORGANIZATIONAL COMMITMENT:
A STUDY FROM IRAQ**

Husam Qasim Abdulhasan AL-KORJI

Master's Thesis

Supervisor

Assoc. Prof. Dr. Murat BOLELLİ

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DEDICATION

I wish to express my deep sense of gratitude to my supervisor Dr. Murat Bolelli, for his outstanding guidance and support which helped me in completing my thesis work.

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ABSTRACT

THE EFFECTS OF TRANSFORMATIONAL LEADERSHIP ON THE ORGANIZATIONAL COMMITMENT: A STUDY FROM IRAQ

AL-KORJI, Husam Qasim Abdulhasan

MBA, Business Administration, Altınbaş University,

Supervisor: Assoc. Dr. Murat BOLELLİ

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Organizational commitment influences employees' attitudes and performance in a way that contributes to the achievement of business goals. Many studies have proven the positive effects of transformational leadership in achieving organizational commitment. Governmental organizations in Iraq in general, including the University of Misan, suffer from weak organizational commitment in its various dimensions, emotional, normative, and continuity. In the context of searching for possible solutions to activate job commitment, the researcher reached the importance of conducting a study on transformational leadership and the impact of adopting this type of leadership style in enhancing organizational commitment. Therefore, this study aimed to explore the effect of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, individual consideration) on organizational commitment. The quantitative approach was adopted in this study by applying a questionnaire tool to collect data from members of the study sample. The employees of the University of Misan in Iraq were identified as the study population, and a random sampling method is used to select the sample members. The number of individuals participating in the study was 265 participants. Use statistical analysis software (SPSS 26) to analyze the acquired data, conduct correlational analyzes to discover relationships between study variables, and conduct multiple linear regression analyzes to examine the effect of the independent variables on the dependent variable.

The study found that there is a positive, statistically significant correlation between transformational leadership in its dimensions and organizational commitment. It also found that there is a positive impact of transformational leadership (idealized influence, intellectual stimulation, individual consideration, and inspirational motivation) on emotional commitment, continuing commitment, and normative commitment. These results indicate the importance of following the transformational leadership style in universities and educational institutions in Iraq as a tool to raise the level of organizational commitment among employees. It also recommends conducting many future research in other institutions and countries in order to generalize the results reached by the researcher.

Keywords: Transformational, Leadership, Organizational ,Commitment,Organizational Commitment.

TABLE OF CONTENTS

	<u>Pages</u>
ABSTRACT	vi
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
1. INTRODUCTION	1
1.1 STUDY PROBLEM	5
1.2 STUDY OBJECTIVES.....	7
1.3 SIGNIFICANCE OF THE STUDY	8
1.4 STUDY HYPOTHESES.....	9
2. CONCEPTUAL FRAMEWORK.....	11
2.1 THE LEADERSHIP	11
2.1.1 Theories Of Leadership.....	13
2.1.1.1 The great man theory.....	13
2.1.1.2 Trait theory	14
2.1.1.3 Behavioural leadership theories	16
2.1.1.4 Situational leadership theories.....	26
2.1.1.5 Transformational leadership theory.....	33
2.1.1.6 Transactional leadership theory.....	35
2.1.1.7 LMX: leader-member exchange theory	36
2.1.1.8 Authentic leadership theory	39
2.1.1.9 Servant leadership theory	41
2.1.2 Leadership Types.....	43
2.1.2.1 Charismatic leadership	44
2.1.2.2 Autocratic leadership	45
2.1.2.3 Transformational leadership	46
2.1.2.4 Transactional leadership	46

2.1.2.5 Laissez-faire leadership	47
2.1.3 Transformational Leadership	48
2.1.3.1 Transformational leadership concept.....	48
2.1.3.2 Transformational leadership duties	50
2.1.3.3 The characteristics of the transformational leadership	53
2.1.3.4 Transformational leadership's significance	55
2.1.3.5 Dimensions of transformational leadership	56
2.2 ORGANIZATIONAL COMMITMENT	65
2.2.1 The Concept of Organizational Commitment.....	65
2.2.2 Organizational Commitment Theories.....	68
2.2.2.1 Attitude theory	68
2.2.2.2 Behavioral commitment theory.....	69
2.2.3 Obstacles to Achieving Organizational Commitment	70
2.2.3.1 Administrative obstacles	70
2.2.3.2 Human obstacles	71
2.2.3.3 Technical obstacles	71
2.2.4 The Importance of Organizational Commitment.....	72
2.2.5 The Factors That Affect Organizational Commitment	75
2.2.6 Organizational Commitment Stages	77
2.2.7 Dimensions of Organizational Commitment,.....	78
2.2.7.1 Emotional commitment.....	79
2.2.7.2 Continuance commitment	80
2.2.7.3 Normative commitment	81
2.3 TRANSFORMATIONAL LEADERSHIP AND THE ORGANIZATIONAL COMMITMENT.....	82
2.3.1 Intellectual Stimulation And Organizational Commitment	85
2.3.2 Idealized Influence And Organizational Commitment	86
2.3.3 Inspirational Motivation And Organizational Commitment.....	86
2.3.4 Individualized Consideration And Organizational Commitment	87

3. METHODOLOGY	88
3.1 QUESTIONS OF THE STUDY	88
3.2 STUDY HYPOTHESES.....	89
3.3 STUDY POPULATION AND SAMPLE.....	90
3.3.1 The Study Population:.....	90
3.3.2 The Study Sample:	91
3.4 DATA COLLECTION	92
3.4.1 Questionnaire	92
3.4.1.1 Transformational Leadership Scale:	92
3.4.1.2 Organizational Commitment Scale:	93
3.5 ANALYSIS TOOLS.....	93
3.6 STATISTICAL DESCRIPTION OF THE STUDY SAMPLE	94
3.6.1 Respondents' Demographics - Gender	94
3.6.2 Respondents' Demographics -Age	95
3.6.3 Respondents' Demographics -marital status	96
3.6.4 Respondents' Demographics -Education	96
3.6.5 Respondents' Demographics -Experience.....	97
3.6.6 Respondents' Demographics - Career level	98
4. DATA ANALYSES AND RESULTS.....	100
4.1 FACTOR ANALYSES.....	100
4.1.1 Transformational Leadership	100
4.1.2 Organizational Commitment.....	102
4.2 HYPOTHESIS TESTING	103
4.2.1 Correlation Analyses.....	103
4.2.2 Multiple Linear Regression Analysis.....	105
5. DISCUSSION AND CONCLUSIONS.....	108
5.1 DISCUSSION	108
5.2 RECOMMENDATIONS.....	110

5.3 PRACTICAL CONTRIBUTION OF THE STUDY	111
5.4 LIMITATIONS OF THE STUDY	112
REFERENCES	113
APPENDIX A.....	133



LIST OF TABLES

	<u>Pages</u>
Table 2.1: Leadership Styles According to the Managerial Grid.....	24
Table 2.2: Definitions of Organizational Commitment.....	67
Table 2.3: Factors Affecting Organizational Commitment.	76
Table 3.1: Dimensions of MLQ.....	93
Table 3.2: Dimensions of Organizational Commitment.....	93
Table 3.3: Frequency Distribution of Gender.....	94
Table 3.4: Frequency Distribution of Age.....	95
Table 3.5: Frequency Distribution of Marital Status.....	96
Table 3.6: Frequency Distribution of Education.	96
Table 3.7: Frequency Distribution of Experience.	97
Table 3.8: Frequency Distribution of Career Level.....	98
Table 4.1: Factor Analyses -Transformational Leadership.	100
Table 4.2: Factor Analyses - Organizational Commitment.....	102
Table 4.3: Correlation Analyses.....	104
Table 4.4: Regression Analyses Results.....	105
Table 4.5: Hypotheses Test Results.....	107

LIST OF FIGURES

	<u>Pages</u>
Figure 2.1: Four Leadership Patterns Based on Ohio State Studies.....	19
Figure 2.2: Leadership Styles According to the Managerial Grid.....	25
Figure 2.3: The Model of Leadership According to the Theory of Hersey Blanchard.	31
Figure 3.1: Study Model.....	89
Figure 3.2: Gender Distribution.	94
Figure 3.3: Age Distribution.....	95
Figure 3.4: Marital Status Distribution.....	96
Figure 3.5: Education Distribution.	97
Figure 3.6: Experience Distribution.	98
Figure 3.7: Career Level Distribution.	99

1. INTRODUCTION

The world today is witnessing rapid developments and transformations in various aspects of political, cultural, economic, and social life. These changes have extended to contemporary institutions and organizations, it needs leadership that has the ability to manage these transformations and ensure continuity. This highlights the urgent need for new leadership to adjust to the changes and redefine even the long-established visions and practices, with new ones.

Yukl (1989: 253) defines leadership as affecting not just the mission's objectives and strategies but also the organization's culture, task behavior to achieve these goals, and group maintenance. The discipline and skill of organizing, guiding, inspiring, and motivating a team or organization to achieve common objectives is known as leadership. It entails the management of people, information, and resources and calls for mobilization, commitment, communication, creativity, and credibility in addition to the tactful application of power (Broome & Marshall, 2021). The topic of leadership has drawn more attention in recent decades from authors and researchers across a variety of disciplines. This curiosity has resulted in the development of a variety of contemporary theories, the content and methodology of which incorporate traits and benefits that foster integration, creativity, and collaboration with the past, present, and future.

The transformational leadership theory is one of these contemporary theories that has attracted a lot of interest. As its name suggests, it is a process that alters and transforms people. It is a style of leadership that is concerned with long-term objectives and places a strong emphasis on developing a clear vision and employing techniques and behaviors that encourage employee empowerment and raise levels of achievement and self-development. Transformational leaders are individuals that motivate their team members in a way that benefits the business, the individual, and society as a whole. High moral and ethical standards enable leaders who use transformational leadership to effect and inspire their workforce. This leadership approach is predicated upon acknowledging the requirements of subordinates, both apparent and latent, working to meet those needs, and utilizing all of the subordinates' energies in order to bring about the intended change in the organization that raises its level of effectiveness and enhances performance (Alqatawenh, 2018). Burns

suggested transformational leadership in this regard as a replacement for current leadership techniques and to examine leadership from the standpoint of developing followers as opposed to managing tasks (Hockmeyer, 2015: p. 2). Relationship theories, usually referred to as theories of transformational leadership, place a strong emphasis on the bond formed between managers and staff, and the idea of leadership in the context of a transformational leadership style refers to the method by which a person may connect with others and build a rapport that boosts the morale and motivation of both employees and leaders. Transformational leadership is sometimes referred to as charismatic leadership, and leaders with certain traits, such as extroversion, confidence, and clearly stated goals and objectives, are seen to be the most effective in motivating staff (Alkahtani, 2016). By helping team members appreciate the value and caliber of their work, transformational leaders inspire and motivate their workforce. These leaders are not only concerned with each individual doing their role, but also with the success of the teamwork. High ethical and professional standards are frequently possessed by transformational leaders (Stanley et al, 2015). One of the most crucial elements influencing organizational commitment, according to many authors and studies, is transformational leadership. And the diversity of human resources is a major factor in enhancing the capabilities of organizations, and in order to achieve the highest levels of investment in this field, it was necessary for the organizations to adopt the leadership style that is able to manage this diversity with human resources with its influences and the ways through which it is able to achieve the highest a certain amount of benefit from this diversity. So transformational leadership adopts this by stimulating the human resource, inspirational influence, and stimulating creative ideas, considering the needs of each individual, this places the institutions in the greatest possible business position, especially competitiveness in the future because it realizes the importance of the wonderful and positive impact of this leadership style on employees (Hamrila & Albert 2019: p. 47–60). And the way to do that is by focusing on the dynamics of the relationship and the level of trust between superiors and subordinates, which helps to boost and even strengthen organizational commitment.

Human resources are one of the most important asset that the organization possesses, and it is important to increase the organizational commitment of personnel to improve the results of their work. And employees' sense of commitment to their organization makes them a part

of it and they will work hard to achieve its goals (Chiang, 2008). The issue of organizational commitment had received great attention from authors and researchers, as it is one of the desirable behaviors that organizations seek to promote among their members. It is an intangible behavior that follows from the same individual and is expressed in the behavior of the worker from a sense of belonging to the organization and immersion in it, as well as from exerting effort and time for the organization's success. Organizational commitment, which is the result of any work done by the individual within the organization, is of great interest to researchers because it has an impact on performance at the individual and workgroup levels in the organization. Organizational commitment has been linked to employee loyalty, career happiness, organizational citizenship behavior, member accomplishment, and other interpersonal and group dynamics. According to Alkahtani (2016), followers who are dedicated are expected to perform at a higher level than those who are not committed. This increases the level of organizational commitment among workers, which in turn improves job performance (Willis, 2020).

One of the most well-known leadership theories is transformational leadership focuses on creating a dramatic shift by convincing subordinates to put the organization's needs ahead of their own and to become more deeply committed to improving it. This theory is especially popular for businesses going through a rapid transformation, and this demonstrates the necessity of having a transformational leader who acts as a change agent, influencing others' behavior and actions. Numerous empirical studies attest to the reality that transformational leadership had a favorable impact on staff members' levels of commitment and performance inside the business (McCleskey, 2014). Whatever leadership approach they choose to use to inspire and motivate their team, leaders need to be aware of the most crucial elements that encourage workers' involvement in organizational operations.

In view of the importance of the role of educational institutions in providing educational and knowledge services to an important segment of society, where the Identify of transformational leadership and its connection with organizational commitment is considered one of the necessities related to the productivity and efficiency of these institutions, as the lack of a minimum level of organizational commitment among its employees, who represent the real nucleus This institution may have negative repercussions on the educational process in general and its outputs in particular. Therefore, this research

seeks to explore the impact of transformational leadership on the organizational commitment, which allows for the advancement of the job performance and the development of their leadership thought.

Five chapters are included in this study.

- a. The first chapter: covers the introduction to the topic, the problem of the study, the study questions, the objectives of the study, the significance of the study, and hypotheses of the study.
- b. The second chapter: covers the theoretical aspect of the two variables of the study through three sections. The first section contained transformational leadership and the aspects related to it. The second section is related to organizational commitment. In the third section the relationship between the two variables is explained.
- c. The third chapter: covers the model and hypotheses of the study, the study population and sample, the questionnaire that was adopted in collecting data, and the statistical description of the demographic variables of the study sample.
- d. The fourth chapter: covers analysis of the results, which included factor analysis, correlation analysis, and regression analysis.
- e. The fifth chapter: covers the discussion, conclusions and recommendations, Practical contribution of the study, and limitations of the study.

1.1 STUDY PROBLEM

The issue of leadership has been a global concern since ancient times. While many academics and researchers concur on efficient and successful leadership techniques, what has worked in the past may not be appropriate in the present or the future. Therefore, the interactive and changing business environment has pushed business institutions to the necessity of continuing to continuous adaptation and renewal by experimenting with new innovations and innovations so that you can face competition and ensure survival, and keep pace with the changes occurring in the business environment, which is characterized by high dynamism and constant change, which requires abandoning traditional concepts and patterns in administrative leadership that are based on the exchange of benefits between the leader and his subordinates, searching for a modern model of leadership that is characterized by its high ability to adapt, confront environmental changes, and achieve the goals that the organization seeks. Transformational leadership is defined as the leader's ability to clearly communicate the organization's message and future vision to followers and motivate them by displaying highly ethical behaviors and building trust and respect between the two parties to achieve the organization's goals. The transformational leadership model is considered a complementary alternative to the leadership model traditional. Transformational leadership belongs to an approach of leadership that characterizes leaders who emphasize developing and fostering new skills for followers, engaging in effective training, working as a leading team for the organization, emphasizing clarity about organizational goals, and constantly seeking new opportunities for organizational development (Le and Lei, 2017).

The requirements of modern management require, in order to develop it and advance it to higher levels, the availability of organizational commitment, which requires consecrating the functional and institutional thought in the minds of those affiliated with jobs, regardless of their grades and job positions. The thought of organizational commitment would achieve communication and common and mutual understanding between the pillars of management at its upper, middle, and lower levels. It enhances the building of bridges of trust between cadres and each other and between them and the job, and finally between them and the organization. Organizational commitment in contemporary administrative thought is an expression that generally refers to the extent of sincerity, integration, and love that an individual shows toward his work, and this is reflected in the individual's acceptance of the

goals of the organization in which he works, and his dedication, strong desire, and continuous effort to achieve those goals (Zajac and Mathieu, 1990).

The organizational commitment of individuals is affected by several factors, including organizational factors, and the leadership style is one of the most important organizational factors related to organizational commitment, as leadership works to provide the correct vision for the present and the future, it does not only issue orders and instructions, but also has an influence that stems from honesty and integrity, this results in trust and commitment from followers. One of the leadership styles is the transformational leadership style, which focuses on motivating employees by making them feel their importance and the importance of the role they play and working to reconcile their goals with the goals of the organization, which enhances their organizational commitment.

The educational institution is among the institutions that, like other organizations, need this leadership style that can work to raise the levels of organizational commitment among the professors working in it, which contributes to exerting more effort in achieving the university's goals of raising the level of higher education and forming a community educated and cultured, so it has been seen a need to study the impact between transformational leadership and organizational commitment at the University of Misan in Iraq.

The university institution is one of the most important educational sectors entrusted with creating an educated generation holding higher degrees. This in turn requires that its employees have a high level of commitment to exert the utmost effort to perform the duties and tasks entrusted to them with high efficiency and achieve the desired goals effectively. It is also necessary to have A high level of transformational leadership practice that works to create a qualitative shift in employee behavior, by opening the way for subordinates to innovate and create. It also works to feel their needs and satisfy them, and to invest their maximum energies to achieve the desired educational goals, by making them feel their importance and the importance of the work they do.

Within the framework of a literary review of the relationship between transformational leadership style and its various dimensions and organizational commitment, the researcher found that most studies on this topic focused mainly in the financial and technological sectors in Iraq, especially in the private sector, and no study was conducted on government

employees working in educational organizations such as universities. In light of the researcher's endeavor to fill this research gap, workers at the University of Misan were chosen as a population for the study due to the ease of collecting data in an attempt to reach results that would enhance organizational commitment among workers in educational institutions in Iraq. From the above, the study problem can be formulated with the following main question.

What is the effect of transformational leadership on the organizational commitment?

Sub-questions are included:

Sub-Q1: what is the effect of intellectual stimulation on emotional commitment?

Sub-Q2: what is the effect of intellectual stimulation on continuance commitment?

Sub-Q3: what is the effect of intellectual stimulation on normative commitment?

Sub-Q4: what is the effect of idealized influences on emotional commitment?

Sub-Q5: what is the effect of idealized influences on continuance commitment?

Sub-Q6: what is the effect of idealized influences on normative commitment?

Sub-Q7: what is the effect of inspirational motivation on emotional commitment?

Sub-Q8: what is the effect of inspirational motivation on continuance commitment?

Sub-Q9: what is the effect of inspirational motivation on normative commitment?

Sub-Q10: what is the effect of individualized consideration on emotional commitment?

Sub-Q11: what is the effect of individualized consideration on continuance commitment?

Sub-Q12: what is the effect of the individualized consideration on normative commitment)?

1.2 STUDY OBJECTIVES

This research's goal is to examine transformational leadership's effect on the organizational commitment. Sub-goals are included:

- a. Shedding light on the role of "intellectual stimulation" on emotional commitment.

- b. Shedding light on the role of "intellectual stimulation" on continuance commitment.
- c. Shedding light on the role of "intellectual stimulation" on normative commitment.
- d. shedding light on the role of "idealized influence" on emotional commitment.
- e. shedding light on the role of "idealized influence" on continuance commitment.
- f. shedding light on the role of "idealized influence" on normative commitment).
- g. shedding light on the role of "inspirational motivation" on emotional commitment.
- h. shedding light on the role of "inspirational motivation" on continuance commitment.
- i. shedding light on the role of "inspirational motivation" on normative commitment.
- j. shedding light on the role of "individualized consideration" on emotional commitment.
- k. shedding light on the role of "individualized consideration" on continuance commitment.
- l. shedding light on the role of "individualized consideration" on normative commitment.
- m. Is to contribute to providing studies related to the transformational leadership and its impact on organizational commitment.

1.3 SIGNIFICANCE OF THE STUDY

- a. The importance of this research emerges from the importance of its association with two main topics that have an important and significant role in organizations, namely transformational leadership and organizational commitment.
- b. One of the few studies conducted in Iraq to date on the fields of organizational commitment and transformational leadership.
- c. The importance of the study also comes from its contribution to introducing leaders to the importance of practicing the transformational leadership style in organizations and its role in enhancing organizational commitment among employees.

- d. The study's findings could assist managers in determining the most effective ways to increase staff members' levels of commitment.
- e. Contribute to submitting important proposals and recommendations aimed at developing work in a transformational leadership style and enhancing organizational commitment

1.4 STUDY HYPOTHESES

To be able to answer the previous questions and to be able to achieve the goals of the study, the following hypotheses will be tested.

The main hypothesis

There is a significant effect of the transformational leadership style on the organizational commitment.

Sub-hypotheses include:

- a. There is a significant effect of the intellectual stimulation on emotional commitment.
- b. There is a significant effect of the intellectual stimulation on continuance commitment.
- c. There is a significant effect of the intellectual stimulation on normative commitment.
- d. There is a significant effect of the idealized influence on emotional commitment.
- e. There is a significant effect of the idealized influence on continuance commitment.
- f. There is a significant effect of the idealized influence on normative commitment.
- g. There is a significant effect of the inspirational motivation on emotional commitment.
- h. There is a significant effect of the inspirational motivation on continuance commitment.
- i. There is a significant effect of the inspirational motivation on normative commitment.
- j. There is a significant effect of the individualized consideration on emotional commitment.

- k. There is a significant effect of the individualized consideration on continuance commitment.
- l. There is a significant effect of the individualized consideration on normative commitment.



2. CONCEPTUAL FRAMEWORK

2.1 THE LEADERSHIP

Definitions of leadership generally differ in terms of accuracy or viewpoint. For case in point, (Grint, 2010, p. 2) claims that "a straightforward definition of leadership is having followers". Nevertheless, it might be claimed that while having followers may help a person become a leader, it does not imply that they are definitely exercising leadership. Organizational success is not solely dependent on the performance of the leaders; followers are also essential to the achievement of success as a social achievement. Leadership is therefore a social phenomenon that involves followers as well as leaders (Grint 2000, p. 5-6). Aside from that, (Mumford, 2006: p. 166) notes that we tend to undervalue the value of close followers because of our romanticized, stereotypical idea of leadership. This might be explained by the idea that leadership is viewed as an influence process in which followers take on the roles of leaders and leaders switch to those of subordinates as necessary (Bass 2000, p. 18-40). This is supported by Bastardo and Van Vugt's assertion that individuals may "follow the right sort of leaders under the proper conditions" and "transition from being a follower to a leader whenever appropriate" (2018, p. 1). However, (Unsworth, et al., 2018: p.674-685) claim that there isn't an equal distribution of power between leaders and followers, as a result, even if professionals today regard one another as colleagues, leaders still have more clout and ability to act and influence others.

According to Jacobs, & Jaques (1990), leadership is the process of giving collective effort a purpose or meaningful direction and inspiring voluntary effort to be invested to attain purpose. A group's leaders constantly prepare and provide members with instructions that must be obeyed (Naidu and Van Der Walt, 2005, p. 1). Therefore, leadership is all about establishing an environment where the leader is responsible for assisting the team in selecting the appropriate path to reach their objectives. According to Jones and Rudd (2007), effective leadership requires the leader to persuade the team to come up with fresh ideas and creative solutions to pressing problems. While a researcher said that a leader is a process rather than a title when he defined a leader as the ability to persuade others to comprehend and concur on the necessary actions and steps to take, along with the ability to facilitate both private and group efforts to attain common objectives (Yukl, 2013, p.8).

Leadership is the capacity to skillfully use strength and authority to persuade people to act or think in a certain manner while in a position of authority or responsibility (Guirdham, 1990: p. 362). Leadership is Guiding others' behavior and forcing them to work in a certain way and behave in a manner that is in line with established policies and procedures and job descriptions in order to achieve some of the goals (Certo,1997: p. 351). According to Koontz and O'donnell (1980), it can also be described as an art or process that involves persuading others to willingly focus all of their energy on achieving shared objectives. It is also described as the procedure for affecting an established group's activities toward goal achievement (Rauch and Behling, 1984, p. 46). The ability to influence others to work toward achieving specific goals is necessary for effective leadership because power is one of the prerequisites and benefits of the leadership process that influences subordinates' behavior. The characteristics of leadership according to (Gilley et al., 2009: p. 3) are as follows:

- a. Dealing with people that have different physical, mental, and emotional capabilities is what leadership is all about. A good leader focuses abilities for the organization's constructive guidance, which benefits the group's overall interests.
- b. Both individuals and groups are impacted by leadership; influence is gained through dialogue and persuasion rather than through coercion and force.
- c. Cooperation is a key component of leadership; To achieve shared objectives, leaders must cultivate a culture of collaboration among individuals and groups inside their organizations. Leadership also requires having high standards for the organization's future.
- d. Honesty in leadership: Honesty is more crucial for success anywhere and anytime because if a leader makes others feel safe around them and they contribute to the organization's goals, the staff will want to work with them.
- e. Creativity leadership: Occasionally, decisions must be made quickly, and driving must break from the norm. Therefore, this is when your creativity will come in handy; as a leader, it is essential to learn to think creatively and select the better option between two undesirable options.

- f. Accurate; achieving success in any organization depends mainly on its human resources, so focuses precisely on developing the best people for the organization through (education, experience, physical facilities, and communication skills).
- g. Confident leadership: As a leader, one must have faith in one's team and keep their eyes on the bigger picture. When the leader is facing a significant issue within the company, a solution should be found quickly and with minimal damage.

2.1.1 Theories of leadership

The development of the theories of leadership comes from observation and the search for the best leadership stance. For many years, researchers have been testing many possibilities. Each theory has its own viewpoint on what makes a good leader or the characteristics that must be present for leadership to be effective. In actuality, a group of theories in various literary sources may vary from one another.

2.1.1.1 The great man theory

The concept of great man, which holds that certain people become leaders because they were born with the traits of great leaders, which means that a leader is born, not formed, is closely connected to traits theory. Leadership is characterized by a number of particular qualities (Stoner, et al, 2004, p. 471). It was concluded that there are more than (80) leadership qualities, including the drive to lead, self-assurance, knowledge, ambition, energy, intelligence, honesty, and integrity.

According to (Wyllie, 2020: p. 3), the theory "great man" represents among the theories that underpins the conceptual formula for leadership, most likely the oldest accepted theoretical perspective that received significant during the progression of the notion of leadership, the theory contends that some individuals were innately capable of perform or become leaders, whereas some were not, implying a genetic component to leadership competencies. based on the idea that extraordinary individuals with natural leadership skills are born to be leaders (Bolden, et al., 2003: p. 6). Moreover, a "Great Man" was referred to since during these times, leadership roles were thought to be mostly for men, and only certain types of men seemed predisposed or predestined to based on their intrinsic abilities to lead that caused them to become leaders or take on leadership roles somewhat automatically (Wyllie, 2020:

p. 3). Where (Bolden, et al., 2003: p. 6), claimed that the word "man" was used on purpose because, up until the late 20th century, people associated leadership with being predominantly male, military, and Western. These perceptions were likely based on concepts of war and the military, which is why there are so many negative perceptions for great men theory (Mouton, 2019: p. 83).

According to (Zahraa, 2021: p. 39), this theory has been criticized because it is not based on a scientific basis, nor does it take into account the experience and skill that people acquire through learning and interaction with managerial positions and the different circumstances that make them leaders. Also among the criticism its association with gender-based bias is one of these objections, as the term implies; and theoretically, masculine traits and traits attributed to males are typically stressed; although it is ignored in the idea, there is a belief that women can also be a leader, the harmony of individuals in groups or in enterprises is not in any way emphasized by the philosophy; the Great Men theory was attacked for its concept of leadership that was independent of environmental circumstances and for its assertion that genes were the only source of leadership traits; the theory's underlying presumptions are conjectural, on the other hand, it is vital to admit that the theory lacks empirical research, the hypothesis has one more critique left to take, it is not grounded in reality or rigorous science (Uslu, 2019: p. 163-164). (Wyllie, 2020: p. 4) claimed, this paradigm was questioned and perceived to be flawed as many academics began to doubt the validity of the theory when they considered historical "leaders" like Hitler and the atrocities that were committed against humanity during their rule, as a result, scholars shifted from the belief that leaders were born and to the trait construct because they felt that the "Great man" theory ignored other factors.

2.1.1.2 Trait theory

Trait Theory's fundamental premise is that leadership qualities may be acquired and taught, as it does not always come naturally to certain people; and trait theory that contends that leadership is a combination of inherited and learned traits has emerged in response to criticisms of the great men idea, it's thought that the great men hypothesis has been modified by the trait theory, in this regard, Trait theory differs from the notion of great men (Uslu, 2019: p. 164). There is the main difference between both theories is the trait theory assumes that people become leaders or make good leaders based on their personality traits, whereas

according to the Great Man idea, some individuals are born they are leaders. However, a closer examination of these presumptions reveals that both theories are actually in some manner linked because they both suggest that inborn traits serve as leadership determinants and/or predictors, with the consequences of the idea of birth with particular traits or qualities that qualify them for leader positions (Wyllie, 2020: p. 5).

The "Trait" theory, an outcome of the "Great Man" theory, sought to prove a link between personality traits and leadership while also examining what made some individuals leaders as opposed to others or what set those in leadership apart from the rest, as a result, the Trait theory necessitated researching traits such as physical characteristics, personality traits, values, self-confidence, assertiveness, interpersonal skills, intelligence, and a host of other attributes (Uslu, 2019: p. 164). Trait theories presupposed that some people had some at birth attributes that enable them to lead effectively, even though it was illogical to think that a variety of qualities could define leaders. According to (Fleenor, 2006: p. 830), the personal attributes paradigm, which serves as the foundation for trait theory, directed researchers' attention to physical and psychological traits, competencies, and values, but over time, as researchers looked into personality traits they thought helped determine a leader's effectiveness, they found that few characteristics actually stood out as differentiating leaders from followers, these traits included self-confidence, extraversion, height, adjustment, intelligence, and dominance. (Andersen, 2006, p. 1089) disagreed, stating that while there was a link between personality and behaviors of leaders, attributes did not adequately explain or describe leadership.

The problem with these presumptions was that several academics questioned theory's omission of socio-cultural aspects and how situational variables affect, such as whether the same attributes would still operate in a combat setting, it also fails to explain why certain individuals with identical traits could never hold leadership positions, as well as why individuals with the same claimed traits sometimes turned out to be ineffective leaders (Wyllie, 2020: p. 5). Similar to the great men theory, the trait theory has drawn criticism; In the beginning, it is stressed that the theory's underlying premises are conjectural and that there are no actual studies or tests to back it up; The trait theory is also critiqued for having a limited viewpoint, similar to how the great men theory has been; As of yet, only theoretical leadership traits have been proposed, while contextual issues like how the group values

affect leadership and how the duties are organized have not been considered; Inconsistencies between the traits outlined in the few works on trait theory, as well as a lack of practical tests and research, are further issues; the theory also doesn't offer precise information for character trait assessment; The theory does not adequately explain the intensity or level of intellect necessary to be a leader, despite the fact that intelligence is a leadership quality; In general, it is easy to sum up the main objections to the trait theory as neglecting environmental influences and situations as well as inconsistent study results; Assumptions underlying the great men theory and those underlying trait theory appear to be similar in many sources as well. (Uslu, 2019: p. 164-165). According to (Al-Qamash, 2020: p. 410), among the criticisms that have been leveled at this theory are:

- a. Do not put forward an agreed-upon a comprehensive list of leadership traits.
- b. Because it disregarded followers' needs and the amount to which leaders could supply them, the theory failed to link the components of leadership, namely leaders, followers, and attitudes.
- c. It neglected to consider the role that attitudes play in the leadership process. Anyone who possesses leadership qualities and has demonstrated leadership in one scenario is unlikely to do so in another. Therefore, regardless of the situation in which leadership happens, it is challenging to identify a collection of leadership attributes that have a complete nature.

2.1.1.3 Behavioural leadership theories

The shortcomings of the trait theory in predicting successful leadership and the criticisms directed towards this theory were the ground for the development of behavioral theory (Uslu, 2019: p. 165). Due to the findings of trait theory research and the influence of social psychology ideas, a new field known as behavioral theory was created. These theories attempted to categorize leadership behavior after it became clear that such behavior could be both apparent and learned.. Ohio State University research, Michigan leadership studies, McGregor's Theory of X and Y, and The Managerial Grid are examined as the most prevalent behavioral theories in the literature. However, it was unable to demonstrate the relationship between leadership practices and performance results, and it was also

unsuccessful in establishing a general leadership style that would work well in the majority of circumstances (Metcalf, 2013: p. 18).

The University of Michigan and the Ohio State University studies are two of the most significant studies on which behavioral theories are predicated on the idea that there are particular characteristics that separate the distinction between leaders and followers. The two studies sought to determine the distinct aspects of the leader's behavior as seen by the followers (Stoner, et al, 2004, p. 476).

University of Ohio State Studies

Numerous leadership studies were achieved by Ohio State University scholars at the conclusion of World War II. These studies concentrated on the actions of leaders that affect the processes of guiding people to achieve intended outcomes. The LBDQ (Leader Behavior Description Questionnaire) was created by the researchers based on the several dimensions of leadership behaviors they observed. It was discovered that the majority of responses centered on the two variables that represented leadership traits. The consideration and initiating structure are the names of these two dimensions (Northouse, 2015, p. 72). Consideration is the degree to which leaders may establish a tight, cordial, dependable, and convivial bond with their subordinates. Such leaders place a major emphasis on developing a relationship of trust with their followers by respecting their views and opinions and assisting them in finding solutions to their issues (Robbins, et al., 2012, p.262). The second component, initiating structure, deals with how leaders decide on, define, and set the roles of their subordinates in addition to those positions' contributions to the accomplishment of the intended goals. It also covers how leaders operate while orienting the responsibilities and activities of their subordinates by organizing activities and work schedules, outlining each subordinate's function, and instructing them on how to carry out the perform the tasks (Tuna, 2009, p.13). Also, in accordance to (Henkel & Bourdeau, 2018: p. 8) two comprehensive categories of leader behavior patterns:

- a. Consideration: how much a leader shows consideration for employees by recognizing their ideas and feelings, fervently working to establish mutual trust, consulting with them on significant topics or problem-solving, seeking their advice, actively listening to them, and demonstrating a clear openness to accept recommendations.

- b. Establishing structure: how much a leader defines the subordinate roles to show task orientation and responsibilities, focusing their work efforts on achieving goals, exercising an "iron hand," criticizing subpar work, stressing the significance of observing due dates, and proposing fresh solutions to issues.

The majority of leadership research has utilized Ohio State's Model and numerous instruments that are derivations from it:

- a. Leader Opinion Questionnaire.
- b. Organizational Climate Description Questionnaire.
- c. Leader Behavior Description Questionnaire.

where there is no one style that has been identified as the most effective, but a large body of research has shown that high-consideration behavior was positively connected with employees' contentment with leaders (Beck, 1978: p. 18).

According to the Ohio State Leading Studies, a leader may act in a way that is high in consideration but low in initiating structure, high in consideration but low in initiating structure, or low in consideration but high in initiating structure, based to the Ohio State Leading Studies; according to research, all four prospective types of a leader's style are workable (Henkel & Bourdeau, 201: p. 8). The classification of leaders at Ohio State University is depicted in the following figure.

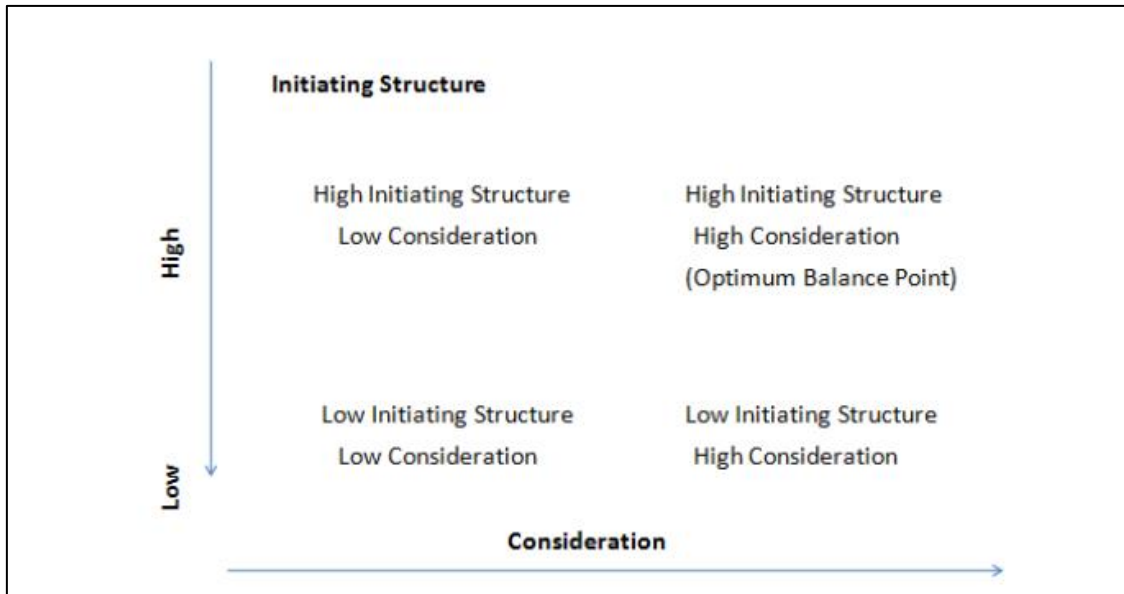


Figure 2.1: Four Leadership Patterns based on Ohio State Studies.

Source: Gurel, et al., 2014

The Ohio State study has seen its share of criticism over the years. With the claim that the studies lack a conceptual foundation and fail to account for situational variables being among the most serious; critics claim that the research's results reflect a behavioral theory that holds that high Consideration and high Initiating Structure should always be combined to attain optimality, which is similar to the 9-9 style of leadership on the Managerial Grid (Stogdill, et al., 1974: p. 62).

University of Michigan Studies

Researchers at Michigan University worked on experiments with concepts and goals comparable to those of Ohio State researchers during the same time period that Ohio State researchers conducted their investigations. By examining the traits of a leader's behavior that have a favorable effect on the output and satisfaction of a group, the researchers hoped to discern between effective and ineffective leaders. According to Northouse, the dimensions of employee orientation and production orientation are mutually exclusive, meaning that leaders who adopt the employee orientation dimension are less focused on the production and those who adopt the production orientation dimension are less focused on employees. (Northouse, 2015, p.73).

(Curran, 1975: p. 24), nearly simultaneously with the Ohio State experiments, the University of Michigan's center for Research experiments received funding from the Office of Naval

Research, the fellowship's goal was to pinpoint the ideas that helped the group function more effectively and contributed to the participants' happiness with the group's involvement, the started studies in 1947 at the Prudential Insurance Company's Newark, New Jersey, corporate headquarters to help reach the objective. According to (Henkel & Bourdeau, 2018, p. 8), three forms of behavior were identified by the Michigan State studies as factors that influence a leader's effectiveness; task-oriented, relationship-focused behavior and participative behaviors were the three different categories of leadership behavior:

- a. The task-oriented boss gave more attention to work and less attention to the requirements of his staff, the Ohio State studies' initiating structure behavior is comparable to this tendency.
- b. Relationship-focused behavior demonstrated greater encouragement and concern for their staff, this is akin to the consideration behavior that the Ohio State experiments described.
- c. The third kind of leadership identified by the Michigan State studies is participatory leadership, which is distinguished by collective control rather than one-on-one supervision of each subordinate.

The University of Michigan studies place leadership behaviors on a continuum, whereas the Ohio State model considers the actions independent of one another, allowing four possible unique behavior types (Henkel & Bourdeau, 2018: p. 8). Some of the studies' key discoveries and conclusions according (Curran, 1975: p. 25-26):

- a. There were found to be two distinct leadership philosophies, the supervisors of high-producing units were perceived as being employee-centered by coders who reviewed the interviews, and supervisors of lower-producing units were thought to be more focused on productivity.
- b. It was discovered that high-producing supervisors (employee-centered) spent more time on genuine supervision-related tasks and less time on activities that were similar to what their subordinates were doing; additionally, these managers had a caring relationship with their staff members, showed an interest in them, and were forgiving of faults, employees of these supervisors were more inclined to believe that, in the event that it

became necessary, their supervisors would choose to protect their interests over those of management.

- c. Low-producing supervisors (production-centered) utilized close supervision, punished errors, and spent less time engaging in genuine supervising activities and more time engaging in activities similar to those of their subordinates, these managers were primarily focused on obtaining a high level of productivity and saw their subordinates as tools for getting the job done, employees of low-producing managers frequently felt that their needs weren't being met and that they were treated as nothing more than machines.
- d. None of the happiness indices and the work group's production were shown to be significantly correlated. In other words, highly productive people had the same likelihood of being content with their company, jobs, or their financial situation as low producing employees.
- e. The Michigan style continuum emerged as a key concept from these early investigations; suggesting a continuum; where a manager would inevitably become less production-focused as he got more employee-oriented, the relationship was also thought to run the other way, i.e., the more production-oriented one became, the less employee-oriented; later research revealed that these two aspects are distinct and can coexist, although employee-centered leaders didn't always provide the best outcomes, a pattern did show that employee-centered supervisors who also placed a strong emphasis on performance typically produced the best outcomes.

McGregor's Theory of X and Y

Douglas McGregor created the X and Y Theories in 1960, the idea, which is known as "Neo-Classical Management Theory" is used to explain management responsibilities and, consequently, leader conduct (Porter & McLaughlin, 2006). Two opposing conceptions of motivation used by managers in their firms are described in Theory X and Theory Y, which explain how employees are motivated. The value of building one's leadership style around precise beliefs about people is amply demonstrated by McGregor's Theory X/Theory Y approach; according to the underlying assumptions of Theory X, a manager's role is to carefully monitor and plan the employees' activities as they try to achieve corporate goals,

people would be passive or even hostile to organizational needs without management's proactive intervention; theory X's main argument is that management control requires authority, which is why it is so important (Curran, 1975: p. 29).

Theory X claims that only rigorous management and external punishment will motivate employees to work. They must be under the management of their managers. People generally dislike their jobs and like to avoid them. A typical person dislikes being in charge and is uninterested in work and advancement. The majority of individuals lack creativity and fight against any change. Furthermore, they place greater importance on personal gains than business success. According to (Johnson, 2012: p. 70) Sigmund Freud, who was renowned for his pessimism and lack of empathy for others, is credited with the development of this idea, people are indolent, according to Freud's Theory X, they actively avoid working because they dislike it, they shirk responsibilities, lack ambition, and show little initiative, all they want is stability, and the only way to get them to work is to threaten, coerce, or reward them in some way.; if this hypothesis were true, managers would need to constantly keep an eye on the employees they can't trust and won't work with; this will result in a controlling and frustrating work atmosphere for the manager and his or her employees, making accomplishment and any kind of creative work difficult.

Following a description of Theory X, McGregor questioned the validity of this perspective on man and the applicability of management techniques based on it in a variety of circumstances, drawing largely on Maslow's hierarchy of needs, McGregor came to the conclusion that Theory X's presumptions about the nature of man are often false and only satisfy his basic physiological and safety needs, management strategies that are based on these presumptions frequently fail to inspire (Curran, 1975: p. 29). In the contrary, Theory Y operates under the presumption that followers can work without direct supervision because having a job is commonplace. They assume responsibility if the circumstances are right, not via coercion but rather from aspiration. Employees are also viewed as stakeholders in the business rather than only as employees. When compared to Theory X, Theory Y is totally the reverse, People are naturally curious and workaholics, according to McGregor, to the extent that they practice self-discipline and self-improvement; Instead of money, they value the freedom to successfully complete difficult and difficult activities on their own as the best reward, the manager's responsibility is to connect the need for personal growth in

people with the highest level of productive efficiency in enterprises; with the help of creativity and honesty, both parties will achieve their goals in this way and become their best (Johnson,2012: p. 70).

McGregor believed that management needed to adopt procedures based on a more precise knowledge of human nature and motivation, McGregor created hypothesis Y, a different hypothesis of human conduct, as a result of his feelings; Theory Y is an integrative theory that rejects both the "soft" Theory X approach, which seeks to motivate employees by being lenient, selling harmony, and putting people's needs before organizational needs, and the "hard" Theory X approach, which seeks to motivate personnel by coercion, subtle threats, close oversight, and tight controls; This theory makes the supposition that most people have the capacity for growth, the ability to take on responsibility, and the readiness to steer behavior toward corporate goals, on the basis of these presumptions, the leader's task changes to one of maximizing employee potential; the employee who is adequately motivated will work best toward achieving organizational goals if the manager creates the right conditions for it to happen, where Decentralization, job expansion, participatory management, enhanced subordinate accountability for planning and evaluating their work, and improved subordinate self-control are characteristics of Theory Y. According to Theory Y, managers who prioritize meeting higher order social, esteem, and self-actualization demands achieve high performance (Curran, 1975: p. 31).

In the Theory X/Theory Y approach, traditional leadership styles that place a great emphasis on a leader's control and authority are contrasted with styles that emphasize involvement and restraint on the part of the followers. Among McGregor's other contributions are the following: (a) highlighting the reality that methods of leadership are either openly or implicitly predicated on presumptions about human motivation, and (b) acknowledging the necessity of combining traditional theories' performance emphasis with human relations theories' people orientation (Curran, 1975: p. 27).

Managerial Grid of Blake and Mouton

A well-known organizational leadership model created by Blake and Mouton in 1985 defines the behaviors of effective leaders. It was designed based on the Ohio and Michigan research and termed the managerial grid. Leadership grid was later used in place of the original nomenclature. This model outlines two characteristics of leadership behaviors that enable

businesses to accomplish their goals. The concerns for personnel and production are these dimensions (Northouse, 2015, p. 74). Concern for production is the degree to which leaders focus on completing organizational tasks and goals. It is not only concerned with production but also with the bigger goals that the business wants to achieve. The concerns for production refer to inspiring workers, fostering trustworthy connections, creating appropriate work conditions, and providing fair compensation and promotions (Blake and Mouton, 1985). The Managerial Grid displays on two axes how much the leaders are utilizing these two dimensions. Concern for employees is indicated on the vertical axis, while concern for production is indicated on the horizontal axis. The Managerial Grid offers five leadership styles based on the scales for each aspect, which have scores ranging from (1 to 9).

Table 2.1: Leadership Styles According to the Managerial Grid.

Source: Beck,1978.

the Impoverished style	In this approach, managers show little concern for the workforce (subordinates) and production, instead, they focus on protecting their own interests by avoiding problems.
The country club style	This type of manager cares more about people than they do about productivity.
The produce or perish style	People are less of concern than production.
The Middle of the road style	This style of leadership strikes a balance between the requirements of the employees and the objectives of the company.
The Team Style	The leader is very concerned about both the workforce and output.

The grid resembles the Ohio State design, where the attitudinal dimensions of concern for production and care for people are used by Blake and Mouton in place of the behavioral variables initiating structure and consideration, and Figure (2.2) shows how these dimensions are plotted from one to nine (Beck,1978: p. 19).

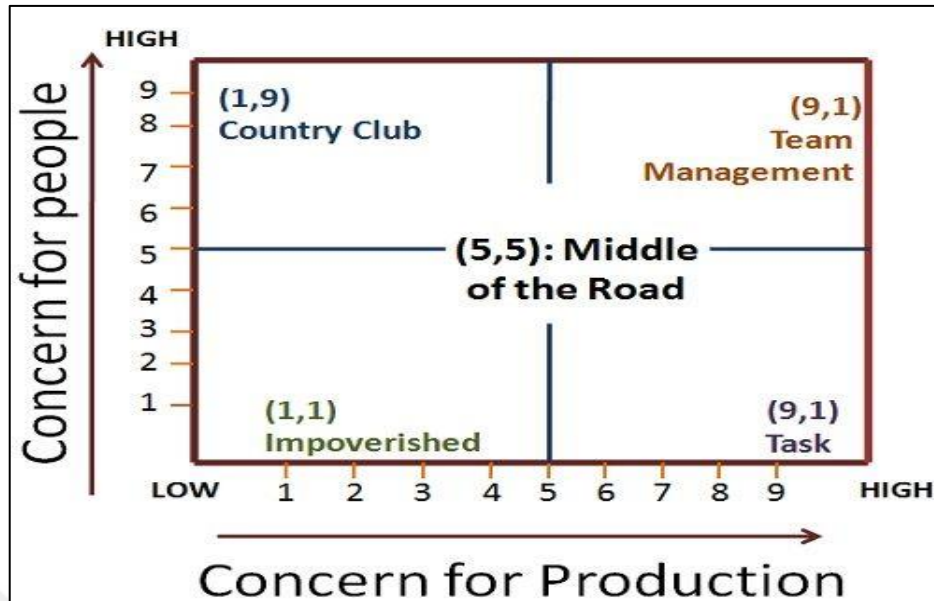


Figure 2.2: Leadership Styles According to the Managerial Grid.

Source: Beck, 1978: p. 19

Grid training is intended to prepare managers to lead as a team or at a high level, this is the style that leaders should utilize, according to Blake and Mouton; therefore, despite the model defining more styles than prior theories, it still focuses on one style as the most effective method to lead; and too many instances differ from the standard, making it difficult to pinpoint the optimum style; for instance, despite his general finding, Likert (1961) discovered several production-oriented bosses who had high-producing divisions, and the Ohio State research supports the idea that there is no single is the best style. (Beck, 1978: p. 20).

The main critique of behavioral theory is that it neglects to take situational elements into account when attempting to explain leadership, also, it does not take into account these elements (Uslu, 2019: p. 167). The behavioral theory is not without criticism. where (Bertocci, 2009: p. 55) summarized the main criticisms of the behavioral theory as follows:

- a. According to the theory, a leader's actions affect a subordinate's performance and results; however, other research findings suggest that a leader's conduct may also be influenced by a subordinate's performance.
- b. According to the assumes, leaders treat all of their followers the same way, however, other studies suggest that a leader's conduct varies depending on the subordinate.

c. There is little agreement in how leaders and followers perceive a leader's style, according to several research, what criteria should be used in this case to evaluate the leadership style?

2.1.1.4 Situational leadership theories

The rise of additional research was prompted by the failure of the behavioral and attributes models to identify the pattern or personal features of effective leadership in all contexts and situations. As a result, ideas that use a novel strategy to establish the most effective leader have begun to appear, supporting the significance of situational elements. The various situational theories that concentrated on the requirements of the task and behavior and expectations of colleagues and the characteristics and behavior and expectations of followers as well as policies and organizational culture were used by the researchers to try and identify the factors that affect the effectiveness of leadership in each situation (Stoner, et al, 2004, p480. According to situational theories, the likelihood of a particular individual rising in a group as a leader is the result of an overall attitude, noting that there is no right pattern for all scenarios and circumstances. Instead, the appropriate pattern depends on the present situation (Bernouti, 2001, 369.

Accordingly, the key principle of situational theories is that they recognize that the personality, the manner, the followers' characteristics, and the general attitude of the followers all have an impact on the leader's capacity to carry out the needed tasks. The founders of situational theories articulated their fundamental ideas through the following models:

Fiedler's Contingency theory

According to Fiedler, a leader's capacity to coordinate the situational circumstances that influence their conduct or the proper leadership style with their leadership traits is a prerequisite for effective leadership; he has identified three situational factors: the leader's rapport with the team, the degree of work structure, and the potency of the job position (Tomey, 2009: p. 184. While work structure is related to the level of clarity and soundness of the task, leader-member connections refer to the degree of shared belief, regard, and assurance between the pioneer and their subordinates; additionally, the authority of a specialist is connected to the internal and external authority of the position that the pioneer has attained and can use (Sharif, 2006.

According to (Wasbeek, 2004: p. 53), Fiedler used three contingency factors to define the situation:

- a. Leader-member relationships: The level of respect, trust, and confidence that followers have in their boss.
- b. Task structure: How procedural (i.e., organized or unstructured) the work assignments are.
- c. Position power: how much a leader has control over factors that affect power, including as hiring, firing, punishment, promotions, and pay increases.

Fiedler separates situations into three categories; favorable, moderately unfavorable, and unfavorable; according to Fiedler, it is possible to maximize leadership effectiveness by being aware of the three contingency variables as well as the basic leadership style of the individual (Wasbeek, 2004: p. 53). According to (Tomey, 2009,184) there are two leadership patterns that can be used to measure leadership behavior the task-oriented pattern, which concentrates on achieving work and performance results, and the relationship-oriented pattern, which concentrates on upholding positive internal relationships among group members. According to Fiedler, a high score on the scale indicates the leader is focused on fostering positive relationships within the group, while a low score indicates the leader is successful in carrying out his duty. The theory suggests that effective group performance requires a proper match between the leader's interpersonal style and the degree to which the circumstance grants the leader control and influence; to ascertain if a person has a task- or relationship-oriented basic leadership style, Fiedler created a tool, according to Fiedler, a person's leadership style is predetermined, once you are aware of a person's fundamental leadership style, you need to fit that person to the circumstance, if a person is primarily concerned with productivity, Fiedler defines them as task-oriented; Fiedler describes a person as relationship-oriented if they prioritize having positive relationships with their coworkers and characterize even their least favorite coworker in generally positive terms (Wasbeek, 2004: p. 52).

Curran (1975) mentioned that, Fiedler created a special operational technique to identify a leader's task orientation or relationship orientation, sources that reveal the leader's opinion of the believed Similarity among Opposites (ASO) and Least Preferred Coworker (LPC) are

used to identify the leadership style; the level of similarity between the leader's assessment of his most and least favorite employees is determined by ASO; the LPC determines how positively the leader views his worst employee, the two metrics, which are comparable, relate to leadership style in a particular way:

- a. A leader who does not notice many differences between their most and least preferred employees (ASO) or who describes their least preferred employee (LPC) in a good light is said to have a relationship-oriented leadership style.
- b. The leader who notices a significant difference between their most and least preferred colleague (ASO) and who describes his least preferred coworker (LPC) in a very unfavorable light is said to have a task-oriented leadership style.

According to (Metcalf, 2013: p. 20, the validity of the model has been the subject of ambiguous conclusions, more fundamentally, considering that the LPC evaluates the leader's "natural" style, many studies have questioned its validity, also the theory's biggest flaw is that we don't fully comprehend what LPC is, and LPC is a mysterious personality test, in addition to the objections listed above, the model's reliance on the rigidity of leadership style raises the question of whether it is realistic to relocate people in leadership roles throughout an organization when task structures and positions of authority change; additionally, it disregards the traits of subordinates, such as their knowledge and talents, and their preference for the management style of their superior/followers; Additionally, it ignores research showing that managers' duties and responsibilities often change as they are promoted as well as the fact that leadership skills can be learned.

The path and goal theory

One theory that has been widely embraced and backed by numerous researchers is the path and goal theory, which Robert House developed in 1971. The followers must accomplish their goals and make sure that, in various contexts, their personal objectives line up with the group's and the organization's objectives. According to the theory, identified four behaviors practiced by the leader, the four leadership styles are participant, mentor, supporting, and achievement-focused. The hypothesis demonstrated that, in light of the current scenario, there are two crucial factors that define the most effective leadership styles. The followers' individual traits make up the first factor, while the surrounding environment makes up the

second (Yukl, 2006, p. 218-222). When a leader solicits the opinions and recommendations of their followers and invites them to participate in choices that directly affect them, this is known as participation; Directive, When a leader gives clear instructions to subordinates on how to complete their jobs, in addition to establishing performance standards and explicit performance expectations; Supportive, when the leader shows concern for the welfare of the subordinates and is helpful to people; Achievement-oriented, this refers to the setting of tough goals, highlighting advances in job performance, and promoting high levels of goal attainment (Malik, et al, 2014: p. 171). The Path-Goal theory of leadership offers a paradigm for explaining the effectiveness of adaptable leaders who can increase team productivity by inspiring team members through direction, reassurance, rewards, and structure (Dixon & Hart, 2010: p. 55).

(Henkel & Bourdeau, 2018: p. 8) this theory is concerned with how the actions of the leader influence the followers' expectations of what might happen given the varying degrees of effort they put forth at work, the path-goal theory of leadership, in other words, describes how leaders support and encourage their followers to accomplish the goals and objectives of the organization by removing obstacles from the way, clearing a path that enables followers to choose their own course, and rewarding good behavior. According to the theory of path-goal, leaders must adapt their leadership style based on the characteristics of their followers and the types of tasks they must complete, the path-goal theory attempts to increase followers' motivation and contentment in any situation. By attending to followers' needs and making the aim clear to all followers, a leader can increase followers' motivation and job satisfaction. The leader could be encouraging, directive, active in the process, or goal-oriented, according to the Path-Goal philosophy; the capability and motivation of the followers, as well as the difficulty of the task at hand and other aspects related to contingencies, all influence the leader's style; the leader can take the initiative to remove obstacles they come across on the way, or they can work with the follower to do it; depending on the available resources, leaders may also provide their followers a variety of prizes (Henkel & Bourdeau, 2018: p. 8).

Numerous studies have used the path-goal theory; about each leadership style, the findings support a number of conclusions, in situations where tasks are unclear instrumental leadership is positively connected with happiness and efficiency; however, although the

tasks are obvious, this directing approach only works with subordinates that enjoy being directed (high authoritarian); when duties are monotonous and ego-centered, participatory leadership is linked to satisfaction and productivity; when duties aren't, participation merely has a small impact on low-authoritarian followers; when work is demanding, frustrating, or unsatisfactory, supportive leadership is required; only unclear, non-recurring activities are suitable for achievement-oriented leadership; when this happens, followers are more assured that they will perform well the higher the leader's achievement motivation (Beck, 1978: p. 25).

According to (Bertocci, 2009: p. 39) the path-goal theory has been criticized for assuming that changes in leader behavior result from changes in subordinate performance, rather than the other way around. A further finding from the study is that there is a larger correlation between supportive leader conduct and subordinate happiness the higher the task structure of subordinate tasks is (i.e., the more complicated, tough, and challenging a job is), and added (Bertocci, 2009: p. 57):

- a. It's still difficult to assess leadership behaviors, the Ohio State Leadership surveys have often been used to gauge the instrumental and supporting leader behaviors that the theory suggests.
- b. The leadership styles that the questionnaire drew from (initiating structure and consideration) are different from those that the theory suggests.
- c. There is disagreement on how to quantify participatory and goal-oriented leader behaviors, which is a challenge.
- d. Few research have fully examined the idea because of its intricacy, in fact, according to some academics, it is almost hard to do so successfully.
- e. The development of the idea has been mostly theoretical rather than research based.

The Hersey Blanchard Theory

Task-oriented and relationship-oriented are the two elements Fiedler previously described in the contingency theory, and they serve as the foundation for Blanchard's situational leadership theory, which was developed in 1969. This viewpoint focuses on the followers because they are the ones who ultimately decide whether to follow or reject the leaders. It is

necessary for leaders to modify the levels of task and relationship orientation in order to achieve the ideal leadership style due to the variation in followers' preparation, capacities, skills, and motivations (Northouse, 2015, p. 94). Due primarily to its rationalism in dealing with people according to the degree of their maturity and work experience, this theory has significantly contributed to the interpretation of leadership and has received widespread acceptance from scholars in the field. The relationship between the leader and the novice person increases as he steadily gets better while being strongly directed and taught the fundamentals until he has the knowledge and abilities to rise and complete his work on his own. Because of this, the leader in this situation retreats so that the person won't feel insulted by the instructions. Because of their high degree of preparation, leaders who use this style of leadership offer less guidance and assistance to their followers (Northouse, 2015: p. 95).

Hersey and Blanchard (1981) argue that the leader must identify the situation before making a decision. According to Hersey and Blanchard (1984), an important tool that can help leaders in all types of business achieve their goals is the situational leadership model, which is actually related to work behavior, managerial behavior, and employee training. The approach basically says that there is no right way to lead a team, depending on the readiness of the followers, the leader must decide what action is best in the particular situation, the model determines the willingness of the followers to accept organizational tasks. Like their ability, readiness and degree of responsibility, according to Hersey and Blanchard (1988) states that when readiness increases, the leader should change the task/relational behavior to increase followers' performance and trust (Reza and Sikandar, 2018: p.79).

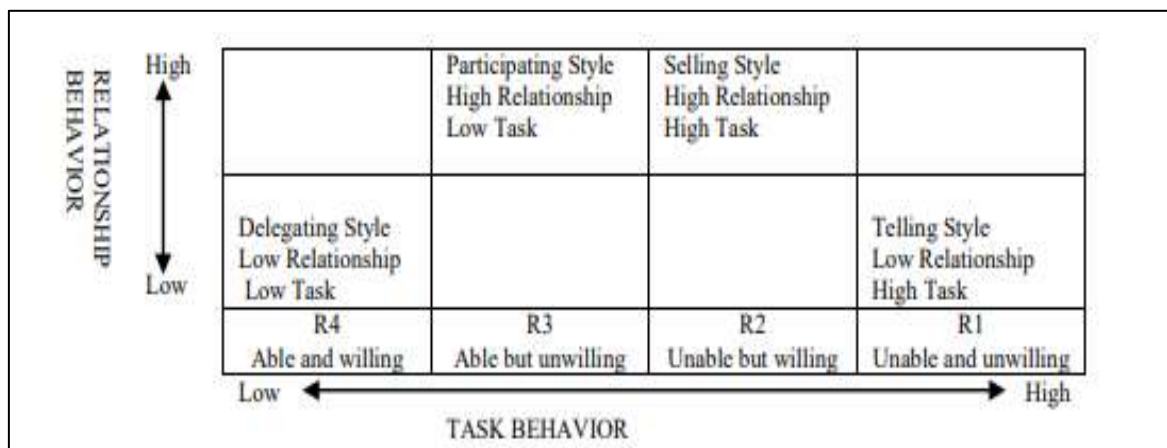


Figure 2.3: The model of Leadership according to the Theory of Hersey Blanchard.

Telling Style: The model suggests using telling style in accordance with task behavior when the follower is unable and reluctant, the follower is incapable, hesitant, or uneasy about their responsibilities; In this instance, the task is more important than the relationship.

Selling Style: When the follower is willing but unable to do the duty, the model calls for selling style; in this case, despite having few skills, the follower is eager or confident to complete the assignment, performance is facilitated in this instance by a high relationship and high task consideration.

Participating Style: The model recommends engaging in task behavior in situations where the follower is capable yet unmotivated; the follower in this situation is capable yet resentful or uneasy about the tasks, in order to facilitate performance, there is a high relationship and little task consideration in this scenario.

Delegating Style: The model recommends delegating in a manner consistent with task behavior when the follower is capable and willing, the follower is capable, willing, or sure of their abilities to complete the tasks; less focus is placed on the task and relationships in this instance.

One issue with this theory is that, in reality, some leaders are unable or unwilling to switch from one leadership style to another, regardless of how hard they try; It's possible that those who are good at informing or leading others won't naturally transition to delegating; Furthermore, there is no data to support the idea that leaders may adapt to diverse follower groups' preferred styles because the model's creators could not give proof that forecasts could be produced or the optimal style; critics of the model also claim that there is no solid evidence the model actually works (Bertocci, D., 2009: p. 39). According to (McCleskey, 2014: p. 118), identified three problems with situational leadership theory are consistency, continuity, and conformance; a lack of internal coherence, conceptual inconsistencies, and ambiguities, according to Bass (2008), were present; also and according to research, there are no generally successful leadership philosophies, and behavioral theories are predicated on ill-defined, abstract leadership models.

2.1.1.5 Transformational leadership theory

What is known today as transformational leadership theory was first proposed by Burns (1978) as transformational leadership. He was the first to discuss the difference between transactional leaders, who seek to meet the immediate needs of followers with an emphasis on exchange, and transformational leaders, who seek to enhance the needs of followers and promote meaningful change in individuals, organizations, communities, and organizations (Yammarino et al., 1993: p. 81–82). Burns contrasted the old leadership style he associated with transactional leadership with this transformational leadership. Burns' leadership reform framework included three types of leaders: transactional, conventional, and transformational. Burns concluded that transactional and transformational leadership styles are based on the leader's behavior and how those actions affect his or her followers. Transformational theory also referred to as relationship theory, emphasized the ties made between leaders and followers, by assisting group members in understanding the significance and greater good of the job, transformational leaders inspired people; these leaders were concerned with the output of the group while simultaneously encouraging individual growth, this type of leadership is frequently characterized by high moral and ethical standards, its proponent, Burns (1978), highlighted that organizations and people both saw significant transformation as a result of the transformative method, it altered employee expectations and aspirations as well as attitudes and values, by describing the psychological processes that underpin transformative and transactional leadership, Bass (1985) developed this idea further, He expanded on the initial ideas by suggesting metrics for measuring transformational leadership and its effects on the motivation and performance of followers (Kumar, 2020: p. 7).

Numerous academics have been motivated by the theory of transformational leadership to conduct research to identify the types of leadership that are prevalent in organizations and the extent to which these types of leadership are successful or unsuccessful in inspiring and motivating followers and enabling organizations to achieve their objectives. According to Bass (1985), transformational leadership is considerably more likely to succeed than transactional leadership in guiding organizations through times of change, one explanation is that transformational executives want to foresee change and then implement it throughout the entire organization. When managers adopt a transformational leadership style, their

degree of respect from workers is likely to be higher than when they adopt a transactional one, additionally, Bass (1990) contends that businesses are more likely to be financially successful under transformational leadership than under transactional leadership. (Johnson, 2012: p. 46).

Burns' "transforming leadership theory" was renamed "transformational leadership theory" by Bass (1985), who also presented a more organized and thorough explanation of transformational leadership and its constituent parts. Organizational leaders have tested whether followers are motivated by their leaders to improve their morale and level of job performance using Bass' transformational leadership methodology (Bass, 1985; Hyypia & Parjanen, 2013: p. 21-41). Contrary to Burns' (1978) description of transformational leadership, Bass did not categorize transactional and transformational leadership as being diametrically opposed (Palanski, & Simons, 2012: p. 255–264). Both transactional leadership and transformational leadership, according to Bass, have their benefits. Intellectual stimulation, individual concern, inspiring motivation, and idealized influence are the four fundamental components of Bass' transformational leadership philosophy, according to Bass' (1985) transformational leadership theory, followers were devoted to their leaders' effect and influence and felt adoration, loyalty, and trust for them (Bass, 1985; Pandey, Davis, Pandey, & Peng, 2015: p. 204-222).

According to (McCleskey, 2014: p. 120), a few academics have criticized transformational leadership, but many of the concerns Yukl (1999) leveled against transformational leadership are still relevant today, where the concepts of idealized influence and inspired motivation overlap, and Yukl observed, the theory didn't adequately account for how context and situational factors affected leadership effectiveness. Another critique of transformational leadership is that it tends to focus on the broad picture rather than the specifics, where if a leader does not have staff to handle this level of knowledge, they are likely condemned to failure; lastly, transformational leaders are by nature those who aim to change, where such a leader will become upset if there is no need for organizational change and everyone is content with their current situation (Bertocci, 2009: p. 60).

2.1.1.6 Transactional leadership theory

Transactional theories, often known as management theories, focus on organizational functions, teamwork, and relationships between leaders and followers, these theories link leadership to a system of rewards and punishments; It is founded on the idea that a leader's duty is to establish structures that make it clear what is expected of followers and the consequences (rewards and penalties) connected with fulfilling or failing to fulfill expectations; when a worker succeeds, they are awarded, likewise, failure is condemned or penalized; it is still a fairly common component of many organizational and leadership philosophies.; Many times, the notion and practice of management are likened to managerial or transactional theory (Stanley, et al. 2015: p. 8).

Burns was the principal supporter of this hypothesis, according to the theory of transactional leadership, the manager was given the chance to lead the team, and the group consented to do so in order to achieve a predefined goal in exchange for something else; When productivity fell short of the targeted level, the leader was empowered to assess, correct, and train the subordinates, and to award effectiveness when the desired result was achieved; when expectations were met, there were prizes in store for the followers, and failure was harshly punished, these leaders were very explicit about what they expected from their followers (Kumar, 2020: p. 7).

According to Cilliers, Eden, and Deventer (2008, p. 253), transactional leadership is an interpersonal interaction process in which the leader and the employee agree on goals, with the expectation that job completion would result in a reward and the absence of punishment. Transactional leaders are viewed as being more task-oriented and less concerned with the needs of their followers; they rely on their ability to exchange transactions with them (Andreassen et al. 2011, p. 510). According to Burns, transactional leadership is based on legitimate bureaucratic authority within the organization; Leaders emphasize adherence to standards, tasks, and goal-oriented objectives, focus on accomplishing tasks and compliance by followers, and heavily rely on organizational rewards and punishments to impact the work performance of followers (Emery and Barker, 2007, p. 79). In exchange, transactional leadership empowers followers to pursue their own goals, lessen stress at work, and concentrate on specific organizational objectives like improving quality and customer service, cutting costs, and boosting production (McCleskey, 2014, p. 122).

The capacity of the transactional leader to control people by delivering rewards or punishments is the source of power, where Transactional leaders use their authority to reward or punish people to acquire what they want; in the framework of transactional leadership, an individual's contribution to the success of the leader is determined by how effectively they perform in achieving the leader's expectations and directives; the primary tenet of transactional leadership is that leaders have the power to persuade others to comply with their wishes by rewarding them with additional money or other concrete advantages or punishing them for failing (Johnson, 2012: p. 45). This management style is based on the idea that team members sign employment contracts committing to obey their leader's orders, and that team members are typically paid by the company for their work and compliance. If a team member's work doesn't meet the required standards, the leader has the right to discipline them. This transaction (effort for income) is the foundation for the straightforward working relationships that develop between employees and managers or leaders.

According to Bass, although there are positives to leading transactions, it includes a set of negatives, which he identified in the following (Shane, & Fayrouz, 2014: p. 59):

- a. When defining goals in the process of exchange between the leader and the subordinate, there is often no common agreement on the same goals.
- b. The reliance of this leadership on mutual benefit leads to the formation of unstable relationships between the leader and the subordinate and often does not last for a long time.
- c. Transactional leadership does not accurately display the real role required of modern and innovative leadership that breathes new life into organizations in the era of globalization and continuous change.

2.1.1.7 LMX: leader-member exchange theory

The LMX theory was developed by Graen and colleagues in the 1970s, by arguing that leaders should use different leadership philosophies when dealing with various subordinates, put it another way, that leaders should treat different subordinates differently from one another LMX theory viewed leadership as a dyadic operation between a leader and each subordinate (Martin, et al, 2010: p. 4). According to the leader-follower exchange theory

(LMX), leaders do not treat all of their subordinates in the same way; rather, they form a unique type of relationship or exchange with each one, these relationships can range from those that are solely based on employment contracts to those that are marked by mutual trust, respect, and admiration as well as influence (Maslyn & Liden 1998:43).

In accordance with the LMX theory, efficient leadership is accomplished through dyadic relationships. These relationships are defined as the caliber of the exchange relationship between a leader and a follower, where LMX relationships develop through a process that exchanges a number of tangible and intangible materials inside a leader-member dyad, which might include attention, support, task performance, loyalty, and civic responsibility for resources like information, dedication, influence, desired tasks, and latitude (Martin, et al, 2010: p. 5). The LMX theory outlines the relationships that can develop between a leader and a follower, ranging from greater quality to poorer quality depending on the circumstances. Lower quality transaction is more impersonal, formal, and concentrated on barter exchanges that are frequently encountered at work, while a high quality is intrinsically more equal and is marked by higher loyalty, trust, and respect between the leader and the follower, it has also been demonstrated to be connected with a wide range of favorable effects on the environment (Lau & Cobb, 2015: p. 2). Three main kinds of variables play a significant role in determining LMX, member qualities, including aptitude, aptitude for a task, task performance, and external contributions, make up the first category, while the second category focuses on the personality traits and behavioral tendencies of leaders, In addition, the third group relational demographics make up and include things like the perceived resemblance in tenure, age, gender, values, personality, and attitudes between the leader and the member (Chen, et al., 2015: p. 4). The resulting LMX relationships are distributed along a continuum from those with exchanges based primarily on the employment contract where were low quality LMX, originally called 'out-group' relationships, to those with exchanges extending beyond the formal job contract where the aim is to develop the person's ability to perform on the job where were high quality LMX, originally called 'in-group' relationships, adding that while high quality LMX relations include a number of fundamental aspects, they vary in their nature, with the former asserting mutual trust, respect, and obligation while the latter alludes to loyalty, contribution, affect, and professional respect (Martin, et al, 2010: p. 5).

According to Linen et al. (1997), it is described as a professional relationship marked by shared emotional support, material resources, and physical or mental effort between the leader and the follower. According to another definition of LMX, the quality of the relationship between the leader and the follower is crucial in a number of ways to ensure the excellence of performance while working, as the leader must be able to depend on the subordinate to achieve objectives, ensure the quality of work, and collaborate with others in the organization, as well as the subordinate looking to the leader to offer guidance or remove barriers to the completion of the task, due to the fact that the subordinate's performance in these activities is influenced by various assignment procedures in which both the leader and the subordinate take part, which also have an impact on the LMX's final quality (Murphy & Ensher, 1999: p. 1371-1373).

The exchange relationships between leaders and their subordinates are crucial and have been referred to as the foundation of leadership; they are distinct and their quality can range from low to high, the quality and nature of these relationships can be determined through exchange and communication between the parties, and they also grow as a result of exchange processes among the parties, It is typical for this relationship to be self-evaluated, positive follower perception has been associated with greater levels of follower job performance, organizational commitment, and job satisfaction; lower degrees of rotational intent or role conflict are linked to high-quality leader-follower interactions (Kangas, 2021: p. 174). The relationship between the leadership process and the organizational results that result from it, as well as via the study of the bilateral relations between the superior and the subordinate, reveal the significance of the theory of exchange between the leader and the follower, some studies showed that the quality of the relationship between the leader and their subordinates leads to positive behaviors among them, such as loyalty and the behavior of organizational.

The critiques are, in short, that the focus on in-groups as well as out-groups can lead to prejudice and that, while this has been disputed, those followers who are lucky enough to have a good connection with their leader receive certain perks; additionally, it has been questioned if the application of the unidimensional scale could be replaced with a multidimensional one and whether the measurements employed in the LMX study are content valid (Metcalf, 2013: p.20).

2.1.1.8 Authentic leadership theory

The term "authentic leadership" (AL) refers to a relational style that first appeared in the literature in the 1990s in the fields of sociology and education, it is a constructive method of leading that is centered on the success of followers and the sincerity of the leader, and Since the 2000s, Authentic Leadership has drawn significant attention from a community of academics committed to advancing positive organizational leadership, and from this time, Authentic Leadership research has been prolific in the fields of leadership, business, psychology, and health care, including nursing, unlike other leadership styles, Authentic Leadership acknowledges the influence of the organizational context on the leader in addition to their personal attributes and experience (Doherty & Hunter, 2020: p. 2)..

Authentic leadership (AL) is a modern leadership theory that emerged in response to the global economic and political unrest to provide a moral compass, counteract the effects of unethical management, promote social responsibility, and ensure the well-being and development of employees, and it is a theory underpinning all positive forms of leadership and has garnered significant attention from academics and practitioners alike over the past years, where Authentic leadership was originally conceptualized as a "root construct" for effective leadership that inspires followers to have faith in the leader during trying times, Since then, experts in the field of leadership and management have given authentic leadership considerable attention (Nikolić, et al. 2020: p. 177). The development of authentic leadership theory can be traced to the school of positive organizational behavior, which, according to the scientific literature, represents a paradigm shift away from the study of "negativity," i.e., organizational flaws and irregularities, and toward the study of positive individual outcomes that support the achievement of organizational goals in a globalized and unsteady business environment (Nikolić, et al. 2020: p. 181). Modern definitions indicate factuality or reliability and are synonymous with being trustworthy, dependable, and honest, and Authentic leadership is a process that leverages one's positive psychological competence and an advanced organizational milieu that results in increased leader and follower self-consciousness, positive actions, and self-growth, Authentic leaders are genuine, aware of their strengths and weaknesses, focus on results, lead from the heart, a person of integrity, and these qualities are also known as factuality, reliability, and dependability (Doherty & Hunter, 2020: p. 2).

The fact that the leader may be more or less authentic and exhibit various traits for each of the leadership styles is what sets authentic leadership apart from other types of leadership; in other words, a charismatic leader may not be genuine, or a genuine leader may not be charismatic; but the most crucial element of genuine leadership it is not the leadership style or if the person is charismatic or transformational (Covelli & Mason, 2017: p. 3). Although authentic leadership is mainly connected with (authentic transformational leadership) and may act as a "root building" for it, it differs from transformational leadership and is regarded as a form of positive leadership, and Yavuz stressed that the main difference is that authentic leaders they are grounded in their deep sense of self, Authentic leaders also have traits in common with transformational leaders, such as self-assurance, hope, resilience, and high moral standards (Yavuz, 2019: p. 125-126).

According to (Einola & Alvesson, 2021, p. 487), authentic leadership has been positively associated with outcomes that are desired in the workplace, such as job satisfaction, follower trust, employee voice, leader and follower well-being, organizational commitment, empowerment, work engagement, organizational citizenship behavior, and employee, team, and organizational performance, and it has been negatively associated with turnover intentions, antisocial behavior, and burnout. Any workplace can benefit from implementing authentic leadership (AL) theory because it is so versatile, authentic leadership theory is concerned with enabling leaders to lead as their authentic selves instead of adopting a certain style that might not be consistent with personal ideas and values, authentic leadership theory places a strong emphasis on the individual and good leadership, and the theory's emphasis on authenticity or genuineness, encouragement of people in their efforts to be who they truly are, and supposition of psychological qualities akin to states that facilitate the development of these traits in all people are its strong points (Doherty & Hunter, 2020: p. 3).

The following are the most important criticisms summarized by (Lewis, et al., 2020: p. 116-120):

- a. In terms of Construct clarity, the real leadership construct is ambiguous, lacking in theoretical rigor and construct clarity; and one of the most notable characteristics of the uncertainty surrounding genuine leadership is that it is defined through its nomological network (such as positive psychological capabilities and a positive ethical atmosphere),

instead of being positioned as an independent concept; The empirical redundancy found between genuine and transformative leadership is another facet of uncertainty.

- b. instead of looking at authentic followership as a separate concept deserving of investigation in and of itself, the focus was on authentic followership as a consequence of authentic leadership. Furthermore, the conceptual distinction between genuine leaders and followers, or how the methods of followership and leadership differ, has received little consideration.
- c. genuine leaders are not reflected in the way that genuine leadership is currently conceptualized since there is no clear conceptual separation between an authentic leadership and an authentic individual.
- d. The characterization of authenticity incorrectly is a further critique against authentic leadership and has caused researchers to wonder if it is possible to practice authentic leadership and also problematize the concept in the setting of immigrant women of color.
- e. Regarding the ethical and moral qualities of true leaders, there has been much discussion lately, where a proper definition of what constitutes ethics is missing from the concept.
- f. The capacity of authenticity leadership to be inclusive of many demographics is a major criticism in the literature on authenticity leadership.

2.1.1.9 Servant leadership theory

Servant leadership has the strongest historical foundation of all the many leadership philosophies, it is possible to find references to servant leadership in texts from as far back as the fourth century B.C, the turbulent 1960s, four decades ago, gave rise to the idea of servant leadership and popularized this distinct leadership approach, Robert Greanleaf, a well-known essayist and management scholar, is regarded as the father of servant leadership, early in 1970, authored an essay criticizing ineffective leadership as the cause of the 1960s upheaval, he built on the concept of service to others and developed the term "servant leadership" in his essay, which advocated old notions as fresh applications to leadership, his essays gained a following and caught the attention of business leaders (Brewer, 2010: p. 3).

According to Patterson, people who serve with a focus on the followers—in which the followers are the main concern and organizational problems are secondary—are considered to be practicing servant leadership, and the virtues that make up the servant leader constructs are positive moral qualities in people, or the general goodness or moral perfection (Dennis & Bocarnea, 2005: p. 601). Even though Robert Greenleaf did not establish the style or characteristics of servant leadership, there have been notable developments since Robert Greenleaf introduced the idea in 1977, some studies have been successful in creating the servant leadership model and traits (Rachmawati & Lantu, 2014: p. 390). and the researcher have listed the components of each model in the below.

- a. Spears (1995): (Listening; Empathy; Healing; Awareness; Persuasion; Conceptualization; Foresight; Stewardship; Commitment to the growth of people; Building community).
- b. Laub (1999): (Develop people; Shared Leadership; Display Authenticity; Values People; Providing Leadership; Builds Community).
- c. Russel and Stone (2002): Two types of servant leadership traits have been developed:
 - a. Primary attributes consist of: (Vision; Honesty; Integrity; Trust; Service; Modeling; Pioneering; Appreciation of others; Empowerment).
 - b. The effective characteristic of servant leadership consist of: (Communication; Credibility; Competence; Stewardship; Visibility; Influence; Persuasion; Listening; Encouragement; Teaching; Delegation)
- d. Patterson (2003): (Agapao love; Acts with humility; Servant leadership assessment; Is altruistic; Is visionary for the followers; Is trusting; Is serving; Empowers followers).
- e. Dierendonck (2010): (Empowering ad developing people; Humility; Authenticity; Interpersonal acceptance; Providing direction; Stewardship).

According to Patterson and Russell (2004), servant leadership theory, which is follower centered, explains such behavior since transformational leadership theory demonstrates leaders concentrate on the organization and is insufficient to describe behavior that is altruistic in nature or follower-focused, these moral qualities, often known as virtues, are innate traits that make up a person's character; they are practically spiritual in nature the servant leader is characterized by these traits and is inspired by internal virtues, these noble

principles shape the attitudes, traits, and behaviors of servant leaders. (Whetstone, 2001: p. 101). Placing the needs of others before one's own is the core tenet of servant leadership, servant Leaders prioritize serving others and are concerned about the well-being of the individuals under their care, making a conscious effort to build close bonds with an organization's followers is the first step towards devoted servant leadership, supervisors who are sensitive to others grow in their ability to see things from many perspectives, which is essential for designing effective training programs, it is impossible for leaders to promote closeness if they simply comprehend policy and procedure, when creating organizational structures and models for success, intimacy is a crucial factor (Brewer, 2010: p. 4).

Servant leadership places a primary emphasis on the continuity and development of the organization through the personal growth of the followers, the organization will become sustainable and stable over time, but it will take a lot of time. Because they place a strong emphasis on cooperation and honesty as they build their organizations, servant leaders do not view time as a key component, mutually accepted decisions reached through strong communication and the maturity of followers are of utmost importance in the decision-making process, and in order to achieve this, the ultimate aims of organizational development through servant leadership styles are growth and follower maturity (Rachmawati & Lantu, 2014: p. 389). Because the foundation of the servant leadership notion is built on the leadership of characters in creative books, they are the creatures that are hard to find in reality; This explains why there hasn't been much convergence among the study findings so far about the theoretical underpinnings of servant leadership, the issue of measuring validity still exists because no reliable research models have been offered, and Spears's components are overly normative (Kim, et al, 2014: p. 1157).

2.1.2 Leadership Types

Approaches to inspiring followers are known as leadership styles, no two people are the same when it comes to leadership; organizations, circumstances, groups, and individuals should all be taken into account when choosing and adapting leadership styles, it is, therefore, advantageous to have a solid awareness of the various leadership styles because doing so expands the range of tools at disposal (Stanley, et al. 2015: p. 9). There is no specific leadership style that works well in every circumstance since a leader may possess the

knowledge and abilities to behave wisely in one circumstance but may not do so as wisely in another (Tarsik, et al., 2014). and distinct types of leadership will be mentioned below according to (Germano, 2010); (Longe, 2014); (Khajeh, 2018); (Akpapere, et al., 2019).

2.1.2.1 Charismatic leadership

Max Weber is credited as being the first to use of term "charisma" to depict administrative leadership; for him, the term refers to a natural gift, and it is used to describe the personal qualities of a leader that personnel in distress are affected by and need to follow because they believe those qualities are available in the commander and will help them escape their situation, in Weber's theory, the source of leadership is the individual, and this individual's personal qualities are what motivate people to follow that leader (Weingarden, 2004:18). referred to as those who possess intelligence, a strong understanding of leadership roles and follower communications, and who feel motivated to put up their best efforts to accomplish shared objectives (Schermerhorn, 1996:109).

A four-stage model of charismatic leadership has been suggested by Jay Conger and Rabindra Kanungo. The leader in the first stage adjusts and develops a vision while also evaluating the surroundings for untapped potential and remaining sensitive to followers' needs. By contrasting the status quo as the least acceptable option and the vision as the most acceptable one, the leader in the second stage explains to followers what his or her vision is. In the third stage, the leader strengthens followers' faith in him or her and their dedication to them by demonstrating knowledge, taking calculated risks, selflessness, and unusual behavior. Finally, the charismatic leader persuades the followers that they can realize the goal during the fourth stage by acting as a motivator and role model (Bertocci, D., 2009: p. 44). What to anticipate from both leaders and followers is described by charismatic leadership theory, although charismatic leadership is recognizable, it may be viewed as less tangible than other leadership philosophies; Charismatic leaders, also referred to as those with transformational leadership styles, excite their teams and are enthusiastic about inspiring them to take action; teams' resulting enthusiasm and dedication are a huge help in terms of productivity and goal achievement, the level of trust put in the leader rather than in followers is a drawback of charismatic leadership; if the leader leaves, there is a chance that a project or possibly the entire organization could fail, a charismatic leader may also start to think that (Stanley, et al. 2015: p. 10).

As a result of charismatic leadership, people tend to do the unexpected, make fundamental adjustments to their views and values, and have a strong desire to sacrifice their own interests for the good of the group (House, et al., 1991:145). According to (Gibson et al, 1999: p. 1-2) charisma can be identified when it is present, and they list the qualities of a charismatic leader below:

- a. He has a lot of faith in his skills.
- b. He is very committed to and confident in the truth of his opinions.
- c. He has a remarkable capacity for understanding what needs to be done and what is the proper thing to do.
- d. His outstanding capacity for interpersonal contact and his ability to explain his ideas clearly set him apart.
- e. He is very enthusiastic, energetic, and prepared to put in a lot of effort.

2.1.2.2 Autocratic leadership

The autocratic leader is the one who concentrates power in his hand alone, as he makes decisions within the organization and decides the role of subordinates on his own, in addition, he draws the organization's plans on his own without consulting his subordinates, and he is also concerned with ensuring the obedience of people who do not have the freedom to choose whether or not to work or participate in decision-making (Bhatti, et al, 2012: p.192-201), the autocratic leader is the one who encourages group members to minimize contact with one another, interferes in the majority of matters and various works, does not delegate any of the work powers to one of his subordinates, or in the decision-making process, and does not accept discussion in any of the orders, all of which are accompanied by his lack of confidence in his subordinates as he exercises his authority by applying pressure to them in order to complete his goals. Subordinates' ability to be creative and innovative is constrained by leaders' domination and control over all choices and processes and by workers' requirement to adhere to orders in order to complete duties (Sharmila Jayasingam, Moey Yoke Cheng, 2009, p 56). While on the contrary autocratic CEOs may be incredibly helpful in times of crisis if they give their employees clear instructions on what to do and how to do it. This can facilitate completing activities swiftly, resolving issues, and meeting deadlines, particularly when time is of the essence (Cunningham, Salomone & Wielgus 2015, p. 34). An extreme form of transactional leadership is authoritarian leadership, when the boss

exercises complete authority over the employees; the advantages of the autocratic method is that it is highly successful, even if the suggestions are for the good of the group or organization, staff and team members seldom get the chance to make them; autocratic leadership is often the best option during times of crisis, when decisions must be made quickly and without debate; this has the disadvantage that most employees dislike being treated in this way, decisions are made quickly, and effort to put them into action can start right away (Stanley, et al. 2015: p. 10).

2.1.2.3 Transformational Leadership

Transformational leadership is a contemporary approach that motivates leaders and subordinates to increase their performance and exceed their capabilities and gives them the self-confidence to provide the best production of goods or services using the optimal use of resources while providing clear support for their various emotional and social needs (Cheung & Wong, 2011: p.657). According to (Greenberg & Baron, 2008: p.460), a transformational leader is someone who exudes charisma, communicates a compelling vision and message, and has the power to change an organization and give it new life. By the leader's "respect, admiration, loyalty, and trust toward the followers, the followers are urged to suspend self-interest and low-order needs in order to attain task-oriented goals for the development of the organization" (Yukl, 2013, p. 275). Additionally, with transformative leadership, workers may feel satisfied, independent, and successful. Employees who are prone to transformational leadership tend to evaluate the stress they experience as benign and positive and help them perceive the work they are engaged in as important and positively challenging. As a result, these can offer potential rewards (for example, opportunities for promotion, self-realization, and personal growth) and compensate for the loss of personnel resources (Luton, 2010).

2.1.2.4 Transactional leadership

The term "transactional leadership" refers to a group of models that are based on the process of exchange between the leader and the followers, where it is agreed, either explicitly or implicitly, that behavior that results in satisfactory performance will be rewarded with a promotion or pay raise, while behavior that results in unsatisfactory performance will be punished for example, by disciplinary transfer or expulsion, to put it another way, the leader

rewards or punishes the followers based on their performance. The exchange process involves two distinct behaviors: either constructive inferential, in which the leader promises rewards for satisfactory performance and presents them if this performance is achieved, or remedial, in which the leader looks for errors and corrects them either before or after they occur (Turner, et al., 2002, p. 39). The total focus is on accomplishing goals with an exchange incentive system for higher performance, and while punishments for poor performance (Naidu and Van De Walt, 2005, p. 2).

According to (Bass & Avolio, 1994), the obvious characteristics of transactional leaders are:

- a. Beneficial pioneers strive to fairly compensate employees and increase productivity by meeting their social demands.
- b. Their administrative training is superb.
- c. They take great satisfaction in how well-organized and efficient everything is.
- d. They focus on strategies, projects, and spending that increase the amount of labor that individuals have to do.
- e. Transactional pioneers make use of their specialization by satisfying subordinates.
- f. They link significance to unexpected fulfillment, dynamic and detached management, and laissez-faire management (Gölebakar, 2020, p. 25).

2.1.2.5 Laissez-faire leadership

Although the laissez-faire leadership style more often does not reflect the role of leader, employees can make the most of it by exercising their freedom to express themselves, especially before challenging tasks, and to perform tasks and make decisions in the majority of cases in a way that is most convenient for them, however, a laissez-faire leadership encourages innovation and creativity, expedites decision-making, and empowers individuals to take action without seeking input from others or waiting for permission.; Laissez-faire leadership is ineffective if the staff lacks the required skills and knowledge to do their jobs well, where the workforce's capability is a key factor in the efficacy of this type of leadership, this strategy won't work if getting high performance is the main goal; Employees receive

less inspiration, motivation, and direction, and occasionally show a lack of understanding of their role within the organization (Thanh & Quang, 2022: p. 4).

The laissez-faire behavior in leadership may be the most beneficial or most detrimental, where leaders devolution of power and avoid acting in a certain way; teams may be given more freedom to do their jobs flexibly and the due dates of their can be their own choosing, Laissez-faire CEOs typically give their staff the freedom to decide what to do and how to do it, if necessary, they offer teams resources and counsel, but aside from that, they stay out of it, if the leader routinely evaluates team members' work and provides feedback, this leadership style may be effective; the fundamental benefit of laissez-faire leadership is that giving team members a lot of autonomy can result in high job satisfaction and higher productivity; if team members lack the knowledge, skills, or motivation to complete their work efficiently, they may cause harm, Another issue is poor time management, also when managers lack enough staff control, this kind of leadership might take place. (Stanley, et al. 2015: p. 10).

2.1.3 Transformational leadership

2.1.3.1 Transformational leadership concept

Transformational leadership is a term that appeared in 1978 by Burns in order to differentiate between leaders who rely on mutual benefits in order to obtain gains and leaders who seek to build meaningful motivational relationships with their subordinates. Where he defined it (as the process in which the leader and subordinates participate in decision-making by forming links between them that increase everyone's motivation to work by delegating powers and giving subordinates a sense of their role in the decision-making process at the institutional and individual levels, as this generates organizational loyalty to the work team and it will be positively reflected on the performance provided by the organization (Bass, 1997, p. 4). It as the process in which the leaders and those who follow seek to enhance one another (Marshall, 2011, p. 3). leadership that went beyond offering incentives for performance seeking to encourage and develop subordinates with thought and creativity and poured their self-interest to become a major part of the higher mission in the organization (Conger, 2002, p.47). Transformational leadership can be a key component in the process of implementing organizational changes in order to increase access to objectives via a leader's

desire to boost the abilities of his followers in order to promote development and upgrading the work of the institution in addition to achieving self-development (Sani & Maharani, 2012: p. 102). It is defined as leadership that motivates subordinates to accomplish their work beyond expectations, through raising motivation and raising awareness that the results achieved are important and working to familiarize them with the methods that ensure achieving this, which leads to raising the motivation and maturity at the highest levels, and placing the public interest as the paramount goal instead of the private interest (Bass, 1997: P4).

A process based on giving followers the incentive to put the interest of the organization and the team above personal interest (Bell, 2013, p. 2). Transformational leadership belongs to an approach of leadership that characterizes leaders who emphasize developing and fostering new skills for followers, engaging in effective training, working as a leading team for the organization, emphasizing clarity about organizational goals, and constantly seeking new opportunities for organizational development (Le and Lei, 2017: p. 481). The leader stood out for having unique skills that enable him to innovate and implement change for organizational success by profoundly affecting employees' perceptions of what the organization should be (Robbins, 1995, p. 391). A transformational leader, in this sense, is a leader with influence and the capacity to engage directly with followers in order to alter many parts of an organization through vision, action, and impact. A leader's attitude and behavior affect a team's ability to collaborate more effectively and efficiently in order to reach the desired level of productivity (Tengi et al., 2017: p. 792).

Effective global leadership requires problem-solving practice and the generation of new knowledge using human and social capital according to Lewis, Boston, and Peterson (2017), also argue that transformational leadership should be used to reach the visions and final target. Transformational leadership is centered around innovation and reform, requiring the generation of new data from multiple perspectives, links between the needs of the people and the final outcome are therefore vital (Lewis, Boston, & Peterson, 2017: p. 1-6).

One of the most successful leadership philosophies are transformational leadership. According to the idea of transformational leadership, workers are an organization's most valuable resource. It places a strong emphasis on the significance of emotions, values, and

leadership in fostering innovative and creative behavior (Le and Lei, 2019: p. 527- 547). One of the primary leadership philosophies that have been found to have an impact on organizational and individual outcomes and provide a competitive advantage is transformational leadership (Alqatawenh, 2018: p17). Sayyad (2019) adds that compared to some of the other leadership styles, transformational leadership is simpler to comprehend, simpler to put into practice, and more grounded in reality. Focusing on vital human resources like commitment, transformational leadership enables followers to carry out organizational changes efficiently and effectively. According to Sayyad (2019), this type of leadership underlines the significance of staff members in bringing about changes at the organizational level and illuminates the strategic function of follower attitudes and values in achieving a better degree of effectiveness.

In two ways, transformational leadership is essential for developing leaders. According to (Bass and Avolio 1993: p. 112-121), an organization's culture may influence the growth of its leadership while simultaneously being largely influenced by the leadership of the company. Thus, through taking part in organizational leadership, leaders also develop. A leader's ability to lead expands when they consciously try to develop others. According to Burns (1978), leadership includes the ability to inspire others and help them develop their moral principles in order to change their behaviors, attitudes, values, and expectations, which will then change the behavior of the organization as a whole. Leadership is also thought to include the ability to motivate others (Tengi et al., 2017: p. 794). Therefore, transformational leadership has advantages for both the leaders and their followers.

2.1.3.2 Transformational leadership duties

According to Dubinsky et al. (1995), the idea of transformational leadership is a reflection of a number of traits that make up effective leaders, including the ability to recognize and address future needs and issues, handle long-term issues and opportunities, examine organizational factors holistically from both an internal and external perspective, handle organizational issues from a broad perspective, and increase follower awareness of the significance and value of particular job outcomes. Transformational leaders are exceptional people with genuine, in-depth personal qualities that enable them to do tasks considerably more effectively than anybody else. They "encourage greater moral development in followers and employ genuine, dependable methods" (Craig, 2018, p. 248). They can also

foster a supportive workplace environment for their workers. They put the proper people on a team and foster a cooperative atmosphere in which people are free to collaborate, voice their ideas and opinions, and feel comfortable sharing any original and creative concepts that may be useful to the company. They constantly concentrated on making the organization's marketing the greatest it could be. Particularly, transformational leaders solicit feedback, collect ideas, and ensure that each team member feels included, heard, and appreciated. Define (Al-Hawary, 1999: p. 71) the tasks of transformational leadership as follows:

a. Realizing the need for change:

This may be seen from the leader's capacity to persuade others of the necessity of change and to pique the interest of the workforce to generate new objectives and needs while also accepting and supporting the concepts of change. The purpose of a transformational leader is to inspire his followers to work at high levels of productivity that go above and beyond what is required of them and the company as a whole. The transformative leader enjoys taking chances and being a part of change. Because he acts in accordance with social norms and ethical principles and believes that learning is never-ending, he is cool with stability that does not promote growth. As a result, each of us must learn from our own mistakes just as much as we learn from those of others.

b. Formulation of vision and mission:

Driving requires a vision, and transformational leaders have visions that serve as the foundation for their work. Visions reflect the force that gives meaning and purpose to the work that an organization is undertaking. A crucial stage for the success of the change is the creation and delivery of a clear vision of the ideal future state, and the leaders' creation and delivery of the vision is one of the core components of successful change management. The transformative leader aspires to raise consumers, employees, and organizers to the degree of aspiration that he believes will bring about a civilized transition for everyone, leading to the fulfillment of the proper requirements in the end, as people must understand the motivations for change as well as any potential side consequences.

c. Choosing the change model and its paths:

The best ideas for change in an organization are those that have already been tried and proven successful in similar situations and are suitable for the context and practical reality in which the organization operates. By establishing priorities and options in a way that benefits the organization and achieves the highest level of effectiveness, the appropriate paths can be found. Kotter (1996) emphasizes the significance of a shared vision for organizational change and claims that this vision clarifies the change's direction and inspires people to act appropriately, even when the change may initially be painful for some. This shared vision also serves to connect people with one another and effectively coordinate their efforts.

d. Formulating the new strategy:

The transformational leader must devise a fresh approach that can compete with rivals and outperform them in order to realize the vision he has outlined and the message he has prepared. This approach must take into account the anticipated threats, opportunities, strengths, and weaknesses. Finding an alliance with a group of people, giving them the power to drive change and collaborate as a team, as well as using all available channels to explain the new vision and strategy, are all necessary components of an effective change management strategy. It is also crucial to emphasize the significance of identifying a tool that will serve as a model for all employees, setting the expectations for their behavior.

e. Mobilizing Commitment Through Organization Culture:

No matter how acceptable the current organizational performance and culture may be, it cannot be used to realize the vision, mission, or strategy since the circumstance has entirely changed and calls for dedication to a new strategic vision and purpose. Therefore, the transformational leader must be able to offer his ideas about the company's vision, mission, and new strategy to his employees. In addition, he must inspire them to adopt these ideas, and this won't happen unless the leader establishes a new culture and the employees' unwavering commitment to doing so. The administrative leadership in the organization must be committed and convinced of the need to implement a change program in order to improve the establishment's competitive position. This commitment must be translated into effective support and

backing by making the vision clear and communicating it to all employees in the organization, securing the loyalty and commitment of managers at the levels Central to implement.

2.1.3.3 The characteristics of the transformational leadership

The transformational leader differs from other leaders in a number of characteristics according to (Bass and Avolio, 1994, P. 3):

- a. Personal Attractiveness: transformational leaders have the better ability to draw people to them, win their trust in them and their choices, and inspire them with their ideas. This inspires people to work hard and is what motivates them.
- b. The transformational leader works to encourage the followers to rethink their goals and change their interests, from the goal of survival to the goal of high achievement, progress, and self-development, by consulting and advancing the followers' thoughts to high levels of awareness of the key issues and increasing confidence in themselves.
- c. Cultural development: This refers to educating employees to have a more balanced intellectual and cultural outlook and to actively seek out new information in order to be sufficiently knowledgeable about the organization in which they work and its operating procedures, enabling them to suggest suitable solutions and alternatives when faced with issues and challenges.
- d. Owner of moral values and principles, he behaves in accordance with a set of principles and fosters a culture of success based on principles.
- e. This leader has the capacity to relate, pay attention to detail, and show compassion even at the individual level.

The capacity to increase employees' sense of self-efficacy and inspire them to develop independent efforts to reach the objective are traits of leaders with high expectations and goals. The characteristics of the transformative leader were listed as follows by (Hetland & Sandal, 1992):

- a. The ability to focus and pay attention: The transformational leader is distinguished by his ability to listen and pay attention to what others say, in addition to focusing on the important matters in the situations he faces by setting the priorities that he does, in addition to that he works to make others adopt them. This individual serves as both the

forerunner of change and one of its most recognizable icons in the subject of change. In order to persuade people that adopting him is important, he attempts to explain and clarify his intentions. In addition, he is able to handle uncertain and unpredictable circumstances.

- b. Taking risks: The transformative leader is defined by boldness and taking chances, which does not imply stupidity, contrary to popular belief. Here, having a defined opinion, taking a calculated risk for it, and rejecting the unsuitable status quo are all examples of having courage. In addition, he confronts the truth, even if it hurts, and tells the truth to those who don't want to hear it. He also doesn't try to shield himself from failure since he views it as an opportunity to learn, which he hopes to utilize in the future.
- c. Self- and other confidence: The transformative leader is distinguished by his ability to veer away from authoritarianism and dictatorship and by others' ability to trust him. The transformational leader or true change leader frequently establishes for himself a set of principles that guide his work and deals with the emotional side without letting his relentless pursuit of the goals he believes in, and this does not make him forget his sense of others. He works to empower them by giving them some authority and allowing them to participate in the decision-making process. Using goals, incentives, and sanctions that promote high moral standards in interacting.
- d. Self-respect: The transformative leader upholds a set of fundamental principles and ideas in accordance with which his words and deeds are shaped. He has a constant belief that deeds speak louder than words. In order to implement change, a leader needs to inspire others to have trust in them and gain their loyalty, appreciation, and respect. Due to the followers' lack of trust in the leader, several transformation initiatives are ineffective.
- e. The ability to communicate: The transformative leader has the capacity to see how things ought to be and tries to make his perceptions a reality. As a result, he is able to communicate with others and give them meaning based on a clear understanding of what he intends to accomplish or achieve.
- f. The Sense in the others: The transformational leader strives to increase the level of his team members' effectiveness and efficiency in carrying out the tasks assigned to them,

as well as to foster a high degree of cooperation and harmony between individuals and the group and boost morale among its members.

It is evident from the traits of transformative leadership that it is capable of influencing the behavior of subordinates in a way that increases their satisfaction and loyalty to the company, leading to better completion of their businesses as well as participation in social works and making creative and innovative decisions. (Robbins, 1995: p. 391-392).

2.1.3.4 Transformational leadership's significance

Because organizations need strong, creative leaders who can meet the demands of this period, this concept has received increased inquiry and attention from academics (Certo, 2003: p. 342). Finding a compelling future vision for the organization to replace the current one and communicating it to subordinates in a way that makes the pain of change bearable is the core responsibility of transformational leadership (Daft, 2004: p. 401). The most crucial of all is conveying the standards and values required to realize that vision, building trust with subordinates by taking a stand on matters that are important to the company and sticking to it, as well as influencing subordinates' values (Niekerk, 2005: p. 43). Given that it encourages the freedom of innovation, creativity, and self-motivation of subordinate individuals, transformational leadership is now playing a crucial and effective role in the success and development of organizations, where transformational leaders are ideally suited to carry out such a crucial role because they are successful practitioners in their fields of expertise (Thompson, 2007: p. 10). the transformational leader enthuses subordinates, boosts their motivation, reorganizes their needs and the needs of the organization, and shifts subordinates' concerns from the most basic material needs to moral needs like self-esteem, as well as developing the need for every person in the organization to grow (Daft, 2004: p. 204). The role of transformational leadership is not limited to the process of motivating individual workers only, as the numerous research and studies conducted by a group of researchers have proven to have a positive impact on the organization's activities and work-related results (Ferres, et al, 2007: p. 243). As it works to inspire them and awaken the spirit of enthusiasm and challenge in them to achieve these visions and goals of the organization, it also works to raise the level of performance of subordinates to the highest expectations by bringing them closer to the organization's vision and its shared goals (Hackett, et al, 2018: p. 618).

One benefit of transformational leadership is that it fosters constant commitment and trust between the leadership and the workforce, boosting the organization's overall standards of work ethics. (King, 2009: p. 98). Individual employees can be convinced to change and improve under transformational leadership, which also assesses the performance of subordinates, encourages people to perform better, satisfies their needs and wants, and informs them of the significance of their contribution to the organization's success (Northouse, 2013: p. 23). Also, the development of subordinates and raising awareness of the organization's objective or vision depend heavily on the transformational leadership (Mwangi, et al, 2011: p. 30).

Transformational leaders promote new ideas, share their knowledge, and encourage their team members to think beyond the box (Prasad & Junni, 2016: p. 1542-1568). Additionally, the leaders encourage their followers to shatter conventional methods of functioning and face their fears of danger, which fosters high levels of creativity. The leaders inspire the workforce and win their respect and allegiance via idealized influence. By outlining a guiding vision and route, transformational leaders inspire and encourage the workforce to attain goals. The workers' ability to do innovative work is stimulated by intellectual stimulation (Bass & Avolio, 1995). by individual consideration, individual employees are given attention by the leaders in order to meet their demands (Sosik, Kahai, & Avolio, 1998: p. 111-121). According to (Khalili, 2016: p. 2277-2293), transformational leaders inspire and empower their followers to take calculated risks and accept responsibility for their outcomes, which in turn helps to harness the creative environment and encourages workers to work creatively. Furthermore, unique and creative ideas are developed by employees of transformational leaders who encourage them to find other methods to do their responsibilities.

2.1.3.5 Dimensions of transformational leadership

Four dimensions of transformational leadership have been identified by "Bass and avolio," which emphasized that these components are neither limited nor limited to the highest administrative level but rather at various administrative levels in the organization. These dimensions are known as the (4Is of leadership) because they all start with (I) (Bass, and Riggio, 2008: p. 6-7):

Intellectual stimulation

Intellectual stimulation refers to a leader's capacity to inspire his followers and his desire to help them deal with problems, especially routine ones, in new ways and teach them to view difficulties as problems that need to be solved, it also refers to provoking his followers to come up with creative solutions to problems and teach them to view difficulties as problems that need to be solved and search for logical solutions (Northouse, 2013: p. 98. (Bryan (2002: p. 74 also noted that intellectual stimulation is a strategy used by leaders to energize their staff and inspire them to come up with fresh approaches to problems. Through intellectual stimulation, transformational leaders foster a culture of critical thinking. By urging members of the group to use a fresh perspective, involving them in decision-making processes, and evaluating various needs to maximize individual potential, this culture encourages followers to take an active role in the organization, come up with creative solutions to problems, encourage group members to share their opinions and suggestions without fear of criticism (Tims et al., 2011: p. 121-131. That is, to demonstrate the leader's role by demonstrating empathy for others, paying attention to their ideas and suggestions, and empathizing with them, as well as to motivate employees by increasing their awareness of the challenges that prevent them from delivering work that exceeds expectations. Moreover, to empower staff members by providing them with tools that make it simpler for them to handle daily obstacles, to inspire them to think creatively and to take on new tasks (Jiang et al, 2017: p. 1-17.

In this case, the transformational leader seeks out novel concepts, inspires staff members to approach challenges creatively, and promotes innovative and creative work methods. Transformational leaders encourage their followers to question ideas, presumptions, and attitudes that may be too antiquated to address today's issues (Sundi, 2013. It describes the ways in which leaders challenge the existing quo, make intellectual appeals to cause followers to reevaluate their presumptions, and invite original and creative solutions to issues (Antonakis and House 2013, p. 10. According to Barnett and McCormick (2003, the leader in this dimension raises the level of awareness among employees of the organization's vision and mission, is able to instill confidence and motivation in followers, raises expectations for followers' performance, and so on. As a result, followers are better able to successfully accomplish the overall objectives of their organizations.

Intellectual stimulation is the ability of the leader to challenge the status quo through the ability to seek out new ideas, support new paradigms, and encourage employees to solve problems in creative ways, in terms of working methods, leaders work to raise awareness and encourage the adoption of new working methods, as well as to deal with outdated positions with contemporary methods and perspectives that keep pace with global developments, this results in a sort of innate confidence in the developing world (AL-Swidi, et al, 2012: 136-137). Leaders motivate followers' efforts, and they are further inspired to be creative by challenging presumptions to help them come up with fresh approaches to challenges (Schedlitzki and Edwards, 2017). Making errors shouldn't warrant censure from the public. Where there are problems, the followers themselves are asked for innovative approaches and original answers. In this case, the followers are actively participating in fixing the issue. All are welcomed here, and all viewpoints are welcome, even if they differ from the leaders' (Schedlitzki and Edwards, 2017). This supports Lock and Kirkpatrick's (1995, p. 115) observation that while the uncreative person accepts facts as given, the creative person tries to reorganize them in novel ways.

The transformational leader recognizes that individuals are the source of all innovation and progress, and research and studies have shown a strong correlation between the leader's use of the intellectual stimulation method, the growth of innovation and creativity in the workplace, the improvement of decision-making and problem-solving skills, and improved performance as well as a sense of responsibility for the organization. Intellectual stimulation encourages individuals to present their ideas and suggestions related to work affairs and workers to achieve the common good, and enables individuals to challenge the current situation and influence their thinking, teaching them to face difficulties as challenges and problems that need to be solved, and push them to think of new ways to solve old problems, through innovation New solutions and the adoption of a number of methods and methods that help develop the skills and abilities of the followers in solving problems in an effective manner, and stimulating and stimulating their intellectual side.

Idealized Influence

The idealized influence is the ability to create an ethical climate and mutual trust between all parties related to the organization and represents the highest levels of ethical behavior, and expresses ethics, high values and personal attractiveness possessed by the leader that

creates a high degree of commitment, loyalty, trust and respect, as you know the followers with the message of the leader. It connects them with him emotionally, as the leader here shows high levels of moral behavior, which includes the unique combination of characteristics and moral and personal principles that the person carries, in addition to the high sense that he possesses that raises their morale, values and morals of individuals in addition to sharing their achievements and successes (Niekerk, 2005, P. 47). It refers to the leader's capacity to win the respect and trust of his or her followers and serve as an example for them. These leaders are willing to put aside their personal interests for the benefit of the group, organization, and society. Because they consistently behave in accordance with their ideals and know that they are acting in the interests of the greater good, the people they work with have faith in them. Due of this conviction, followers will be willing to follow the leader's directions, no matter how difficult or complex they may be (Ogola et al, 2017: p: 47-62). The ideal leader is characterized by speaking about his values and beliefs, emphasizing the significance of having a strong sense of purpose, inspiring others to be proud of being associated with him, going above and beyond his own interests for the benefit of the group, acting in ways that foster respect for him, taking into account the moral and professional ramifications of his decisions, and displaying strength and self-confidence a, and it is possible to distinguish charismatic leaders apart from other types of leaders by their use of effective management techniques that have an impact and leave a lasting impression on staff (Kirkland, 2011: p. 171-173).

A transformational leader sets an example for others by acting in a way that inspires followers to have confidence in him and to feel proud of him as they come to respect and trust him. The transformational leader inspires a sense of authority and trust in followers and is able to convince them that they can overcome obstacles. As a result, followers imitate the leader's behavior because they admire his qualities and strength of character. These ideal traits include honesty, justice, equality, sincerity, and patience (Ngaithe et al., 2016: p. 6-13). Idealized influence includes displaying attributes and behaviors which inflame passionate feelings and motivation from their employees (Ng 2017, p. 386). By method of idealized influence, transformational leaders who are “socially oriented” strive to restrict themselves from holding and exploiting power and by letting their followers to

behave autonomously in order to attain better outcomes in the long run (Avolio and Bass 2004, p. 30).

The perfect effect has two sides (McCleskey, 2014: p 117)

- a. Ideal influence (traits): These attributes make the leader a role model for others, earning admiration, respect, appreciation, and confidence, as well as having exceptional skills and talents. They comply with his requests as a result of their adoration and respect for him.
- b. Exemplary influence (behavior): that is, the ideal behaviors practiced by the leader in which he shows excellent behavior, sacrifices his personal needs and interests, and is willing to take risks in order to achieve group goals, and leaders take ways that appear to followers that he plays an exemplary role that enhances moral behavior as a result. The followers here admire the leaders by watching and observing their behavior.

As they demonstrate consistency, tenacity, and determination in pursuing objectives, and as they exhibit high levels of ethical behavior with their high sense, transformational leaders serve as role models for their subordinates, raising their ethics, morale, and values ideally to higher levels, as is expected (Niekerk, 2005, p.5). The idea of idealized influence usually referred to as charisma, has to do with the impact that the leader has on the followers as a role model. Idealized influence leaders may inspire workers to react to incidents of workplace discrimination in ways that are advantageous to themselves, others, and the business, according to (Zdaniuk and Bobocel, 2015: p. 863). Persuasion and inspiration are other elements that improve opinions of the transformational leadership style. Such behavior on the part of leaders will enable followers to see them functioning as "role models," which will encourage followers to admire, trust, and respect their leaders (Bass and Riggio 2006, p. 6). Another researcher claimed that charismatic impact related to offering a vision and a feeling of purpose, instilling a sense of pride in the group as a whole, and winning the group's respect and trust (Conger & Kanungo, 1988, p.152).

Inspirational Motivation

According to Bass, the ideal influence as an essential factor of transformational leadership is insufficient for identifying the transformational leadership components in an integrated manner. As a result, included the Inspirational Motivation, in which the leader pushes and

encourages his subordinates to higher levels of performance while also presenting his vision and achievement. It also involves setting forward a compelling vision by leaders who inspire their people to take on difficult tasks and achieve lofty objectives (Bottomley et al. 2016, p. 392). The leader who has the ability to motivate subordinates to the level of higher performance depends on inspirational motivation, as the leader who exercises inspirational motivation tends to talk enthusiastically about what needs to be accomplished and emphasizes the existence of a collective sense of the organization's mission and clarifies the future vision of the organization and speaks optimistically about the future and expresses his confidence that the goals will be achieved (Kirkland, 2011: p. 171-173). These objectives are an element of the leader's vision, which is a mental picture of an idealized future state for the organization, according to (Bennis and Nanus, 1985, p. 82). Clarifying the organization's vision, mission, and strategic goals in addition to inspiring a strong feeling of resolve among the staff members are two ways that transformational leaders try to foster a culture of cooperation and dedication (Renjith et al., 2015: p. 112-118).

On the other side, it was described by (Hackett et al., 2018: p. 618) as the capacity of a leader to stimulate employees' intellectual and analytical effort, inspire and raise their understanding of the scope of difficulties facing the firm, to embrace innovation remedies for it, the challenges they encounter, inspiring employees to come up with fresh concepts, to be imaginative, and to reevaluate their core beliefs. It expresses the capacity of the leader to communicate effectively, arouse subordinates' motivation, and instill a positive attitude towards reaching objectives (Goodwin, et al, 2011: p. 411). Additionally, (Bono and Judge 2004, p. 901) claim that those leaders who exhibit inspirational motivational behavior are those who have a "strong" capacity to foresee a future that is predicated on moral principles. also, Leaders who exhibit motivating behavior inspire people by setting high expectations (Basha 2014, p. 411) .

Establishing a vision "is not enough," according to (Wright and Pandey, 2009, p. 76-77), since transformational leaders must also communicate their vision and help their followers carry it out. In other words, this shows that having a vision is not the leaders' ultimate aim, that sharing their vision is not the only thing they seek, and that it is crucial for leaders to assist their followers in realizing the vision they have for them. In fact, Avolio and Bass (2004) affirm that when they describe leaders with, "They present visions of what is feasible

and how to reach them." while (Ngaithe et al., 2016: p. 6-13) claimed that inspiring motivation results from the use of effective influence and communication techniques, and this behavior demonstrates the significance of leaders communicating high expectations to people, inspiring and motivating by giving them meaning and a challenge to what they do in order to develop a shared vision in organizations, and high performance expectations are those that a leader sets for excellence, quality, and performance. According to (Bottomley, et al. 2016, p. 392), leaders who exhibit inspirational motivational behavior encourage their people to uphold "high standards of performance". Therefore, transformational leaders should act in a way that inspires and drives their workforce (Sundi, 2013). Such behavior involves subtly encouraging employees' excitement and optimism, encouraging teamwork, highlighting benefits and good results, stressing goals, and energizing staff. A transformational leader uses many behaviors to inspirational motivation; It boils down to the following points:

- a. The motivational leader works to build relationships with followers through interactive verbal communication, which builds strong bonds between them.
- b. Optimism and enthusiasm are among the main characteristics of inspirational motivation. An inspiring leader encourages followers to reach goals and infuses them with optimism, passion, and collaborative work.
- c. Using pictures, symbols, words and encouraging phrases to provoke and motivate the feelings of followers.
- d. A leader inspires followers to see future opportunities and shows how to access them.
- e. Determining high levels of performance that exceed expectations and demonstrating a commitment to shared vision and goals.
- f. The ability to form high-performance expectations for followers and provide them with feedback on their performance, raise morale and demonstrate determination and confidence.

Individualized Consideration

Individual considerations are a collection of actions that allow a leader to pay close attention to each person on an individual basis, gauge their degree of requirements and desires, and account for individual variances while gratifying those wishes. According to Al-Shanti (2015), leaders serve as coaches, advisors, and educators by paying close attention to each

person's needs for success, development, and personal growth, making friends with them and giving them personal time, and considering the need for respect and appreciation that fosters a sense of trust and worth and makes them feel like a valuable member of the organization and a team. According to (Carless, 1998: p. 353-358), individualized considerations are a set of behaviors that allow a leader to give individualized attention to each of his subordinates by determining the level of their needs and desires while taking into account the many individual distinctions between them.

Individual considerations are the amount to which a leader views his followers as independent individuals and treats everyone fairly, taking into consideration their unique needs, defining duties in a way that meets their needs and capabilities, and giving them opportunity to advance their talents (Yaghoubipoor, et al, 2013: p. 17). The leader must be aware that followers differ in terms of their characteristics and personalities, as well as in terms of their skill or ability and the way they satisfy their needs, according to this dimension, which focuses on accounting for and respecting individual differences between followers (Taylor, 2014, p. 28). As a result, rewards, challenges, and job tasks must be customized to each individual's preferences. When a leader is cognizant of the inevitable existence of individual differences among followers, he or she tends to treat each follower differently in accordance with his or her unique needs and abilities, such as by delegating, improving familiarity with followers, effectively using communication, supporting individual development, or praising and advising followers (Smith, 2015, p.18). The transformational leader uses many skills, including listening, training, empathy, support, and belief in the significance of the organization's members' participation in formulating its vision, as well as building a supportive culture for their contributions within the organization, to look beyond the self-vision of the organization's mission and work values (Marshall, 2011, p. 5). Additionally, it gives members feedback throughout their training, counsels them to become more capable of taking on responsibility, whether it be for their work obligations or their own responsibilities and offers them the chance for self-development and empowerment that has a positive impact on the organization as a whole (Hebert, 2011: p. 10). Where taking into account individual considerations is the main part of the effectiveness of the directive role of the transformational leader (Gill, 2006, p. 52), the purpose of taking into account the individual considerations of transformational leadership is to involve everyone and enable

them to solve complex organizational problems and work on developing them as well as other things that are thought to be the sole responsibility of the leader.

A transformative leader shows individual attention through a variety of actions, including:

- a. Fulfilling the demands of the followers: The leader is the person who has the ability to satisfy the various needs of the group, and thus realize a level of job satisfaction and this is closely related to the material or moral incentives provided by the administration.
- b. Use of effective communication and listening skills: The leader adheres to the policy of two-way communication and, open doors which gives people the chance to meet with the leader to clarify their viewpoints, discuss the issues they are facing, and get assistance in adapting to them. This policy aids in understanding the followers and helps to win them over, strengthen the relationship with them, and establish the mutual trust principle with all parties.
- c. Involve them in the decision-making process and provide the necessary support and guidance: When making decisions, the leader takes into account the needs and preferences of followers and directs their efforts towards achieving goals effectively and efficiently, and this increases positive trends, and individuals try to improve the level of performance and make maximum efforts, which gives them the opportunity for creativity and development.
- d. The leader acts as an encourager, mentor, supportive, teacher, and facilitator of the followers' needs for growth, achievement and well-being, providing opportunities for development and learning, encouraging them to give feedback on their level of achievement and performance, delegating and encouraging followers to take more responsibility (McCleskey, 2014).
- e. Reinforcement and appreciation: valuing accomplishments and results, encouraging positive behavior and excellent performance that includes a lot of creativity through monetary rewards (cash and bonuses) and moral rewards (words of thanks or praise) as a means of motivation, which results in a sense of justice among individuals, given that what he receives is rewards and incentives in exchange for his effort in the work.

The topic of transformational leadership is characterized by originality and modernity at the same time. It is one of the most important methods of administrative leadership capable of dealing with the challenges, changes, developments, and problems that organizations are

witnessing by influencing the behaviors of subordinates. It is also able to clearly convey the organization's message and future vision to individuals and motivate them by displaying behaviors High ethics and building trust and respect between both parties. In light of what has been presented, we conclude that transformational leadership is considered one of the most famous modern approaches to leadership that works to convince individuals of their organizations' visions and missions. It also focuses on motivating them and making them aware of their importance and the importance of the role they play. It is also capable of meeting employees' attitudes, beliefs, and trust in them.

2.2 ORGANIZATIONAL COMMITMENT

2.2.1 The Concept Of Organizational Commitment

Organizational commitment is a crucial requirement for both private and public institutions, as it is the foundation of all administrative processes and a critical aim that institutions are eager to accomplish in order to grow and survive in a highly complex competitive environment. And it is one of the behavioral phenomena that has attracted the attention of authors and academics in recent years due to its significant implications for the survival and effectiveness of the organization in a competitive business environment (Stallworth, 2003: p. 405). Employees' participation in a set of ideal behaviors that provide value to the firm, such as excellent performance and high desire for work, is a sign of organizational commitment (Meyer et al, 2002). Organizational commitment includes setting up a basic perspective on behavior, a more specific definition of the elements impacting it, and an assessment of its impact on these organizations' effectiveness and their outputs. Along with influencing the organization's continuity and goal-achieving, in addition to assisting the administration in encouraging the enhancing affiliation and good behavior (Bakry and Al-Saeed, 2013: p. 19). Organizational commitment was defined by (Zajac and Mathieu, 1990) as the individual's strong acceptance of the organization's aims and values, willingness to put in a lot of effort in carrying out its tasks, and a strong desire to remain there.

One of the key factors driving people to identify with the organization, participate in it, meld with it, or benefit from it as a member is an organizational commitment. (Cohen, 2003: p 11) sees commitment as a quality that binds a person to a path of action according to one or more goals. Since the study of organizational commitment in the workplace was first

considered by scientific and professional communities more than 50 years ago, committed employees have been shown to improve the growth and excellence of the organization, while the absence of committed employees can lower the quality of services and products and lower the performance of the organization (Bahrami et al, 2016: p. 99). Employees that are committed feel more like they belong to the company and are more motivated to stay on as employees, many academic studies have shown that committed employees are less likely to leave the organization and more likely to make additional efforts on its behalf than other less committed employees because they are willing to go the extra mile for the organization and, in most business cases, put the interests of the organization ahead of their own (Mekonnen, 2014: p 34). It is described as the degree of positive emotion a person feels toward his or her administrative organization, their dedication to the organization's principles and aims, and their ongoing sense of kinship and pride in being a part of it (Vandenberg & Lance, 1992). Employees' loyalty to the organization, readiness to put up effort on its behalf, level of objective and value congruence, and desire to remain a member are all aspects of organizational commitment, which is multifaceted in character (Meyer and Allen 1997). A strong motivation to join a particular organization, a motivation to align one's beliefs with those of the organization, and acceptance of the organization's principles and objectives are all examples of organizational commitment (Sjahrudin and Sudiro, 2013: p. 135)

Much of the interest in the topic of organizational commitment comes from its connections to crucial organizational outcomes like increased job satisfaction, employee efforts and motivation, lower absenteeism, lower turnover, and higher retention, organizational commitment is a widely researched topic that continues to fascinate researchers looking to better understand employee behavior and implement effective change in the workplace (Little, 2017: p 1). Demonstrates (Hill, 1991: p. 112) that the components of organizational commitment are:

- a. Safety, which includes the individual's sense of security and tranquility.
- b. Participation, which includes the company members' involvement in business and activities.
- c. Cohesion, which includes the individual's sense of cohesiveness and group membership.

- d. Satisfaction, which includes the working individual's perception of the group's significance and pride in his membership in addition to his satisfaction with the organization.
- e. Taking responsibility is that a person's lack of responsibility results in weak institutional commitment.
- f. Appreciation of others, which is the person's need for other people's approval and their positive opinion of him.
- g. Comparison with others, which includes the person's comparison with others, which enables him to analyze personal judgments, and increased attachment to group standards and adherence to their standards.

There is no consensus or agreement among writers and researchers regarding defining a specific definition of organizational commitment, so some definitions related to the subject appeared. The table below presents a set of definitions that made by researchers regarding organizational commitment.

Table 2.2: Definitions of Organizational Commitment.

The author	The definition
Aydin, et. al, 2011: p. 628	Is the pledge and acceptance of any future duty, restoring a worker's feeling of duty to be in line with the standards and goals of the company.
Demir & Bugdayci,2012: p. 216	The person's unwillingness to leave the company where he works and desire to prioritize the aims of that company over his own
Omidifar, 2013: p. 264	An agreement made in the employee's mind that binds him to follow company policies and carry out his duties.
Anderson, 2015: p. 32	Organizational commitment is the degree of a worker's relationship to their organization, their willingness to work for the benefit of their organization, and their likelihood of remaining a member of the organization.

Table 2.2: Definitions of Organizational Commitment. "Table Continued"

Amdan, et al., 2016: p. 165	The psychological condition that underpins the relationship between an employee and an organization, as well as the decision to remain an employee, is called organizational commitment.
Kaplan & Kaplan, 2018: p. 46	The propensity of the worker to engage in consistent lines of activity depending on his or her estimation of the potential side advantages or lost expenses of the activity circumstance.
Lima & Allida, 2021: p. 34	The degree of loyalty an employee has to the company.
Ha & Lee, 2022: p. 4	The state of an individual possessing or contributing to the identity of a certain subject on the basis of psychological attachment or desire formed is referred to as commitment, Commitment is the combination of an individual's desire in terms of their attitudes and behaviors.

2.2.2 Organizational Commitment Theories

Because of the crucial role that organizational commitment plays in behavioral, emotional, and cognitive constructs like job satisfaction, employee behavior, employee turnover and attendance, employee health and well-being, and performance effectiveness, organizational researchers are very interested in this topic. Along with the many studies examining the links between organizational commitment and its results, academics also thoroughly examine the antecedents of organizational commitment. Personal traits, job experiences, work alternatives, investments in the workforce, and socialization are some of these antecedents (Devece et al., 2016: p. 1857).

2.2.2.1 Attitude theory

Employees' organizational mindset and how they envision their beliefs and the values of the company aligning with one another is known as attitude commitment (Smith, et al, 2018: p. 5). According to (Devece et al., 2016: p. 1858), commitment to attitudes relates to how employees see their relationship to the company.

The antecedents and consequences of organizational commitment have been the focus of research in the field of attitude commitment, however as time went on, the researchers

realized that characterizing commitment as an attitude was inaccurate, and they shifted their focus from attitudes to the processes that lead to organizational commitment and its effects. Furthermore, The psychology literature claims that calling commitment a "attitude" is inaccurate since an employee's attitude is a reflection of how they see their employer—that is, whether it is good or bad. However, the employee can be committed to the organization and not have a positive outlook on it (Lichliter, 2015: p. 16). Attitude commitment is also measured by identifying behavioral factors, engagement, and loyalty (Gardner, 2018: p. 27). Conversely, attitude commitment concentrated on the mechanisms that impact employees' self-perception in their interactions with their company, such as evaluating how well their objectives and principles coincide with the company's (Lichliter, 2015: 15).

2.2.2.2 Behavioral commitment theory

According to Meyer and Allen's approach, organizational commitment may be described as a multidimensional yearning for commitment that is framed as a psychological state that recognizes behavioral tendencies (Smith et al., 2018: p. 23). Early research on organizational commitment includes behavioral approach theory (1960), proposed by Baker, which proposed that understanding commitment leads to an explanation of consistent human behaviour, the behavioral approach theory suggested that commitment decisions take into account the impact on other interests and external activities, and are formed from previous actions and recognize that commitments have overlapping repercussions (Gardner, 2018: p. 30). Behavioral commitment had been developed by social psychologists that are interested with how personnel adhere some strategies for action and viewed as "a structural phenomenon that occurs as a result of individual organizational transactions and modifications in behavior or investments over time". In other words, adherence to one behavior has ramifications for other actions, where the more investments (such as time and training) that employees make and reward (such as a pension), the more likely they are to stay; if the employee feels the investments and rewards that bind the employee to the organization, their attitude and organizational commitment will reflect their choice to stay (Lichliter, 2015: p. 15).

The idea behind behavioral orientation, which has its roots in behavioral approach theory, is that employees negotiate a favorable balance between the costs and benefits of commitment (Gardner, 2018: 27). Behavioral commitment refers to a manifestation that describes

employees as committed when they choose to remain associated with their organizations despite the existence of alternative options (Smith, et al, 2018: p. 5). The behavioral approach hypothesis talks about how people in a certain organization secure their suffering and how they resolve this issue. This model takes into account three dimensions: emotional commitment, continuity, and normative, the emotional component of organizational commitment in the model refers to employees' emotional attachment to, identification with, and participation in the organization; the continuity component refers to a liability according to the costs to which employees are associated when leaving the organization; finally, the normative component refers to the employees' sense of obligation to stay in the organization (Devece et al. 2016: p. 1858). Although emotional commitment, normative commitment, and continuity are different notions, regardless of whether part is more powerful, all three factors have an impact on a person's intentions throughout the work cycle. Theoretically, a worker who feels a duty to the company, whether it be moral, practical, or financial, will be less likely to intend to leave their employment and to actually do so (Smith, et al, 2018: p. 6).

2.2.3 Obstacles To Achieving Organizational Commitment

Employees experience anxiety as a result of the numerous barriers that prohibit organizational commitment from being realized, and this anxiety manifests itself in the shape of surrounding behaviors. The survival and duration of this anxiety at work depend on the existence of other employment options. Obstacles to organizational commitment can be divided into Administrative, human, and technical obstacles (Al-Shammari, 2013: p. 47).

2.2.3.1 Administrative obstacles

The most important administrative obstacles are summarized as follows:

- a. Lack of a working communication system.
- b. Enhanced bureaucratic power and an emphasis on enhancing and extending its authority.
- c. the numerous violations, differing interpretations, and vagueness of rules and regulations that create opportunities for error.

- d. rules and regulations that are outdated and ineffective, which results in a lack of decision-making speed and failure to satisfy job requirements.
- e. criticism of novel concepts, a lack of shared leadership in creativity and innovation, and a failure to promote involvement in goal-setting and decision-making.
- f. The organization does not support its employees, and there is unfairness in the distribution of labor and partiality toward particular employees.
- g. inadequate working conditions, unfavorable climate and humidity, and poorly constructed workplaces and locations putting pressure on employees, alienating them from their jobs, and failing to support their success.

2.2.3.2 Human obstacles

The most important of these human obstacles are as follows:

- a. The lack of necessary skills, qualifications, and human resources.
- b. Lack of training opportunities leaves staff feeling unprepared and difficult to deal with.
- c. Some employees' lack of motivation to improve their abilities and skills.
- d. Superficial perspective, stereotypical thinking, and failure to stray from the norm.
- e. Not understanding the current situation and making hasty decisions concerning persons and circumstances.
- f. Societal standards and beliefs that are prevalent yet are out of date with the times.

2.2.3.3 Technical obstacles

The most important technical obstacles are:

- a. Office equipment and supplies that are outdated.
- b. Unsatisfactory decision support systems.
- c. lack of training in problem-solving techniques and decision-making methods.
- d. weak expert systems and management information systems.

- e. Poor knowledge of auxiliary languages

2.2.4 The Importance of Organizational Commitment

Organizational commitment one among the most important objectives of the mission for any organization to keep it stable and continue to exist, and to accomplish organization objectives, committed and loyal personnel are crucial because personnel who have a large degree of commitment to an institution are seen as more productive, harmonious, possess greater fidelity to their job, and have high responsibility and job satisfaction, furthermore, Employees that are very committed to the organization are happier and more prone to form feelings of connection to their institutions and feel happier with a stronger desire to make significant contributions, a committed employee has fewer plans to leave the job or stop working, tends to feel job satisfaction, and has more intrinsic motivation (Hanaysha, 2016: p.298). Psychologists are very interested in organizational commitment because research has shown that higher levels of commitment are linked to successful organizational outcomes and that employee effort and commitment are directly related to organizational performance (Jones, 2014: p. 20).

When it comes to making sacrifices to ensure the survival of the company, employees with higher organizational commitment are more willing. Although even small activities can increase a person's commitment, the sacrifice need not necessarily be expensive, but in light of the aforementioned advantages, it justifies employees' regulatory commitment (Hammer & Avgar, 2017). Psychologists place a high value on organizational commitment because there is compelling evidence linking high levels of commitment to favorable organizational outcomes (Jones, 2014: p. 10). Without employee commitment, the firm will experience physical and physiological behaviors that could result in lost revenues and a shortage of human resources. Organizational commitment is crucial to maintain staff productivity and efficiency at a high level (Amdan, et al, 2016: p. 165). Employee retention and increased incentive to work are both significantly impacted by organizational commitment (Krishna, 2008: p. 1). Lower turnover, fewer instances of late work, and reduced absenteeism are all related to organizational commitment high levels (Erdogan & Yildirim, 2017: p. 932).

According to (Soleimani, 2020: p. 54), there are a set of effects at the level of the organization that appear as a result of adopting organizational commitment, namely:

- a. Job satisfaction: It is possible that the degree of satisfaction of the organizationally committed worker is greater than the degree of satisfaction of the less committed worker. The more committed worker has a greater degree of confidence in the organization in which he works, which gives him a sense that the organization rewards him for his loyalty in the future for his dedication to his job.
- b. Morale: Commitment has a major role in raising the level of morale, which will generate workers' love for their work and their organizations and their enthusiasm to do the required work. High morale leads to an increase in the degree of organizational commitment, unlike low morale as a result of deficiencies in internal policies or defects in the work environment, which results in a decline Degree of organizational commitment.
- c. Outstanding Performance: Workers who have high levels of organizational commitment in their work environments are characterized by good performance as a result of their love, enthusiasm, and loyalty to their work, as well as their sense of development and the compatibility of their goals with the goals of the organization in which they work.
- d. Worker dropout: Worker dropout is defined as (the worker ceases his membership in the organization from which he receives compensation), and this is due to his lack of a sense of loyalty and belonging to his work, which affects the degree of his commitment to work in the organization. The leakage of workers or their leaving their work in organizations is one of the negative phenomena that affect organizational commitment, which prevents the progress of organizations because leakage leads to low performance and morale and an increase in workloads.

Referred to a number of implications of organizational commitment by (Jaish, & Jamasi, 2016: p. 15) which are as follows:

- a. Organizational commitment increases the level of productivity and improves the quality of work.
- b. Facilitating the organization's response to the various changes by increasing the worker's loyalty, which contributes to his acceptance of any change that is in the interest of the organization.

- c. Organizational commitment is one of the main indicators for predicting many behavioral aspects because committed employees will stay longer in the organization and work more towards achieving its goals.
- d. The ease of attracting competencies to the organization, as organizational commitment contributes to raising the level of the organization's reputation, which leads to the desire of competencies to join and work in it.
- e. Creating an atmosphere of interdependence and close social relations between workers, which leads to a sound organizational climate.

While commitment at the individual level, the general trend of studies supports the correlation between the individual's attitudes towards his job and his attitudes towards the dimensions of his private life outside the functional scope, as some studies indicate that the worker can maintain high degrees of compatibility or psychological harmony with his job at the same time that he achieves similar degrees of Compatibility or integration with his family, and in contrast to the previous trend, there are other groups of researchers who question the existence of positive effects of organizational commitment on the private life of the individual. Hence, the more committed worker suffers more from the negative repercussions on his private life (Soleimani, 2020: p. 54). The results of many studies indicate the positive effects of organizational commitment at the level of the individual worker, as high organizational commitment is associated with many positive results and outputs for workers, as is the case in increasing feelings of belonging, and raising the level of effort exerted by the worker at work; however, at the same time, there can be negative effects as a result of this effort resulting from the worker's commitment, through its consequences on other personal obligations of the worker that cause psychological and physical stress (Ibrahim, 2019: p. 49).

The effects of organizational commitment can be reflected on the individual working in the organization and enhance his sense of job stability, and the worker who has high commitment reflects positively on generating his desire to sacrifice for the sake of the organization, and organizational commitment can also contribute to helping workers on how to explain and find a goal for them In life (Al-Jaish, & Al-Jamasi, 2016: p. 15).

2.2.5 The Factors That Affect Organizational Commitment

Attaining the organization's goals depends on the people who work there as a human resource that takes precedence over other resources because it is improbable that any organization will succeed without them because they have the capacity to contribute their time, energy, and ideas to provide everything that would be advantageous to the organization. In order to deal with them in a way that increases employee commitment, the organization's management must assess the factors that have an impact on organizational commitment and diagnose them. personal factors, such as age, gender, level of education, marital status, years of employment, and organizational factors, such as organizational culture, the importance of the work, wage level, management style, and leadership, teamwork, and career opportunities are two groups of factors that have an impact on organizational commitment, according to (Sevdi, 2022: p. 22–26):

- a. Age: the level of a worker's organizational commitment grows with an increase in age, hence age and organizational commitment are directly correlated with one another, where older employees are more committed than their younger counterparts because they choose to stay employed by the same organization rather than changing employment, partly because new jobs frequently have greater age restrictions.
- b. Level of education, because as a person's education level rises, so do his expectations of the position within the company, depending on whether these expectations are satisfied or not, this will have a favorable or negative impact on the organizational commitment.
- c. marital status, Marital status, due to their larger financial and familial responsibilities, married employees are typically more committed, which enhances their need to continue working for the company.
- d. years of employment, Years of employment, as employees gain more knowledge of the organization's objectives and actions as a result of their increased experience, an organizational culture that encourages high levels of commitment develops.

- e. Organizational culture, determines the level of commitment of employees and is influenced by a variety of factors, including the founding members' convictions, the experiences of the group, and the new principles of new leaders.
- f. Wage level, the level of a worker's commitment to the organization is influenced by his or her pay, employees who earn wages or low salaries may be less committed to the organization they work for because they are looking for opportunities to increase their income elsewhere. On the other hand, employees who earn high salaries are less likely to leave because they are afraid of losing their high salaries.
- g. Management style and leadership, depending on how employees are dealt with, leadership behavior has a positive or negative impact on organizational commitment, where leadership conduct is crucial in forging a strong connection between employees and the organization they work for.

According to (Anderson, 2015: p. 34-33), authentic leadership, Job stressors, development of human capabilities, work conditions, procedural justice, behavioral integrity, integrity, the confident practice of employers, the effects of health, security, emotional exhaustion, and Job satisfaction all are factors can effect on organizational commitment. Also, in the table below are some of the factors that affect organizational commitment, according to the opinion of each researcher and academic in terms of their classification:

Table 2.3: Factors Affecting Organizational Commitment. Author.

Kamau, 2015: p. 11-12	Opportunities for personal advancement: Opportunities for future advancement and as a result of career growth make workers more committed to the organization, where a worker who seriously wants to be a manager tries to work hard to show leadership skills and impress the people responsible for offering promotions in order to get the managerial job; however, if there is no room for progress for the worker, he may start looking for work elsewhere when he feels bored or dissatisfied with his current role, which leads to a lower level of commitment. Organizational Structure: The organizational structure is an important factor affecting the worker's commitment, as excessive bureaucracy always leads to strengthening organizational commitment, and simplified organizations and a more flexible organizational structure will affect the level of commitment of the worker in terms of being loyal and loving to his organization, thus, when workers encounter better and less repetitive
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Table 2.3: Factors Affecting Organizational Commitment. Author "Table Continued"

	structures there will be more direction and leadership by example and there will be an increase in the worker's level of commitment.
Muyiggwa & Kiyingi, 2022: p. 73	Training: Studies have shown that training and professional development practices that provide learning opportunities have an impact on organizational commitment, and this effect was evident in the emotional, normative and continuity commitment of employees, as it created a perception for them that was positively reflected in the embodiment of commitment
Wydyanto & Yandi, 2020: p. 322	worker Relationships: Interactional relationships and the willingness of workers to make meaningful contributions to the organization, where in the organization, it is necessary for workers to have better relations and the desire to enhance them, i.e. mutual love for workers who are willing to work, thus, they have a high organizational commitment because commitment is an agreement to do something for oneself, for individuals, groups, or for other organizations. Thus, relationships enhance the level of organizational commitment.

2.2.6 Organizational Commitment Stages

Yozgat & Giingormez, (2015: 465) claims that (Mowday et al. 1982), proposed the following stages in developing organizational commitment namely:

- a. Pre-entry (anticipation), the initial step of the socialization process corresponds to the phase of anticipatory socialization. Realistic and congruent expectations that serve as the foundation for organizational commitment occur at this stage, which is defined by purposeful action and cognitions that enable access to knowledge about occupations, employment, and organizations.
- b. Early employment (initiation), the encounter phase of the socialization process corresponds to the second stage. During this phase, new employees test the reality of the organization and attempt to understand how the rules, values, and duties of the organization relate to their personal expectations in order to lessen the uncertainty.
- c. Middle to late career (entrenchment), the last and third step, which is also known as change and acquisition, is the socializing phase. At this point, the new employee successfully and permanently adapts to the organization's norms and values as well as the functions and responsibilities that will fall under his or her purview. A strong level of commitment to the company is one of the key indicators successful adjustment.

The phases of organizational commitment, according to O'Reilly (1989), as mentioned in (Tawfeeq, 2022: p. 34) namely:

- a. Compliance, O'Reilly (1989) asserts that the first level of compliance centers on the individual accepting the influence of others in order to benefit from it through salary or development, at this point, attitudes and behaviors are made solely for the sake of gaining specific advantages, not out of a feeling of shared principles, when an employee weighs the advantages of staying with the company during the compliance stage, the nature of the organizational commitment is linked to the continuity element of commitment, this proves that present employees remain with the company due to the benefits they receive. The worker accepts the authority of others and complies with the demands they place upon him at this point since his commitment to the organization is based on the benefits he receives from it, as a result, he does so in exchange for a variety of benefits.
- b. Identification, at this stage of organizational commitment, it is evident that the employee accepts the authority of others in the organization for the purpose of desire and continuity in work, as he will meet his demands for affiliation, which builds in him a sense of pride and belonging to the institution. To be able to retain a strong self-defining relationship with the company, O'Reilly (1989) believes that employees must embrace the impact of others during the second phase., known as identification, Organizational commitment is here centered at the normative component; employees stay because they feel a duty to their organization, and they are driven by responsibility and loyalty.
- c. Internalization, at this point, the foundation of organizational commitment is the emotional dimension, the employee of the organization believes that his personal goals and values are the same as those of the organization, Consequently, the commitment is embodied in this stage because the goals of organization and values align with the goals and values of the worker who belongs to it.

2.2.7 Dimensions of Organizational Commitment

Organizational commitment by Meyer & Allen (1984) is a two-dimensional structure, namely emotional commitment, and continuous commitment. Emotional commitment, according to (Meyer and Allen, 1984: p. 375), is a sense of positive identification,

correlation, and involvement with the workplace; while continuance commitment, on the other hand, is the degree to that individuals feel committed to their institution due to the costs they perceive are linked with leaving. Allen and Meyer (1990) expanded the list by include a third factor, normative commitment, and normative commitment is the idea that an employee feels obligated to stick with the company according to (Allen & Meyer, 1990, p. 6). The idea of organizational commitment is thus described as a three-dimensional idea containing emotive, continuance, and normative components (Meyer & Allen, 1991).

2.2.7.1 Emotional commitment

Emotional organizational commitment is defined as a desire to relate to the organization, with an understanding and admission of the organization's objectives and a readiness to put forth an effort in that direction, as well as a willingness to stay one of the organization a longer amount of time (Pasha, 2022: p 59). (Rashid, 2010: p. 21), described the idea of emotional commitment as the emotional attachment to the values and goals of the organization through a number of bases, including participation, interference in the organization, conformity with it, and those who own it among the employees continue to work in the organization because they consciously desire to do so. The definition of emotional commitment is "a positive attitude toward the organization, expressed in a desire to see the organization succeed in achieving its goals and a sense of pride in being a part of the organization", this refers to the employees' attachment to and emotional commitment to work for the organization and with joy, not just because they must work but also because they want to work (Nagar, 2012: p. 47).

The term emotional commitment means to an employee's attachment to their employer, which fosters a sense of loyalty, recognition, and belonging (Lim & Allida, 2021: p. 34). Emotional commitment is a sort of commitment that generates a positive interaction among the persons and the organization cause both they have similar values, as those who are committed to work in their organizations not only because they need a job, but also because they want it, that is, they want to work within the organization (Ismail, 2012: p. 27). Additionally, it is described as the feelings that are used to define identity, attachment, and participation in the workplace, affective or emotional commitment is the degree to which employees emotions that they are tied to their organizations as a result of their perceptions of the costs of leaving, as this is done to foster an emotional correlation to the workplace and

a belief in its values (Kaur et al., 2010: p. 142). Numerous research have looked at correlations that influence or weaken emotional commitment. Meyer & Allen divided these correlations into two groups, which were represented by the elements that make the employee love the organization and so increase his sense of commitment, and other characteristics that help the employee feel competent at work and thus increase the sense of commitment (Meyer & Allen, 1997: p. 46).

2.2.7.2. Continuance commitment

The Continuance commitment, where the employee is aware of or costs are estimated associated with leaving the institution, according to this sort of commitment, the employee seeks to stay in the institution because he needs the organization's material and intangible benefits (Jaja & Okpu, 2013: p. 45). It has to do with being aware of the financial implications of leaving an organization. Calculating and analyzing the pulling outcost is part of an organizational commitment continuance factor (Meyer & Allen 1997: p. 11). Employee organizational commitment, according to Kanter (1968), is the result of a person's decision to remain or leave the current organization after performing a profit and cost analysis (p. 504). Because they require material and job happiness, employees with a high degree of continued commitment and organizational commitment continue to work for the company (Meyer & Allen, 1997). Furthermore, Allen & Meyer (1991) argued that people who have a continuity commitment as the basis of their relationship with their organization stay with it because they have to (p. 67). Factors influencing continuity commitment include staff members' abilities and education, their financial commitments to the company, the perks they fear losing, their social standing, and their options should they decide to leave the institution (Allen & Meyer, 1990).

Continuous commitment occurs when the employee stays with the organization for a long time, due to the inadequate alternatives to him or the costs related to leaving the job such as income loss, seniority, retirement, or benefits accrued, and what raises questions is the inadequate alternatives or the lack of ability to transfer knowledge and education from one organization to another, which is the main reason for continuity within the organization (McMahon, 2007: p. 5). In contrast to organizational needs that arise from the outside, continuous commitment describes the employee's internal perception of their need to remain employed in the organization. Employees who exhibit continuous commitment also have a

commitment to continuity and are aware of the costs related to leaving the job (Boehmen, 2006: p. 217). When there are few alternatives available and leaving the organization is expensive, this form of connection becomes stronger. Similar to this, Meyer et al. (1990) found that cumulative assets like a pension and seniority benefits encourage people to remain members of their existing organizations because they need to (p. 715).

2.2.7.3 Normative commitment

The term Normative commitment means to the individual's sense of duty and commitment to remain with the organization; and that can accomplish through the social, cultural, or familial adaptation that occurs before joining the organization, or through the organizational social adaptation that occurs after joining the organization (Meyer and Allen, 1997: p. 82-96). According to Hafiz, the normative commitment is the moral commitment of the person to the organization, that will strengthen their position in the company over time, motivates them to stay with them for a longer time, and mandates that they remain with the organization (Hafiz, 2017: p. 3). A worker's sense of commitment to the company and conviction that sticking with it as a job is the moral thing to do are both examples of normative commitment. The normative commitment to the organization is attained in this way, regardless of the advantages and job happiness. Employees' devotion to the organization's goals, increased productivity and efficiency, and high-quality service are all indications of a high level of commitment (Zanabazar & Jigjiddorj, 2022: p. 4). The notion of "normative commitment," which more accurately corresponds to loyalty, entails a feeling of liability and moral commitment to the institution (Verma & Krishnan, 2013). Normative commitment is a reflection of employees' considered moral duty to stay with their company as well as a desire sparked by a sense of obligation and compulsion (Lima & Allida, 2021: p. 34). normative commitment is another emotion that represents the impression that is fully responsible employees (Pasha, 2022: p. 59).

Normative commitment, defined by Randall, & O'driscoll, (1997), is the employee's base commitment that manifests when the organization accords moral worth and monetary support to their staff members' development and expectations (Alkahtani, 2016: p. 24). Employee who demonstrate the normative commitment feeling obligated to continue working for the current organization and remaining in their organization, and this feeling is reinforced by the support that the individual receives from the organization and the degree

to which he or she participates in the organization's activities, the sense of necessity to continue the job is reflected in the normative commitment (Meyer and Allen, 1997: p. 82-96). Normative commitment is a term for a normative motivating process that incorporates reciprocity for gain as well as the internalization of principles regarding loyalty to organizations (Messner, 2017: p. 190). When employees receive benefits in advance, a commitment of this kind may grow because employees believe that their loyalty to the company is valued by these kinds of investments and rewards (Rashid, 2010, p. 83).

2.3 TRANSFORMATIONAL LEADERSHIP AND THE ORGANIZATIONAL COMMITMENT

Several research has demonstrated the links between leadership and organizational commitment. Leadership that is transformational influences followers' commitment to the organization by fostering critical thinking through creative methods, involving followers in decision-making, and valuing and acknowledging each follower's unique needs in order to reach their full abilities (Yammarino, Spangler, & Bass, 1993). Transformational managers are able to inspire their followers in order to go further in their work, which leads to high levels of the organizational commitment, they do this by encouraging followers to seek out novel approaches to issues and difficulties as well as recognizing followers' needs (Avolio, et al, 2004: p. 952). Also, Bass and Avolio claimed that by fostering critical thinking with new strategies, integrating followers in the process of making choices, and understanding and valuing each follower's unique requirements to develop her own potential, transformational leaders can affect followers' organizational commitment according to (Avolio, et al, 2004: p. 952).

Farahani, et al., (2011) said it is possible for followers under transformational leadership to be inspired to go above and beyond expectations, businesses with transformational leadership cultures typically have higher levels of effectiveness, and transformational leadership is associated with workers' views of a leader's efficacy and satisfaction, as well as increased motivation, effort, and job satisfaction, as well as more creative work behavior and team participation. Where a study (Farahani, et al., 2011) found an association link transformational leadership and the organizational commitment that is both positive and statistically significant. Also, a study (Gao & Bai, 2011) tried to determine the effect the

transformational leadership behaviors of owners of Chinese family business enterprises on organizational commitment of the workers in those firms. The study came to conclusion that owners of these businesses exhibit transformational leadership to a great degree and that these actions have a favorable effect on employees' organizational commitment and desire to remain with those businesses. While in a 2011 research by Franke and Felfe explored the effects of transformative leadership on felt physical exhaustion when balanced by strong organizational commitment. The researchers hypothesized that whereas intellectual stimulation and inspiring motivation were connected to perceived occupational strain, individualized attention and idealized impact aspects of transformational leadership contrary to that (Franke & Felfe, 2011). Also, the findings of Thamrin (2012)'s study demonstrate that organizational commitment is significantly positively impacted by transformational leadership.

Due to their ability to foster creativity and inspire employees to outperform rivals, transformational leadership behaviors have been shown by several researches to bring about organizational commitment. With investments in human capital, they prioritize gaining a competitive edge. Through training and development initiatives, they also help people become more skilled and competent. Work teams are formed, open communication is encouraged, employees are empowered, and decision-making is included in order to foster a cooperative atmosphere inside the company. It does not criticize employees, but rather encourages them to view their mistakes as an opportunity to obtain better performance in the future (Javaid & Mirza, 2012, p. 67).

Gregory (2014) investigated the impact of organizational justice and the style of transformational leadership on organizational commitment. And the purpose of the poll was to determine how followers' opinions in the workplace were impacted by training in transformational leadership. The researcher found that leaders who underwent training significantly improved employee perceptions of their transformational leadership ability, the performance, and organizational commitment in his study of the 201 undergraduate and also graduate respondents at the University of Western Kentucky. The conclusion showed that transformational leadership impacts organizational commitment more than organizational justice, since both were much greater than the condition where leadership was poor.

The study by Mathern (2016), findings show that when all three leadership factors (transformational, transactional leadership, and laissez-faire) are taken into account in the model, only transformational leadership substantially predicts normative and emotional organizational commitment. Positive correlation exists between transformative leadership and both normative and emotional organizational commitment. And according to the results, there was a statistically significant inverse relationship between supervisor-perceived leadership style and the TCU workers' continued commitment, with only transformational leadership being able to accurately predict organizational commitment over time. The persistence of organizational commitment has a poor association with transformative leadership.

The value and encouragement provided by transformational leaders increased continuity commitment, while the support and care shown to followers by transformational leaders increased normative commitment (Keskes, et al., 2018). In the context of the AL-FAO Engineering Company in Iraq, a study (Al-dulaimi, 2018), the results of the correlation and regression analysis revealed strong and favorable relationships between organizational commitment and transformational leadership. Also, data analysis suggests that the three types of organizational commitment are all significantly predicted by the four characteristics of the style of transformational leadership. Baek, et al., (2018), came to the conclusion that while they could not completely rule out an effect, the categories of transformational leadership did not have a statistically significant impact on the dimensions of organizational commitment.

Because the emotional commitment of a leader is correlated with individual consideration and the motivating and inspiring aspects of transformational leadership, which raise employees' organizational commitment, leaders that adopt a transformational leadership style increase organizational commitment by attending to the needs of each individual employee (Avolio, et al., 2020; Rooney, 2020; Willis, 2020). the study by Andini & Setiawati (2020) supported these results revealing that transformational leadership had a significant and positive effect on organizational commitment, and job satisfaction acts as a mediator between organizational commitment and transformational leadership.

2.3.1 Intellectual Stimulation And Organizational Commitment

Promoting cooperation and fostering an environment where meaningful conversation takes place in meetings are two ways that intellectual stimulation has an impact on organizational commitment (Al-Harbi, 2012: p. 52). The transformative leader refrains from publicly criticizing his followers because of potential mistakes they may make or because they have beliefs that are contrary to his own, instead, he strives to foster the creative thinking of subordinates by encouraging and welcoming any fresh perspectives or original solutions to issues that subordinates propose and look for (Waer, 2015: p. 44). By connecting the attainment of the targeted goals with ideal ideals and constructive ethics, transformational leadership is able to increase the organizational commitment of followers; in addition to emphasizing the connection between efforts made by subordinates and the accomplishment of goals (Al-Ghamdi, et al., 2014: p. 59). Where the leader nurtures his followers' passion of adventure and challenge as well as their capacity for creative problem-solving, and he presents issues to them and encourages them to seize the chance to develop from them, and by presenting his followers with fresh concepts that are cognitively challenging and teaching them how to think creatively (Al-Harbi, 2012: p. 52). Intellectual stimulation behaviors, according to Joo and Lim (2013), encourage workers to seek out challenging tasks, new knowledge, skills, and abilities, as well as a balance between their personal and professional lives, they also came to the conclusion that intellectual stimulation is constructively linked to career satisfaction.

A transformational leader may inspire his followers, and it is one of the most crucial elements that motivate staff to be inventive and creative in order to complete the duties allocated to them, which in turn increases levels of loyalty and organizational commitment, is the freedom the leader gives his subordinates (Al-Harbi, 2012: p. 52). Managers should also challenge their staff to rethink how they approach challenges and how to succeed, as well as to identify new approaches, tasks, and decision-making that results in a stronger level of engagement from subordinates in their job, which raises organizational commitment levels (Al-Ghamdi, et al., 2014: p. 59). According to (Keskes, et al., 2018), when a leader had a professional position, the emotional commitment was positively correlated with transformational leadership that used intellectual stimulation.

2.3.2 Idealized Influence And Organizational Commitment

The extent to which a leader exhibits desirable behavior, shows conviction, and adopts stances that cause followers to recognize a leader who has a distinct set of values and acts as a role model for followers (Odumeru, 2013: p. 356). It also means that the leader has a clear understanding of the organization's ultimate goal, instills a sense of pride in his team members, wins their trust, and commands respect. The best results come from leaders acting as models, symbols, or representatives of the positions they hold (Al-Ghazali, 2012: p. 27).

The leader's sacrifice of personal interests and emphasis on the importance of the public interest, whether it is the interest of individuals or the institution in which they work, fosters a sense of institutional belonging and the individual's violation of private interests in an effort to emulate his leader; Bass affirms that transformational leadership works to broaden the interests of subordinates beyond their own interests and improves their degree of understanding and acceptance of the organization's vision and goals, which motivates them to help the company accomplish its goals; additionally, a feeling of communal identification increases a worker's degree of commitment (Banounas, 2015: p. 155).

Mehar et al. (2015) hypothesized a strong correlation between organizational commitment and idealized influence. Similar to according to research (Joo and Lim, 2013) Idealized influence has a positive correlation with professional happiness.

2.3.3 Inspirational Motivation And Organizational Commitment

Inspirational motivation is described as the capacity of the leader to clearly convey his high expectations to others around him, to utilize symbols to direct effort, and to articulate significant goals in plain language (Banounas, 2016: p. 143). People are driven to act in their best interests, this knowledge allows him to build a motivating. The transformational leader can create a motivating workplace because of his understanding that workforce; the effect of inspirational motivation on achieving organizational commitment appears through the transformational leader's knowledge of all possible methods that motivate workers to work to their full potential, and his goal to assist employees to connect their interests with the interests of the business and guide them toward doing meaningful things (Al-Harbi, 2012: p. 52).

Inspirational motivation communicates extraordinarily high standards for performance, leading to an acceptance of the crucial role that employees play in supporting the business and accomplishing their own professional goals (Joo & Lim, 2013). Where transformational leaders use positive emotions and communicate their vision to subordinates and motivate them to reach higher levels of performance by providing feedback to them, and all this leads to strengthening organizational commitment (Banounas, 2016, p. 154). Also, he looks for motivation through which to encourage his followers to succeed, increasing organizational commitment levels will boost employee morale and offer them greater self-assurance and a sense of accountability for their activities, therefore, the transformational leader consistently strives to inspire and encourage the best through promoting teamwork, and he fosters a culture of dedication and devotion among team members (Al-Harbi, 2012: p. 52).

2.3.4 Individualized Consideration And Organizational Commitment

Transformational leadership focuses on training and directing subordinates with the intention of preparing them to assume more responsibilities, which contributes to their development to become leaders, and see themselves as more capable of working independently, which in turn leads to a higher effort to achieve goals, and it is expected that dealing with subordinates in this way will raise the level of organizational loyalty they have, that encouraging and developing subordinates is directly related to the level of organizational loyalty (Al-Ghamdi, et al., 2014: p. 60). The impact of individual consideration on organizational commitment appears through the ability of successful leaders to communicate with employees and persuade them, and in doing so they depend on their personal and intellectual characteristics, transformational leaders realize the importance of habits and their impact on deepening the worker's attachment to the organization; therefore, the transformational leader seeks to build positive, long-term relationships with his followers, he also supports open communication, listens carefully and understands the needs of workers, and takes into account their feelings (Al-Harbi, 2012: p. 53).

3. METHODOLOGY

This chapter outlines the methodology and procedures utilized in the current study to achieve the goal mentioned in the first chapter. Where will be discussed of the questions of the study, study hypothesis, the study population and sample, the questionnaire used to gather data, the statistical description of the study sample's demographic variables.

3.1 QUESTIONS OF THE STUDY

The main question of the study is: What is the effect of transformational leadership on the organizational commitment?

Sub-questions are included:

Sub-Q1: what is the effect of intellectual stimulation on emotional commitment?

Sub-Q2: what is the effect of intellectual stimulation on continuance commitment?

Sub-Q3: what is the effect of intellectual stimulation on normative commitment?

Sub-Q4: what is the effect of idealized influences on emotional commitment?

Sub-Q5: what is the effect of idealized influences on continuance commitment?

Sub-Q6: what is the effect of idealized influences on normative commitment)?

Sub-Q7: what is the effect of inspirational motivation on emotional commitment?

Sub-Q8: what is the effect of inspirational motivation on continuance commitment?

Sub-Q9: what is the effect of inspirational motivation on normative commitment)?

Sub-Q10: what is the effect of individualized consideration on emotional commitment?

Sub-Q11: what is the effect of individualized consideration on continuance commitment?

Sub-Q12: what is the effect of the individualized consideration on normative commitment)?

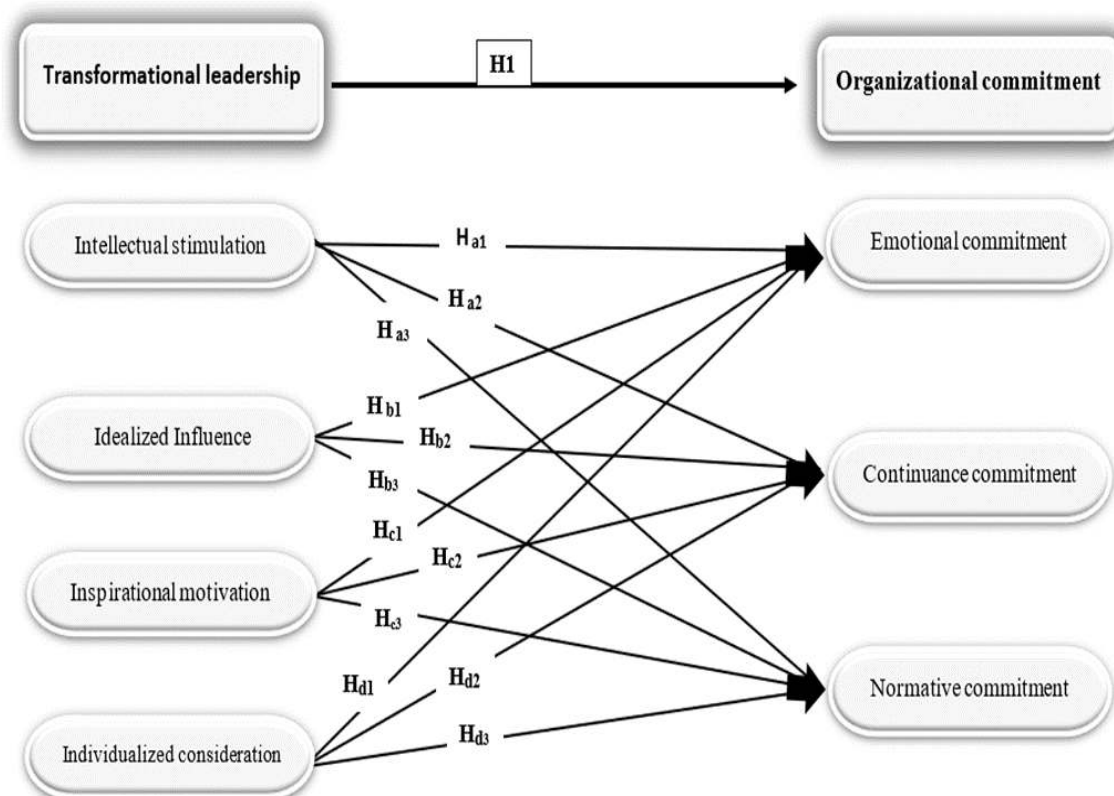


Figure 3.1: Study model.

3.2 STUDY HYPOTHESES

To be able to answer the previous questions and to be able to achieve the goals of the study, the following hypotheses will be tested.

The main hypothesis

There is a significant effect of the transformational leadership style on the organizational commitment.

Sub-hypotheses include:

- There is a significant effect of the intellectual stimulation on emotional commitment.
- There is a significant effect of the intellectual stimulation on continuance commitment.
- There is a significant effect of the intellectual stimulation on normative commitment.
- There is a significant effect of the idealized influence on emotional commitment.

- e. There is a significant effect of the idealized influence on continuance commitment.
- f. There is a significant effect of the idealized influence on normative commitment.
- g. There is a significant effect of the inspirational motivation on emotional commitment.
- h. There is a significant effect of the inspirational motivation on continuance commitment.
- i. There is a significant effect of the inspirational motivation on normative commitment.
- j. There is a significant effect of the individualized consideration on emotional commitment.
- k. There is a significant effect of the individualized consideration on continuance commitment.
- l. There is a significant effect of the dimension of individualized consideration on normative commitment.

3.3 STUDY POPULATION AND SAMPLE

3.3.1 The Study Population

Achieving accurate field results, confirming the validity of applying hypotheses, and addressing the problem and objectives of the study only be able to achieved by clearly defining the type and population of the study, as it is one of the most important main foundations in scientific research. Studying the entire original research population would take a lot of time, effort, and money, so it is sufficient to select a sample that is representative of the study population in order to accomplish the objectives of the study and assist the researcher in accomplishing the mission (Tammy,2000: p. 200).

Due to employment status, prior knowledge of the university's policies, ease of access to reliable data and information that would improve the current study, and desire to shed light on the university's capabilities the University of Misan has been chosen as the population for the study. As it is one of the Universities of the Ministry of Higher Education and Scientific Research and is located in the city of Amara, the center of the Misan Governorate in southern Iraq. It is established in 2007. Its formations are distributed in (5) complexes. It

consists of (9) scientific colleges represented by (medicine, dentistry, pharmacy, nursing, engineering sciences, agriculture, management and economics, physical education, and sports sciences). And (4) humanities colleges represented by (the College of Education, College of Basic Education, College of Law, and College of Political Science). There are (38) scientific departments distributed over (13) colleges. The number of employees of the university is (2344).

3.3.2 The Study Sample

The sampling process goal is to reduce the effort, time and cost spent by the researcher for the purpose of achieving the objectives of his study. The sampling process also aims to select a group of elements or components from the population in a way that the description of these elements accurately depicts the characteristics of the population from which it is chosen. The random sample method is used in selecting the sample. The size of the target study sample, which represents the original population, is determined based on what was proposed by (Krejcie, R. V., & Morgan, D. W., 1970: p. 607). To determine the minimum sample size for a known population, according to the equation below:

$$n = \frac{X^2 N P (1 - P)}{d^2 (N - 1) + X^2 P (1 - P)} \quad (3.1)$$

(Krejcie & Morgan. 1970)

n = minimum sample size; N = size of the research community; proportion of the population and (Krejcie & Morgan, 1970: p. 607) suggested that it equals (0.5); d = the percentage of error that can be overcome and its largest value (0.05); X^2 = Kay Sequer with one degree of freedom = (3.841) at a level of confidence (0.95). This equation was applied as follows:

$$n = \frac{(3.841)(2344)(0.5)(1 - 0.5)}{(0.05)^2(2344 - 1) + (3.841)(0.5)(1 - 0.5)} = 156.66 \quad (3.2)$$

As is clear from applying this equation, we find that the minimum sample size for a population consisting of (2344) elements is approximately equal to (157)

Using a random sample approach, (265) questionnaires were given out to university personnel who participated in the study, and (251) forms were collected from them. The number of valid questionnaires for study and analysis is (241), 10 questionnaires were not included in this study because not filled completely or contained errors, where all the questionnaire questions were not answered, or more than one answer was chosen for the same question.

3.4 DATA COLLECTION

The data and information needed are gathered to answer the questions of the study, to discuss its hypotheses, and in order to achieve its goals. The study's primary source of data and information is questionnaire, that served as the primary data collection tool. To process the data, SPSS is used, adopting the appropriate statistical techniques.

3.4.1 Questionnaire

The questionnaire is the main tool for data collection, and the study questionnaire consists of three sections, the first of which includes the demographic information of the respondents. The second section included the transformational leadership questions from (1-36). The third section relates to the organizational commitment variable questions from (37-54). The five-point Likert scale is used to measure respondents' responses to the questionnaire items, as this scale consists of five grades distributed from the highest weight, strongly agree, agree, neutral, disagree, and strongly disagree to measure respondents' responses to the questionnaire items.

3.4.1.1 Transformational leadership scale:

The Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio is utilized to measure transformational leadership style. One of the most popular tools for measuring the transformational and transactional behaviors of leaders is the MLQ, which Bass and Avolio created (Johnson, 2012: p. 82). It incorporates the dimensions of transformative leadership are as below:

Table 3.1: Dimensions of MLQ.

Transformational leadership	Inspirational Motivation	4 items
	Idealized Influence (attributes and behaviors)	8-items
	Individualized Consideration	4 items
	Intellectual Stimulation	4 items
Transactional leadership	Contingent Reward	4 items
	Management By Exception – Active	4 items
Passive/avoidant leadership,	Management By Exception – Passive	4 items
	Laissez-Faire scale items	4 items

3.4.1.2 Organizational commitment Scale:

Questionnaire developed by Meyer & Allen (1991) is utilized to measure organizational commitment. It comprises the organizational commitment's three main dimensions—emotional commitment, normative commitment, and continuation commitment are as below:

Table 3.2: Dimensions of Organizational Commitment.

Organizational commitment	Emotional commitment	6 items
	Continuation commitment	6 items
	Normative commitment	6 items

3.5 ANALYSIS TOOLS

The Social Science of Package Statistical Software (SPSS) version 26 is used to analyse the acquired data using a variety of statistical approaches. To comprehend the fundamental characteristics of the study's data and lay the groundwork for data analytics, to provide information about the general characteristics of the respondents, frequency distributions of demographic data are displayed. Factor analysis has been used to to explore underlying dimensions and structures of variables and Cronbach's alpha analysis for measuring reliabilities. Pearson correlation analysis used in order to explore the relationship between the independent variable (transformational leadership) and dependent variable

(organizational commitment), and also multiple linear regression analysis is used to examine the effect of an independent variable on a dependent variable.

3.6 STATISTICAL DESCRIPTION OF THE STUDY SAMPLE

3.6.1 Respondents' Demographics – Gender

Table 3.3: Frequency distribution of Gender.

Variables		Frequency	Percentage of Frequency
Gender	Male	177	73.4%
	Female	64	26.6%
	Total	241	100%

From the data in the above table reported, it has been noticed that the percentage of respondents who said they are male, is 73.4%, which is higher than those who said they are females 26.6%.

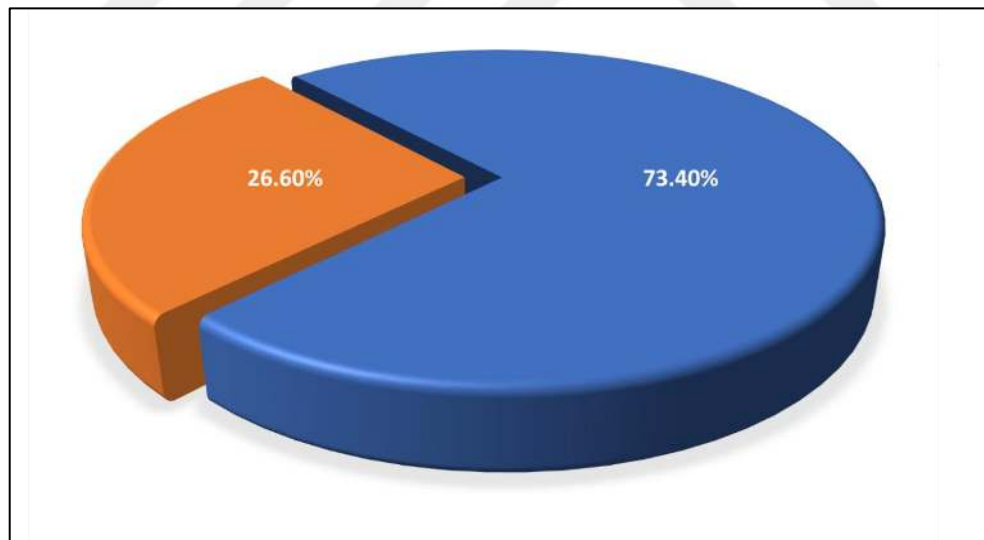


Figure 3.2: Gender distribution.

3.6.2 Respondents' Demographics -Age

Table 3.4: Frequency distribution of Age.

Variables		Frequency	Percentage of Frequency
Age	Less than 25 Years	15	6.2%
	25-34 years	86	35.7%
	35-44 years	110	45.6%
	45-54 years	18	7.5%
	55 years and over	12	5.0%
	Total	241	100%

It is seen in the table that the biggest portion of the participants are reported as 35-44 years (45,6%) followed by the age group 25-34 years (35.7%), followed by the age group 45-54 years (7.5%), followed by the age group Less than 25 years is (6.2%), and the age group 50 years and over is (5.0%) of the sample.

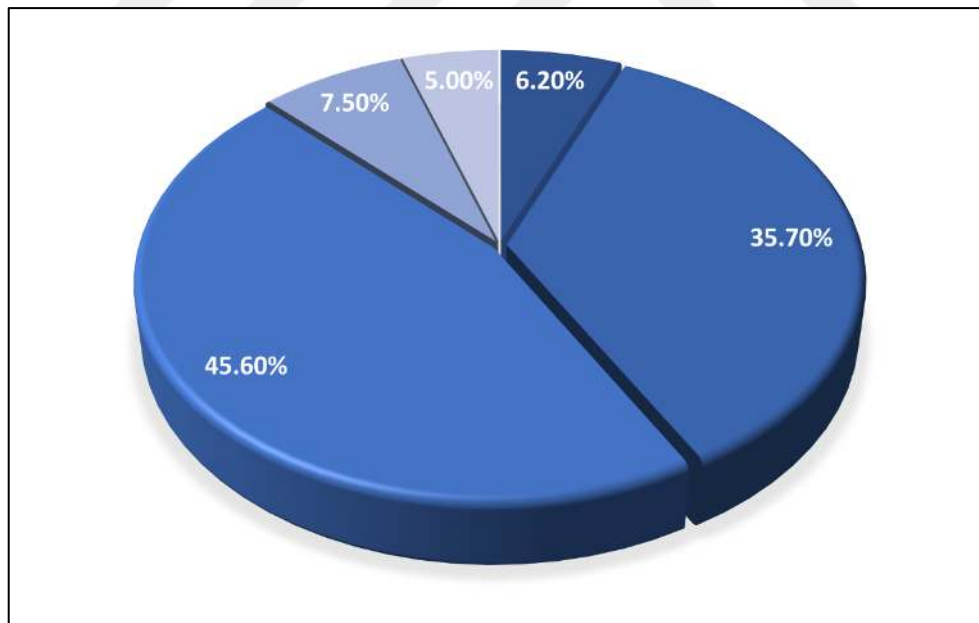


Figure 3.3: Age Distribution.

3.6.3 Respondents' Demographics -marital status

Table 3.5: Frequency Distribution of Marital Status.

Variables		Frequency	Percentage of Frequency
marital status	Single	36	14.9%
	Married	201	83.4%
	other	4	1.7%
	Total	241	100.0

It is seen in the table above that the biggest portion of the participants are married people (83.4%) followed by single (14.9%) and finally others (1.7%).

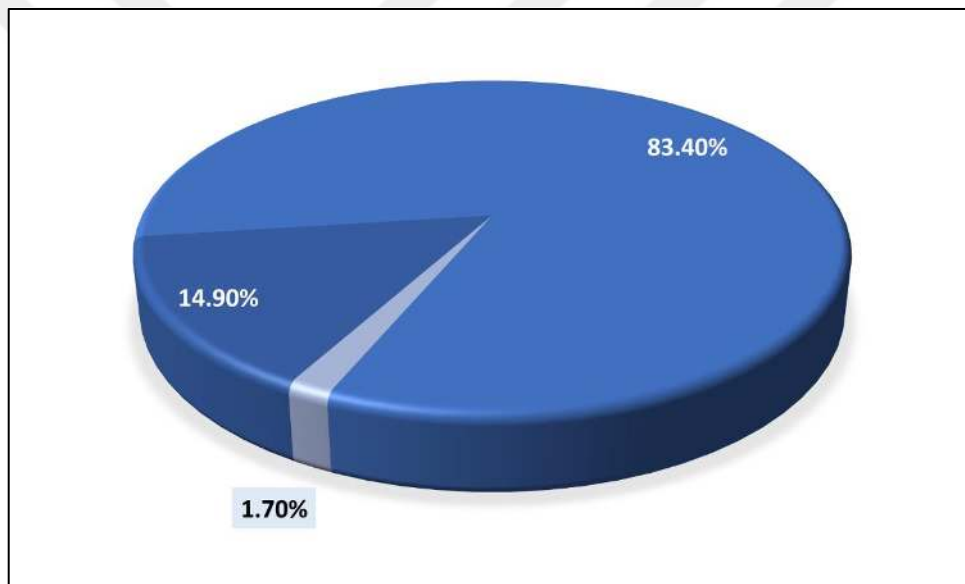


Figure 3.4: Marital Status Distribution.

3.6.4 Respondents' Demographics -Education

Table 3.6: Frequency distribution of Education.

Variables		Frequency	Percentage of Frequency
Education	Less than high school	13	5.4%
	High school or diploma	58	24.1%
	University Degree	132	54.8%
	Master or PhD level	38	15.8%

Table 3.6: Frequency distribution of Education."Table Continued"

	Total	241	100%
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It is seen in the table above that the biggest portion of the participants are reported as who have a bachelor's degree with a percentage of 54.8%, followed by a high school or diploma certificate with a percentage of 24.1%, followed the master's or Ph.D. with a percentage of 15.8%, and finally the holders of less than high school certificates with a percentage of 5.4% of the sample.

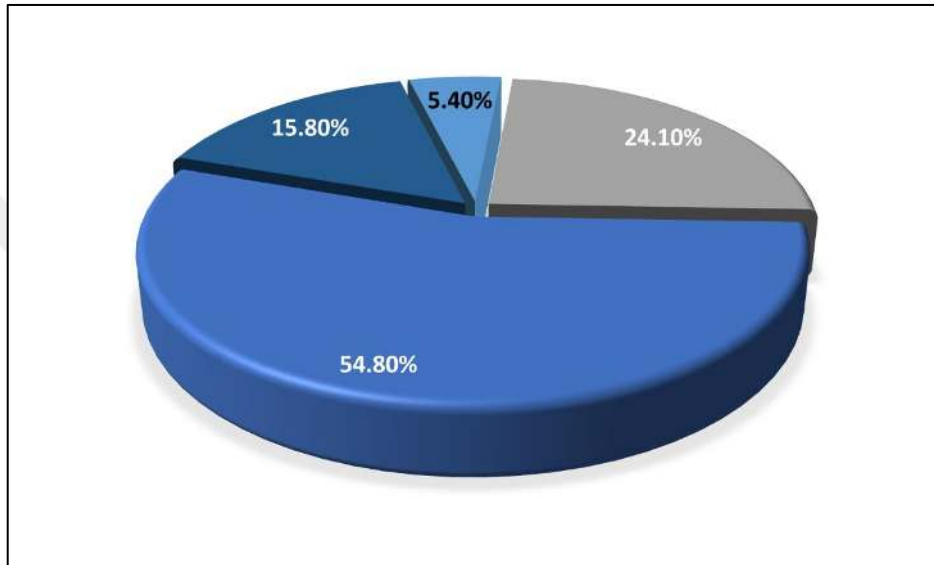


Figure 3.5: Education Distribution.

3.6.5 Respondents' Demographics -Experience

Table 3.7: Frequency Distribution of Experience.

Variables		Frequency	Percentage of Frequency
Experience	Less than 5 years	11	4.6%
	Between 5 and 10 years	55	22.8%
	10-15 Years	132	54.8%
	15-20 Years	23	9.5%
	20 Years and Over	20	8.3%
	Total	241	100%

With regard to experience, it is seen in the table that the biggest portion of the participants as 10-15 experience years (54.8%), followed by the category Between 5 and 10 experience years (22.8%), followed by the category 15-20 experience years (14.9%), followed by the age group Less than 25 experience years is (9.5%), followed by the category 20 years and over (8.3%), finally, the category less than 5 years old (4.6%) of the sample.

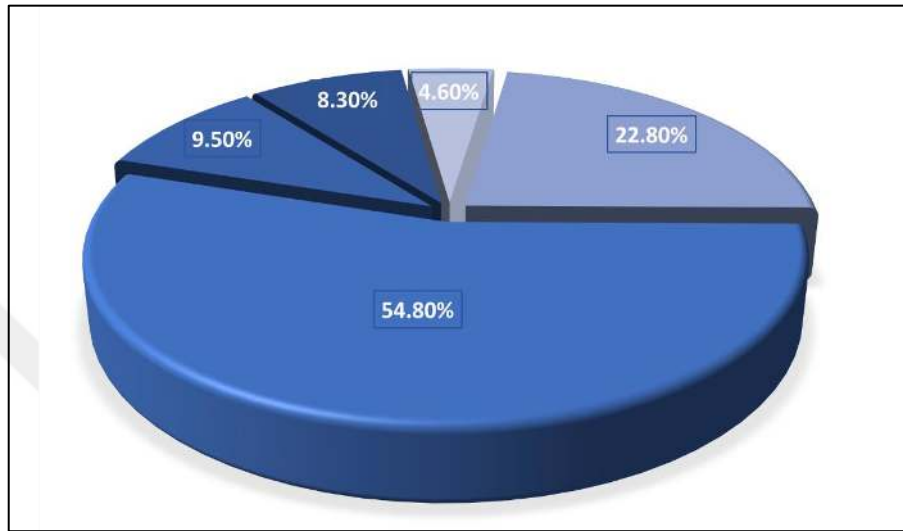


Figure 3.6: Experience Distribution.

3.6.6 Respondents' Demographics - Career level

Table 3.8: Frequency Distribution of Career Level.

Variables		Frequency	Percentage of Frequency
Career Level	Higher Management	1	.4%
	middle management	55	22.8%
	lower management	185	76.8%
Total		241	100%

It is seen in the table above that the biggest portion of the participants is employees in lower management with the percentage of 76.8%, followed by the percentage of those working in middle management 22.8%, and finally the higher management (0.4%) of the sample.

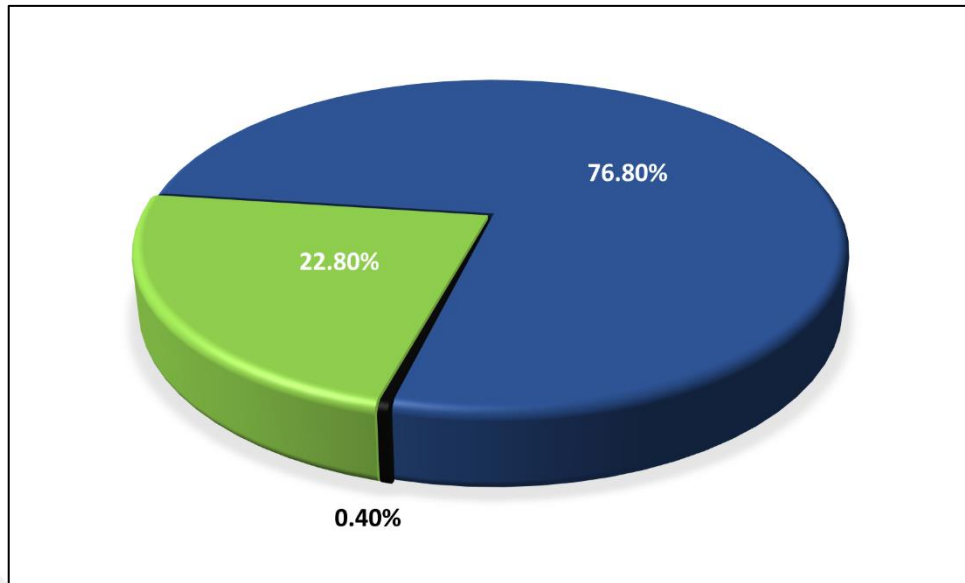


Figure 3.7: Career Level Distribution.

4. DATA ANALYSES AND RESULTS

4.1 FACTOR ANALYSES

4.1.1 Transformational Leadership

Factor analysis is a method that aims to reduce the number of variables. It is a method of statistical analysis that explains the output by a small number of factors. The basic requirement to perform factor analysis is that there is a relationship between the variables. Kaiser-Meyer-Olkin (KMO) should be applied to determine if the sample size is appropriate for factor analysis. The Barlett sphericity test examines whether there is a sufficient relationship between the variables. The value of KMO ranges from 0 to 1, and close to 1 indicates that the variables can predict each other perfectly, and a KMO higher than 0.50 is expected. The fact that the p-value for KMO test and Barlett test is less than 0.05 indicates that factor analysis can be performed (Bandalos and Deborah 2017).

Table 4.1: Factor Analyses -Transformational Leadership.

Factor / Item	Factor Loading	Variance (%)	Alpha
<i>Idealized Influence</i>		22.764	0.834
II_2	0.855		
II_4	0.824		
II_3	0.818		
II_1	0.773		
<i>Intellectual stimulation</i>		18.448	0.814
IS_1	0.780		
IS_4	0.770		
IS_3	0.739		
IS_2	0.711		
<i>Individualized Consideration</i>		25.105	0.794
IC_1	0.966		
IC_2	0.856		
IC_4	0.835		
IC_3	0.810		
<i>Inspirational Motivation</i>		12.745	0.713
IM_1	0.866		
IM_2	0.865		
IM_3	0.774		
IM_4	0.734		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			0,824
Approx. Chi-Square			755,164
Bartlett's Test of Sphericity			
Df			134
p-value			0.000

KMO measure of sampling adequacy (0,824) and Bartlett Test of Sphericity ($X^2 = 755, 164$, $df = 134$, $p = 0.000$), suggest that the data is appropriate for factor analyses

In the transformational leadership part in the questionnaire, the total variance is determined to be 79.062%, and it was concluded that transformational leadership consists of four sub-dimensions. After factor analyses, the reliability of each factor should be tested for this purpose Cronbach's alpha coefficient used in this analyses. The table 4.1 shows the factor loadings values, explained variance values for the dimensions, and Cronbach's alpha coefficients. As a result of the factor analyses; The transformational leadership scale consists of four factors. It was noted in this study that appropriate factor distributions were determined for the four-factor model. The first factor was called "Idealized Influence," the second factor was called "intellectual stimulation," the third factor was called "individual consideration," and the fourth factor was called "Inspirational Motivation".

When dimensionality is limited, exploratory factor analysis looks for correlations between items and factors to see if there are any links between the constructs. This helps to increase the reliability of a scale by identifying unsuitable items (Netemeyer, Bearden, & Sharma, 2003). Therefore, questions 9, 10, 11, and 12 on idealized influence are removed due to low factor loading.

According to the results of the analysis, the question numbers for the dimensions that make up the transformational leadership scale were as follows:

Idealized Influence: 1. 3.11. 6

Intellectual stimulation: 4.10.9.12

Individual consideration: 8.14.15.16

Inspirational motivation: 2.5.7.13

It has been found that the Idealized Influence dimension consists of four items and the Cronbach alpha value calculated is 0.834, the intellectual stimulation dimension consists of four items, and the Cronbach alpha value calculated is 0.814, the Individualized Consideration dimension consists of four items, and Cronbach alpha value calculated is 0.794 and the Inspirational motivation dimension consisting of four items and Cronbach

alpha value calculated is 0.713. The reliability coefficients were higher than (0.70) indicates that the scale's questions are reliable and can be used in analyses.

4.1.2 Organizational Commitment

Table 4.2: Factor Analyses - Organizational Commitment.

Factor / Item	Factor Loading	Variance (%)	Alpha
<i>Emotional Commitment</i>		24.028	0.744
E C_1	0.893		
E C_6	0.893		
E C_5	0.873		
E C_2	0.847		
E C_3	0.821		
<i>Continuance Commitment</i>		28.354	0.864
C C_4	0.886		
C C_5	0.843		
C C_6	0.818		
C C_1	0.755		
<i>Normative Commitment</i>		22.242	0.764
N C_4	0.822		
N C_2	0.790		
N C_1	0.783		
N C_5	0.782		
N C_3	0.774		
N C_6	0.766		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			0,796
Bartlett's Test of Sphericity			
Approx. Chi-Square			4635,014
Df			123
p-value			0.000

KMO measure of sampling adequacy (0,796) and Bartlett Test of Sphericity ($X^2 = 4635,014$, $df = 123$, $p = 0.000$), suggest that the data is appropriate for factor analyses

In the organizational commitment part in the questionnaire, the total variance is 74.624%, and it was concluded that organizational commitment consists of three sub-dimensions. The table above shows the factor loadings values, explained variance values for the dimensions, and Cronbach's alpha coefficients for organizational commitment. As a result of the factor analyses; The organizational commitment scale consists of three factors. It was noted in this study that appropriate factor distributions were determined for the three-factor model. The first factor was called “Emotional Commitment,” the second factor was called “Continuance Commitment,” and the third factor was called “Normative Commitment.”

When dimensionality is limited, exploratory factor analysis looks for correlations between items and factors to see if there are any links between the constructs. This helps to increase the reliability of a scale by identifying unsuitable items (Netemeyer, Bearden, & Sharma, 2003). Therefore, question 4 on emotional commitment and questions 2 and 3 on continuance commitment are removed due to low factor loading.

According to the analysis' findings, the question numbers of the dimensions that make up the transformational leadership scale are listed as follows.

Emotional Commitment: 1.2.3.5.6.

Continuance Commitment: 7.9.10.11

Normative Commitment: 12.13.14.15.16. 17

It has been found that the emotional commitment dimension consists of five items and the Cronbach alpha value calculated is 0.744, the continuance commitment dimension consists of four items, and the Cronbach alpha value calculated is 0.864, and the normative commitment dimension consisting of six items and Cronbach alpha value calculated is 0.764. The reliability coefficients were higher than (0.70) indicates that the scale's questions are reliable and can be used in analyses.

4.2 HYPOTHESIS TESTING

4.2.1 Correlation Analyses

correlation analysis has been conducted to discover the relationships between the study variables, Correlation analysis refers to the strength of the relationship between the study variables, as its value ranges between -1 and +1. While the negative sign indicates that the correlation relationship is inverse between the variables, the A positive correlation means that the variables move in the same direction. On the other hand, (**) indicates that the correlation is statistically significant at 1%. From the results in the table below it can be noticed that the relationship among the independent variables, which are Idealized Influence and intellectual stimulation, Individualized consideration, and Inspirational motivation and the dependent variables, which are Emotional Commitment and Continuance Commitment and Normative Commitment, are positive and are statistically significant.

Table 4.3: Correlation Analyses.

	1	2	3	4	5	6	7
Idealized Influence	1						
Intellectual stimulation	0.264**	1					
Individualized Consideration	0.154**	0.463**	1				
Inspirational motivation	0.766**	0.644**	0.525**	1			
Emotional Commitment	0.634**	0.760**	0.643**	0.623**	1		
Continuance Commitment	0.616**	0.689**	0.744**	0.634**	0.653**	1	
Normative Commitment	0.724**	0.685**	0.721**	0.774**	0.565**	0.745**	1

- a. A statistically significant, positive and strong relationship is found between Idealized Influence and Emotional Commitment ($r=0.634$, $p<0.01$).
- b. A statistically significant, positive and strong relationship is found between Idealized Influence and Continuance Commitment ($r=0.616$, $p<0.01$).
- c. A statistically significant, positive and strong relationship is found between Idealized Influence and Normative Commitment ($r=0.724$, $p<0.01$).
- d. A statistically significant, positive and strong relationship is found between Intellectual stimulation and Emotional Commitment ($r=0.760$, $p<0.01$).
- e. A statistically significant, positive and strong relationship is found between Intellectual stimulation and Continuance Commitment ($r=0.679$, $p<0.01$).
- f. A statistically significant, positive and strong relationship is found between Intellectual stimulation and Normative Commitment ($r=0.685$, $p<0.01$).
- g. A statistically significant, positive and strong relationship is found between Individualized Consideration and Emotional Commitment ($r=0.643$, $p<0.01$).
- h. A statistically significant, positive and strong relationship is found between Individualized Consideration and Continuance Commitment ($r=0.644$, $p<0.01$).
- i. A statistically significant, positive and strong relationship is found between Individualized Consideration and Normative Commitment ($r=0.721$, $p<0.01$).

- j. A statistically significant, positive and strong relationship is found between Inspirational motivation and Emotional Commitment ($r=0.623$, $p<0.01$).
- k. A statistically significant, positive and strong relationship is found between Inspirational motivation and Continuance Commitment ($r=0.674$, $p<0.01$).
- l. A statistically significant, positive and strong relationship is found between Inspirational motivation and Normative Commitment ($r=0.774$, $p<0.01$).

4.2.2 Multiple Linear Regression Analysis

Linear regression is a type of statistical analysis used for analysing data that explores the impact of an independent variable on a dependent variable. This technique is employed to determine how reliant a variable is on an independent variable.

Table 4.4: Regression Analyses Results.

Dependent Variable	Independent Variables	β	Std. Error	t-value	p-value	VIF
Emotional Commitment	Idealized Influence	0.234	0.054	4.125	0.000	1.735
	Intellectual stimulation	0.145	0.062	6.535	0.000	1.355
	Individualized Consideration	0.635	0.023	8.135	0.000	1.845
	Inspirational motivation	0.244	0.067	6.675	0.000	1.675
R=0.568	R ² =0.32	Adjusted R ² =0.31		F: 86.435	p: 0.000	
Continuance Commitment	Idealized Influence	0.575	0.016	2.665	0.000	1.735
	Intellectual stimulation	0.164	0.034	6.375	0.000	1.355
	Individualized Consideration	0.353	0.042	4.745	0.000	1.845
	Inspirational motivation	0.464	0.021	2.144	0.000	1.675
R=0.421	R ² =0.177	Adjusted R ² =0.173		F: 168.276	p: 0.000	
Normative Commitment	Idealized Influence	0.022	0.043	2.645	0.000	1.735
	Intellectual stimulation	0.353	0.013	6.135	0.000	1.355

Table 4.4: Regression Analyses Results. "Table Continued".

	Individualized Consideration	0.153	0.035	2.854	0.000	1.845
	Inspirational motivation	0.045	0.014	2.376	0.000	1.675
R=0.425	R ² =0.18	Adjusted R ² =0.17		F: 122.354	p: 0.000	

The table 4.4 shows the regression analyses results regarding the effect of transformational leadership on organizational commitment. The regression analyses showed that the results are indicating that "Idealized Influence, Intellectual stimulation, Individualized Consideration, and Inspirational motivation" have a significant and positive effect on Emotional Commitment ($R = 0.568$, $R^2 = 0.32$, $F \text{ value} = 86.435$; $p \text{ value} = 0.000$). The regression analyses showed that the results are indicating that "Idealized Influence, Intellectual stimulation, Individualized Consideration, and Inspirational motivation" have a significant and positive effect on Continuance Commitment ($R = 0.421$, $R^2 = 0.177$, $F \text{ value} = 168.276$; $p \text{ value} = 0.000$). The regression analyses showed that the results are indicating that "Idealized Influence, Intellectual stimulation, Individualized Consideration, and Inspirational motivation" have a significant and positive effect on Normative Commitment ($R = 0.425$, $R^2 = 0.18$, $F = 122.354$; $p \text{ value} = 0.000$).

The beta values in regression are the estimated coefficients of the independent variables indicating a change on dependent variable caused by a unit change of respective independent variable keeping all the other independent variables constant/unchanged. When it comes to beta coefficient in multiple regression, the absolute value determines which variable is the strongest predictor. According to the results of beta coefficient showed of the regression analyses it can be noticed that the Individualized Consideration ($\beta = 0.635$) is the strongest predictor by the Emotional Commitment than the other independent variables and the Idealized Influence ($\beta = 0.575$) and Inspirational motivation ($\beta = 0.464$) are the strongest predictor by the Continuance Commitment than the other independent variables. Also, it can be noticed that the Idealized Influence ($\beta = 0.022$) and Inspirational motivation ($\beta = 0.045$) are the least predictors by the Normative Commitment than the other independent variables.

Table 4.5: Hypotheses Test Results.

Hypothesis	Result
H1: There is a significant effect of the transformational leadership style on the organizational commitment.	Can not be rejected
H1a: 1. There is a significant effect of the intellectual stimulation on emotional commitment.	Can not be rejected
H1b: There is a significant effect of the intellectual stimulation on continuance commitment.	Can not be rejected
H1c: There is a significant effect of the intellectual stimulation on normative commitment.	Can not be rejected
H1d: There is a significant effect of the idealized influence on emotional commitment.	Can not be rejected
H1e: There is a significant effect of the idealized influence on continuance commitment.	Can not be rejected
H1f: There is a significant effect of the idealized influence on normative commitment.	Can not be rejected
H1g: There is a significant effect of the inspirational motivation on emotional commitment.	Can not be rejected
H1h: There is a significant effect of the inspirational motivation on continuance commitment.	Can not be rejected
H1i: There is a significant effect of the inspirational motivation on normative commitment.	Can not be rejected
H1j: There is a significant effect of the individualized consideration on emotional commitment.	Can not be rejected
H1k: There is a significant effect of the individualized consideration on continuance commitment.	Can not be rejected
H1l: There is a significant effect of the individualized consideration on normative commitment.	Can not be rejected

5. DISCUSSION AND CONCLUSIONS

5.1 DISCUSSION

This study sought to shed light on the concepts of transformational leadership in its dimensions (idealized influence, inspirational motivation, intellectual stimulation, individual consideration) and the effect of this on organizational commitment, which includes continuance, normative, and emotional commitment. The questionnaire was used to collect data from a random sample of employees at the University of Misan in Iraq.

The study found a statistically significant effect for all dimensions of transformational leadership on normative, emotional, and continuance commitment. The results of the study indicated that the effect of the dimensions of transformational leadership on emotional commitment is greater than its effect on normative and continuance commitment.

It was found that the lowest effect of transformational leadership in its various dimensions is on commitment to continuity. Given this result, it can be said that participants continue to work not as a result of necessity, such as the lack of alternative employment opportunities or the high cost of leaving the organization, but because they create a real relationship with the organization. We also note that the effect of transformational leadership with its various dimensions on normative commitment is less than the effect on emotional commitment as well. Looking at these results, it can be seen that the participants adopted the organization and worked in this workplace because they really wanted to; It can also be said that they feel an obligation to the organization and that they show loyalty to the organization because they believe they owe it to it. While affective commitment and normative commitment depend on the attitudes of the organization and employees, continuance commitment is a commitment dimension formed by the influence of environmental factors such as alternative job opportunities. The fact that the lowest commitment of participants is ongoing commitment actually has a positive meaning in terms of content. It can be said that participants continue to work because they are satisfied with the organization they currently work for and because they feel a sense of belonging, rather than because of the costs of working for another organization. Also, it can be said that employees at the University of Misan continue to work as a result of a moral obligation, as employees feel indebted to the organization.

These results are similar to the results of Gao, and Bai, (2011) who reached the conclusion that transformational leadership has a positive impact on employees' organizational commitment and their desire to stay with those companies, especially emotional commitment. The results of Thamrin (2012) study also showed that organizational commitment is significantly positively affected by transformational leadership. The results of the study conducted by Gregory (2014) found that the transformational leadership style has a significant impact on employees' commitment to their organization. Also, the results of the study conducted by Fahmy, et al. (2017). The results of a study Al-dulaimi (2018) revealed that the three types of organizational commitment are all significantly predicted by the four characteristics of the transformational leadership style. The results of the study conducted by Andini, and Setiawati, (2020) also revealed that transformational leadership had a significant and positive impact on organizational commitment.

The results confirm the importance of leading and training subordinates in order to prepare them to assume more responsibilities, which helps them grow into leaders and increases their awareness of their independence, and also motivates them to put in more effort. To achieve goals, by increasing each person's awareness that they can make a meaningful contribution to the company's success, which makes them feel important and enhances their self-esteem and confidence. As well as the ability to communicate his high standards to others around him, and clarify important goals in a simple way. In addition, the degree to which a leader takes positions indicates conviction and acts in a way that makes followers view him as a person with a clear set of values and who serves as a role model for them, which affects individuals' motivations, psychological tendencies, and work. Satisfaction, which facilitates achieving the best performance. The ability to interact with and influence subordinates.

In working life, employees' commitment to the organization is very important for the organization, because it means they embrace the organization and strive to achieve its goals. In organizations with employees with high organizational commitment, workforce turnover is reduced, undesirable behaviors such as tardiness and absenteeism are reduced, and many important outcomes such as increased performance and increased motivation are achieved. The presence of transformational leaders who deal one-on-one with their followers has a positive impact on ensuring employees' commitment to the organization. Because transformational leaders inspire their followers, enable their visions to develop, and train

them to become role models. It enables employees to embrace the organization's purpose and perform beyond expectations and supports them to develop their creativity and find new solutions to problems. In this way, they become sought-after leaders of organizations.

5.2 RECOMMENDATIONS

Transformational leadership is one of the most important determinants of the success or failure of business organizations in light of the modernity of the current environment, which made these organizations pay great attention to human resources as a source of their success and distinction. And the foundation of transformational leadership is the capacity of the leader to effectively convey to subordinates the organization's message and future vision while motivating them by exhibiting high behaviors, fostering mutual trust and respect, and accomplishing the organization's objectives.

People's acceptance of the organization's principles and aims, as well as their belief in it and attempts to further its objectives, are signs of their organizational commitment. Organizational commitment is a crucial factor in the relationship between management and its employees because it ensures their loyalty to the organization to work hard and reach the maximum degree of success.

To strengthen the aspects of transformational leadership and organizational commitment, there is a need to stand on several points and recommendations through the following:

- a. Showing more interest in the characteristics of transformational leadership because doing so will help employees feel emotionally, continuously, and normatively committed to the organization, also, this will help them adjust to their jobs and see how nothing has changed from the past, and it will also improve the incentives and benefits they receive, preventing them from deciding to leave.
- b. The institutions should work to improve the leaders' leadership abilities. In addition, leaders should also continuously motivate their subordinates to help them complete their tasks and should further their subordinates' commitment to the institution's mission by offering them both material and moral rewards. Work to reconsider and pay attention to the behavior of leaders to be role models, and to enhance mutual trust to overcome problems and difficulties.

- c. The need to make employees feel that they are part of the institution's family, which generates strong feelings that bind them to it, and that they are directly concerned with its development, and thus motivate them to continue their work in it, and they maintain their principles by not leaving their work even if they are provided with better job opportunities in another place and thus achieve their organizational commitment to their institution.

Considering the above, the researcher recommends conducting future studies on the following topics:

- a. The researcher recommends carrying out a study that examines the impact of transformative leadership on organizational commitment, with organizational justice as a mediating variable in higher education institutions of Iraq.
- b. The researcher recommends performing similar studies using the same variables in manufacturing industries.
- c. The researcher recommends performing similar studies using the same variables in different countries.
- d. The researcher recommends performing a study on the role of transformational leadership in enhancing organizational confidence.

5.3 PRACTICAL CONTRIBUTION OF THE STUDY

This study is one of the few that attempts to examine the factors that influence employee commitment levels and thus contribute to the existing literature on organizational commitment. The framework of organizational commitment and transformational leadership proposed in the study not only provides a vision to support organizational commitment, but also provides the necessary guidance by drawing attention to the leadership component of transformational leadership in its various dimensions to increase employees' organizational commitment.

The study contributes to both the organizational commitment and leadership literature and provides instructive findings for business leaders and human resources departments on the

importance of trust in the leader in planning the content of executive coaching development programs.

Also within the framework of the main objective of the study, which is to explore the effect between the dimensions of transformational leadership of university employees on the level of their organizational commitment. In line with the research results and recommendations, it is believed that this study will contribute to a better understanding of the importance of human resources in the educational and academic institutions and their effective management.

5.4 LIMITATIONS OF THE STUDY

The fact that the research was conducted in only one organization due to lack of access to other organizations due to time and financial resources constitutes a limitation of the research. Reaching out to more organizations in the same sector may lead to different results. Conducting studies covering other governorates and other sectors will enable more comprehensive results to be obtained.

In addition, it is believed that employees participating in the research are reluctant to express their real thoughts and knowledge while answering survey questions. It is believed that they did not have enough time to answer the questionnaire carefully for reasons such as workload. By gaining participants' trust through personal interviews and allowing them time to carefully answer the questionnaire, participants will be able to provide more honest answers.

The results obtained in our study are limited to our research population and therefore cannot be generalized. In future studies, different studies can be conducted by adding new research variables, expanding the sample size, and looking at different sectors.

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APPENDIX A

Section two: Multifactor Leadership Questionnaire:

Note: For each statement below, you have a choice from five answers. Place a tick (x) in the appropriate box that reflects your choice. KEY: **1. Strongly Disagree (SD). 2. Disagree (D). 3. Neither Agree nor Disagree (N). 4. Agree(A) 5. Strongly Agree (SA)**

No	Transformational Leadership					
Inspirational Motivation scale items		SD	D	N	A	SA
1	I talk optimistically about the future					
2	I talk enthusiastically about what needs to be accomplished					
3	I articulate a compelling vision of the future					
4	I express confidence that goals will be achieved					
Idealized Influence attributes scale items		SD	D	N	A	SA
5	I instill pride in others for being associated with me					
6	I go beyond self-interest for the good of the group					
7	I act in ways that build others' respect for me					
8	I display a sense of power and confidence					
Idealized Influence behavior scale items		SD	D	N	A	SA
9	I talk about my most important values and beliefs					
10	I specify the importance of having a strong sense of purpose					
11	I consider the moral and ethical consequences of decisions					
12	I emphasize the importance of having a collective sense of mission					
Individualized Consideration scale items		SD	D	N	A	SA
13	I spend time teaching and coaching					
14	I treat others as individuals rather than just as a member of a group					
15	I consider an individual as having different needs, abilities, and aspirations from others					
16	I help others to develop their strengths					
Intellectual Stimulation scale items		SD	D	N	A	SA
17	I re-examine critical assumptions to question whether they are appropriate					
18	I seek differing perspectives when solving problems					
19	I get others to look at problems from many different angles					
20	I suggest new ways of looking at how to complete assignments					

No	Transactional Leadership					
Contingent Reward scale items		SD	D	N	A	SA
21	I provide others with assistance in exchange for their efforts					
22	I discuss in specific terms who is responsible for achieving performance targets					
23	I make clear what one can expect to receive when performance goals are achieved					
24	I express satisfaction when others meet expectations					
Management By Exception – Active scale items		SD	D	N	A	SA
25	I focus attention on irregularities, mistakes, exceptions, and deviations from standards					
26	I concentrate my full attention on dealing with mistakes, complaints, and failures					
27	I keep track of all mistakes					
28	I direct my attention toward failures to meet standards					
No	Passive/avoidant behavior					
Management By Exception – Passive scale items		SD	D	N	A	SA
29	I fail to interfere until problems become serious					
30	I wait for things to go wrong before taking action					
31	I show that I am a firm believer in “If it ain’t broke, don’t fix it					
32	I demonstrate that problems must become chronic before I take action.					
Laissez-Faire scale items						
33	I avoid getting involved when important issues arise					
34	I am absent when needed					
35	I avoid making decisions					
36	I delay responding to urgent questions					

Section three: organizational commitment

Note: For each statement below, you have a choice from five answers. Place a tick (x) in the appropriate box that reflects your choice. KEY: 1. Strongly Disagree (SD). 2. Disagree (D). 3. Neither Agree nor Disagree (N). 4. Agree(A) 5. Strongly Agree (SA)

No	organizational commitment					
Emotional commitment scale items		SD	D	N	A	SA
37	I am very happy to spend the rest of my professional life in this organization.					
38	There is no strong sense of belonging towards my organization.					
39	It would be difficult for me to leave the organization at the moment.					
40	This organization has a very personal meaning for me.					
41	Too much in my life would be disrupted if I decided to leave my organization now					
42	I really feel like this organization's affairs are like my own.					
Continuity Commitment scale items		SD	D	N	A	SA
43	I do not feel emotionally attached to this organization.					
44	I owe a lot to this organization.					
45	Since I feel obliged to the people here, I can not leave the organization at this time.					
46	I do not feel like 'part of the family' at my organization.					
47	Even though it is advantageous for me, I feel that it is not right for me to leave the organization.					
48	One of the reasons that prevent me from leaving my organization is that there are few alternatives.					
Normative Commitment scale items		SD	D	N	A	SA
49	I do not feel emotionally attached to this organization					
50	I do not think I can afford to leave this organization.					
51	If I had not given this organization so much, I could have thought of working elsewhere.					
52	I would feel guilty if I left my organization now.					
53	This organization deserves my loyalty.					
54	Staying with the organization is a matter of necessity					

