Impact of Transformational Leadership Style on Organizational Learning in the Ministry of Communication and Information Technology in Jordan

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Abstract

This study aims at investigating the impact of Transformational leadership style on Organizational learning in the Ministry of communication and information technology in Jordan. four dimensions of Transformational leadership were included in the study: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, on the other hand, Organizational learning was measured by four dimensions: Knowledge acquisition, Knowledge Sharing, Knowledge Implementation, and Knowledge storage.

The study population consists of all employees working in the Ministry of communication and information technology in Jordan, a sample of 300 employees were selected to represent the study population, the researchers distributed the questionnaires to the study sample. (286) questionnaires retrieved.

The study findings showed that Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration had a significant and positive effect on the organizational learning in the Ministry of communication and information technology in Jordan. Based on the study results the researcher recommends managers and decision makers at the Ministry of communication and information technology in Jordan to strengthen the capacity of leaders to raise loyalty and belonging to the work by involving subordinates in the decision-making process and solving the problems facing at work.

Keywords: Transformational leadership, Organizational learning, Ministry of communication and information technology, Jordan

1. Introduction

The world is now at a stage of rapid events and change. Globalization has affected all aspects of practical, economic and social life. No one can overlook the technological changes and their impact on the speed of information transmission, the ease of availability and the low cost. This has played a major role in increasing consumers' awareness of the products, their characteristics, their features and their quality, not to mention the Internet revolution that increased the consumer's ability to compare local products with their foreign counterparts, making organizations in this century face strong and unprecedented competition. Understanding the interaction between leadership style and organizational learning is an important factor for developing organizational performance and achieving high level of employee performance, many organizations have begun to shift away from traditional management models and now require a wide range of skills and leadership styles that can adapt to persistent environmental changes. Globalization has become clear, so changes have become important for organizations to cope with competition.

The subject of leadership has been extensively studied, and leadership plays an active role in management, the first phase of the study focused on the characteristics and traits of the successful leader and included the personal, social and physical traits that characterize him. The second stages focused on the Leadership behavior or leadership style, many studies have attempted to determine which behaviors highlight the successful leader. The results of multiple studies have shown that there is no single characteristic of successful leadership behavior, which indicates the urgent need to research leadership behaviors in different situations (Al-Hawary et.al, 2011).

Transformational leadership is seen as the leadership that helps raise the level of achievement and self-development, while promoting the development of groups and organizations. The transformational leader in the apprentices raises a higher level of awareness of the key issues while increasing the self-confidence of the employees themselves, thus changing their goals from their care and interest to survival to higher achievement, progress and self-development.

Considering organizations as an entity that seeks to survive and continuing in an environment of constant change, it must explore and learn a lot about its internal and external environment so that it can adapt to it and keep pace with its course. This has made organizational learning a compulsory and not voluntary decision by organizations to help them compete and continue. Organizational learning is defined as complex because it involves not only the stage of access to information and knowledge, but also the dissemination of this knowledge to staff within the organization and thus maintaining it within knowledge repositories (Al-Hawary , 2015;Kim, 1993).

Organizational learning is also defined as a social activity that enables the organization to rapidly change through adaptive capacity. This activity consists of the production of new knowledge, skills and behaviors (Carla, 2006). This will eventually lead to creativity. This enables organizations to continue in the long term. In order to reach creativity at a high level, learning must be at a high level as it is noted that organizations with a learning orientation are increasingly able to innovate, which helps them to exploit opportunities in the market, anticipate and understand the needs of Consumers, and have the best capabilities to understand the strengths and weaknesses of their competitors, and therefore have the ability to learn from failures, successes and create creative capabilities beyond their competitors.

Organizational learning seeks to develop human resources, because the greatest asset of Jordanian organizations is the essence of innovation and change. Organizational learning seeks to create a fertile environment to help new ideas emerge and to increase the volume of knowledge. It may be no different that organizational learning is one of the most important skills that an organization must develop in a competitive environment. However, the concept of organizational learning is still relatively recent in Arab organizations; in fact there is an urgent need for organizational learning.

The study is important by adding to the previous literature on the impact of transformational leadership on organizational learning, and thus enriching scientific knowledge in the field of transformational leadership. This study contributes to scientific addition that helps researchers in the academic field to recognize the nature of this effect. This study will study the concept of transformational leadership and study its impact on the organizational learning of employees in the Ministry of Communications and Information Technology in Jordan. This study is therefore the beginning of other studies.

2.Theoretical framework and hypotheses development

2.1 Transformational leadership

Today, organizations face many internal and external challenges. Competition is one of these challenges, and competition is growing on a global scale (Al-Hawary & AL-Hamwan, 2017). Among the challenges faced by organizations include diversity of labor forces, diversity and differentiation in products; these factors affect all types of organizations, public and business, service or industrial. To address these challenges, organizations need to have leaders who are capable of carrying out the organization's response to the challenges and threats faced by organizations (Al-Nady et.al, 2013), and the availability of leaders capable of developing strategies that enable organizations to overcome and lead competition, which helps the organization survive in a competitive environment (Al-Hawary & Hadad, 2016). Creating a positive vision for the organization, developing its strategies and selecting the right people to implement the strategies.

Leadership study is a top priority for both researchers and organizations as it leads to an understanding of leaders' ideas and actions, and enables them to learn how to improve performance and motivate individuals and groups in the organization (Luft, 2012). Despite the multiplicity of leadership styles, many studies focus on transformational leadership, focusing on encouraging subordinates to serve the interests of the organization in their own interests. Transformational leadership encourages subordinates to achieve high levels of performance by achieving consensus among subordinates, the importance and value of desired outputs (Bass, 1985). The reason for the focus of studies on the transformational leadership style is that this leadership style takes into account early leadership theories such as the theories that focused on the features and behaviors of the leader (Jiang, 2009).

The current study deals with transformational leadership as one of the most recent leadership theories that have attracted the interest of many researchers, and as one of the most important and effective leadership styles for organizations in different sectors (Negussie & Demissie, 2013). It should be noted that, in the era of global competition, many organizations have been transformed into transformational leadership (Bass, 1999).

2.1.1 Transformational leadership concept

Transformational Leadership related to Burns (1978), describes the process by which a leader can encourage subordinates to bring the interests of the organization to their own interests. While Burns (1978) initially focused on transformational leadership that increasing the level of mutual understanding between the leader and the employee, he added in 1985 that the theory of transformational leadership is helpful in understanding the nature of the interaction between the leader and the employee, which is managed in such a way as to support staff to organizational goals and Personal goals (Ghafoor et al., 2011).

Bass (1985) argues that the reason for naming this type of leadership by this name is that it indicates the ability of the leader to transfer subordinates to high levels of performance and to achieve organizational outputs. Kark et al. (2003) suggests that transformational leadership means, in one form, the transformation of a staff member into a leader by providing them with opportunities for career empowerment and independence. Avey et al. (2008) in this regard assured that transformational leadership means stimulating the employee in three areas: increasing the level of autonomy and personal confidence of the employee, and achieving social cohesion between the employee and the work group or organization, as well as by linking the organization values with employee values.

This leadership style is defined by a clear future vision of the future organizational objectives which have to be achieved. This model is based on several factors, the most important of which are encouraging employees to build a long-term shared vision, seeking change and organizational development required by adopting a flexible leadership style that enables Adapting to all external variables, in light of the interest in team work, providing a healthy working environment, and encouraging dialogue between different managerial levels (Negussie and Demissie, 2013).

From Bass's perspective (1994), transformational leadership serves as a bridge between the leader and staff to understand employee interests, values and levels of motivation. By helping employees achieve work objectives and encouraging them to adapt to new organizational practices and changes in the organizational environment. It is also known as the ability to motivate an employee to do additional work that is not primarily reflected in the employee's job description (Sušanj and Jakopec, 2012).

2.1.2 Transformational leadership dimensions

Bass and Avolio (1994) identified four dimensions of transformational leadership: Idealized Influence, inspirational motivation, Intellectual Stimulation, and Individualized consideration. The present study adopts these dimensions as the agreed dimensions of transformational leadership in many studies. These dimensions are explained below:

Idealized Influence: Avolio, Bass & Jung (1999) defines the Idealized Influence property as the way the leader behaves and leads to the admiration of his subordinates, which helps him to spread the organizational vision and inspire motivation in subordinates. Since the ideal influence represents one of the characteristics of the transformational leader, it entails certain leadership behaviors such as sacrificing personal interests for the benefit of the group, high moral conduct, and subordinates see the leader as role models and reference (Sušanj and Jakopec, 2012). One of the most important leadership behaviors associated with ideal influence is the ability to gain trust and respect for employees, to follow ethical standards and higher values, to avoid taking power to achieve personal gain or to force others to play organizational roles (AL-Shanti, 2016).

Inspirational Motivation: Inspirational Motivation sets and presents the future vision, the use of emotional influences, and show optimism and enthusiasm for action (Sušanj and Jakopec, 2012). The inspiring motivation of the leader inspires the organization by setting the vision of the organization and encouraging employees to adopt and pursue it by motivating employees through enthusiasm towards goals, optimism, and trust (AL-Shanti, 2016).

Intellectual Stimulation: Bass and Avolio (1994) stated that intellectual stimulation refers to improving an employee's ability to think in his own way about how to carry out his work assignments. Hence, intellectual stimulation is described as the ability of the individual to be rational, and his ability to think intelligently when assessing the environment, which makes him able to generate new ideas.

The researchers added that the intellectual stimulation means checking the traditional methods of doing business, taking the reasons before adopting certain practices, adopting creative thinking and taking care of the organizational tasks that require facing the challenges and overcoming obstacles to achieve the goal.

The intellectual stimulation refers to the ability of the leader to enable staff to address the problems they face by relying on new methods to arrive at logical solutions to these problems. This is done by encouraging employees to look at problems using a new method and trying to find new solutions to these problems. The leader pays employees to maximize their potential to achieve this goal (Sušanj and Jakopec, 2012). Accordingly, intellectual stimulation means encouraging the employee to accept risk tolerance in order to develop new practices and ideas that improve organizational performance (Ghafoor et al., 2011).

Individualized Consideration: Individualized consideration is one of the characteristics of the transformational leader, linking staff priorities to the development of the organization, directing them toward organizational goals and providing opportunities for training and career development (Bass and Avolio, 1994). In other words, Individualized consideration refers to the leader's appreciation of the employee and interest in his interests, interests and career needs, including training, development and promotion.

On the other hand, the transformational leader depends on his interaction with his employees' fair treatment and gives each employee special attention, which makes the staff feel motivated to work. The reference here is that fair treatment does not mean that the transformational leader evaluates employees equally, regardless of performance (Sušanj and Jakopec, 2012). The individual consideration is not limited to moral concern and employee appreciation, but also to employee needs and desires, as well as an analysis of the employees' abilities to work and the distribution of tasks to them in accordance with these capabilities (Al-Shanti, 2016).

2.2 Organizational learning

Human beings are born with a high learning capacity that explores the world and the surrounding environment, and helps them adapt to their variables. The reason for this is that learning leads the individual to form new ideas, concepts and behaviors that help him to make the right decisions and actions based on the information and knowledge base that has formed over time that helps him to check his mistakes and correct them.

There are many studies that have looked at organizational learning, but researchers have not agreed on a specific definition of organizational learning. The main reason is that organizational learning contains many dimensions, and the existence of many different theories about organizational learning. This makes the creation of a specific concept a complicated process so that the most important definitions of organizational learning will be collected. Organizational learning is defined as the process through which the organization learns, and learning capabilities are organizational and managerial characteristics that facilitate organizational learning or allow the organization to learn (Chiva and Alegre 2007). Al-Zahra (2015) defines organizational learning as a continuous process that allows access and acquisition of expertise and knowledge and focuses on problem solving. This is done through a cultural and organizational framework based on a shared vision and encouraging collective action. This helps the organization to adapt and engage with the challenges in the surrounding environment. organizational learning is seen as an ability or process within the organization that helps them acquire knowledge and access to knowledge repositories of systems and review them to form the end-oriented organization. Organizational learning is a capacity or process within an organization that maintains and develops performance based on experience (DiBella et.al, 1996). Britton (2002) defined it as an educational program that requires all individuals working in the organization to understand all aspects of work, acquire new skills and experiences, carry out all tasks, distribute tasks among individuals and provide adequate support to employees. Hakeek and Obedat(2014) defined organizational learning as an ongoing process through which the organization invests in the efficiency of the human resources of skill, knowledge and behaviors individually and collectively, which helps them to face the future by creating an environment conducive to learning.

2.2.1 Organizational learning dimensions

Organizational learning is defined as complex because it involves not only the stage of access to information and knowledge, but also the dissemination of this knowledge to staff within the organization and thus maintaining it within knowledge repositories (Kim, 1993). What has been mentioned is the use of 2012 as the dimensions of organizational learning by Tohidi & Jabbari, (1999), Jimmnez-Jiménez & Sanz-Valle, Gunsel et al. However, there is another set of studies on organizational learning in different dimensions (openness, shared vision and organizational commitment to learning).

Examples of such studies are García-Morales et al2012 and 2008Liao et al. The dimensions of organizational learning in this study are the acquisition of knowledge, the dissemination of knowledge, the application of knowledge and the storage of knowledge.

Knowledge acquisition: The process of knowledge acquisition is the first stage of learning at the individual and collective level in the organization, and is the cornerstone of this process (Marquardt, 1996). This is done through the participation of working groups to generate new knowledge capital in new issues and practices that contribute to Innovative and continuous solutions. It also provides the company with the ability to excel in delivery, start new lines of work, accelerate problem solving, transfer best practice, develop professional skills, and help management manage and retain talent.

Knowledge Sharing: Teo & Wang (2005) stressed that communication between the departments of the organization is essential and is one of the most important dimensions of organizational learning. Coex (2003) points out that knowledge Sharing is the first step in the process of knowledge use. Knowledge Sharing means delivering the right knowledge to the right person at the right time and within the context of knowledge sharing. Appropriate form and at an appropriate cost, where their employees share what will lead to increased experience and transfer of implicit knowledge within their minds to their colleagues. Al-Batayneh and Al-Mashaka (2010) point out that knowledge sharing and distribution represent important processes in improving the creativity and performance of organizations to reach an learning organization by encouraging increased R & D and distribution of work groups, thus generating ideas and creations Between teams and groups.

Knowledge Implementation: At this stage, the greatest benefit of all the previous stages is reflected as knowledge moves into practice and benefit from what has been learned to reflect on the performance of the organization, and allows its employees to solve the problems that they face through the knowledge gained and thus the knowledge gained and spread throughout the organization becomes meaningful and valuable. Knowledge must be applied to the management activities of the organization by replicating the knowledge created in a training material or replicating the knowledge that has been created and transformed into documents that can be used, and the frequent exposure of individuals to different experiences to solve the problems facing the organization (Al-Heniti, 2013).

Knowledge storage: Knowledge is stored in repositories of knowledge within the organization. The aim is to preserve and gain access to knowledge that all members of the organization can access and use, especially knowledge used as a way to solve previous problems. Knowledge can be stored in a number of ways, including organizational memory. Knowledge storage refers to the importance of organizational memory. Organizations are at high risk of losing much of the knowledge that individuals leave for one reason or another. Knowledge storage and retention is very important especially for organizations with high rates of employment rotation, which depends on employment and the use in the form of temporary and advisory contracts to generate knowledge.

2.3 Transformational leadership and organizational learning

There are many factors affecting the organizational environment, the most important of which is leadership. The impact of leadership lies in the significant role it plays in organizational change, including organizational learning. Su-Chao and Ming-Shing (2007) examined the relationship between leadership and learning. The results of the study indicate that the different processes of learning organizations have statistical differences in the dimensions of leadership and processes of learning organizations. Leadership affects learning organizations 'processes in a meaningful way, and learning organizations' processes positively influence employee satisfaction. The study of Jaskyte (2004) examined the relationship between leadership and creativity in a sample of non-profit human service organizations, although leadership was considered one of the most important factors supporting innovation at the organization level. However, this study showed no correlation between these two factors. Leadership at the level of this sample is what can prevent the promotion of creativity, and from this we identify the necessity and importance of studying the relationship between organizational culture and leadership to understand the nature of the link between creativity and leadership. Accordingly, the hypothesis of the study may be formulated as follows:

H1. There is a significant effect of Transformational leadership on the organizational learning in the Ministry of Communications and Information Technology in Jordan

More specifically:

H1a. There is a significant effect of Idealized Influence on the organizational learning in the Ministry of Communications and Information Technology in Jordan

H1b. There is a significant effect of Inspirational Motivation on the organizational learning in the Ministry of Communications and Information Technology in Jordan

H1c. There is a significant effect of Intellectual Stimulation on the organizational learning in the Ministry of Communications and Information Technology in Jordan

H1d. There is a significant effect of Individualized Consideration on the organizational learning in the Ministry of Communications and Information Technology in Jordan

3. Research Framework

As shown in Figure 1, the study investigates the effect of Transformational leadership on the organizational learning in the Ministry of Communications and Information Technology in Jordan, where Transformational leadership dimensions are positively affect organizational learning.
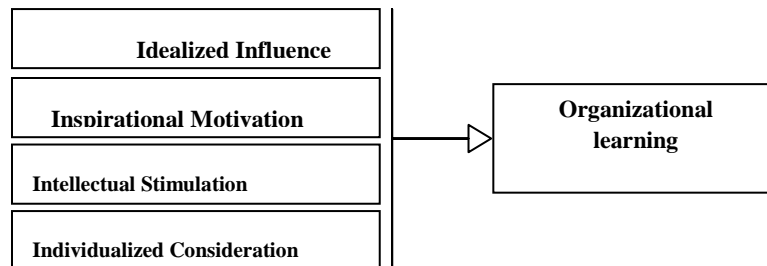

Figure 1. Theoretical Model

4.Methodology

4.1 Data collection

Data are collected using a questionnaire. The questionnaire was divided into three divisions: Division A consisted of a list of questions regarding demographic variables of the respondents. Division B contained questions aimed to evaluate the Transformational leadership adoption by the employees in the ministry of communication and information technology in Jordan adopted from previous studies. Which are; Idealized Influence (8 statements), Inspirational Motivation (9 statements), Intellectual Stimulation (8 statements), and Individualized Consideration (7 statements). Division C is also adopted from previous studies, contained questions aimed to evaluate the level of organizational learning were focused on these dimensions; Knowledge acquisition (5 statements), Knowledge Sharing (5 statements), Knowledge Implementation (5 statements), and Knowledge storage (5 statements) , using a five-point Likert scale.

4.2 Study tool

The study tool consisted two variables : Transformational leadership consist of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, was measured by using Bass and Avolio's (1995) Multifactor Leadership Questionnaire (MLQ), which was the most widely used scale to measure factors in transformational leadership. Organizational learning dimensions consist of (Knowledge acquisition, Knowledge Sharing, Knowledge Implementation, Knowledge storage) was adopted by Lin (2006) to measure Organizational learning.

4.3 Operational definitions:

Transformational leadership: involves the sharing and sharing of risks with subordinates. This dimension can be measured by the admiration of the followers and their respect for their leader.

Idealized Influence: The influential element of transformational leadership, where the leader becomes an example of admiration, respect, a sense of mission, trust, increased optimism, and the subject of modernity of subordinates.

Inspirational Motivation: The leader acts as a model of subordinates, communicator of vision, and uses symbols to motivate efforts and express important goals in simple ways. He also has a bright vision for the future through continuous expectations and commitment to common goals and vision. This dimension is measured by the leader's ability to create confidence in the leader's vision and values.

Individualized Consideration: The leader directs and provides continuous feedback and links the needs of the organization's members to the organization's task. The transformational leader shows personal attention to the individual needs of those who follow the growth and achievement, and can be measured by the leader's interest in the development needs and development of the dependent personnel and their training and guidance.

Intellectual Stimulation: Transformational leadership motivates subordinates to become capable of creativity and excellence by developing innovative ideas and solutions to problems.

Knowledge acquisition: means all operations carried out by public universities in Northern Territory in order to obtain knowledge with different methods and sources.

Knowledge Storing: refers to the process of developing knowledge of organizational memory of the Jordanian public universities in the territory North to become available for everyone, to keep them and use them quickly if need be.

knowledge Sharing: refers to the process of knowledge exchange between individuals at the Jordanian public universities in Northern Territory, Through horizontal and vertical lines of communication, this done through workers by sharing knowledge in a friendly manner to meet the objectives of sharing between them and the University, such as employee sought to acquire specific expertise and sought University to benefit from this experience.

Knowledge Application: refers to processes of use and reuse and benefit from the knowledge available through application in organizational units of University.

4.4 study population and Sample

The population of the study involved all of the Employees in the Ministry of communication and information technology in Jordan, a sample of 300 employees were selected to represent the study population, the researchers distributed the questionnaires to the study sample. (286) questionnaires retrieved. After reviewing the questionnaires show that there are (8) extremely unfit for statistical analysis, that had the study sample size (278).

Table (1): Sample characteristics

Variable		Frequency	%
Age group	less than 30	123	44.3%
	30- less than 40	98	35.2%
	40 years and more	57	20.5%
Gender	Male	197	70.9%
	Female	81	29.1%
Educational level	Diploma	19	6.8%
	Bachelor	191	68.7%
	Master	63	22.7%
	PH.D	5	1.8%

Females make (29.1 percent) of the employees on the other hand Males respondents represented (70.9 percent) of the sample. The largest group of respondents (44.3 percent) was aged less than 30 years. The next largest group (35.2 percent) was aged 30- less than 40 years. Smaller groups of respondents were aged 40 years and more (20.5 percent). With regard to educational level, respondents with Bachelor degrees were the largest group of respondents make (68.7 percent), respondents with Diploma degrees make (6.8 percent), and respondents with Master degrees make (22.7 percent). Finally, holders of PH.D degrees make (1.8 percent) of the employees. The sample characteristics of the respondents represented in Table 1.

4.5 Reliability and validity of the survey instrument

The survey instrument with 40 items was developed based on two variables Transformational leadership as independent variables with four dimensions; Idealized Influence (II1-II8), Inspirational Motivation (IM1-1M9), Intellectual Stimulation (IS1-IS8), and Individualized Consideration (IC1-IC7). Organizational learning as dependent variables with four dimensions: Knowledge acquisition (KAC1-KAC5), Knowledge Sharing (KS1-KS5), Knowledge Implementation (KI1-KI5), and Knowledge storage (KST1-KST5).The instrument was evaluated for reliability and validity.

Table (2): Factor analysis of Transformational leadership

Construct and item	Loadings	Communalities	KMO	Variance	Reliability
Idealized Influence (II)			.689	**52.78**	.88
II1	0.73	0.76			
II2	0.85	0.89			
II3	0.76	0.80			
II4	0.73	0.81			
II5	0.77	0.79			
II6	0.76	0.79			
II7	0.80	0.83			
II8					
Inspirational Motivation (IM)			0.625	**67.34**	.91
IM1	0.81	0.84			
IM2	0.78	0.84			
IM3	0.77	0.83			
IM4	0.72	0.75			
IM5	0.83	0.88			
IM6	0.86	0.89			
IM7	0.73	0.79			
IM8	0.86	0.87			
IM9	0.84	0.88			
Intellectual Stimulation (IS)			.677	**69.57**	.92
IS1	0.81	0.86			
IS2	0.84	0.88			
IS3	0.86	0.89			
IS4	0.72	0.77			
IS5	0.69	0.75			
IS6	0.75	0.79			
IS7	0.79	0.86			
IS8	0.83	0.89			
Individualized Consideration (IC)			.713	**70.68**	.88
IC1	0.77	0.81			
IC2	0.63	0.69			
IC3	0.88	0.90			
IC4	0.79	0.83			
IC5	0.72	0.79			
IC6	0.74	0.78			
IC7	0.77	0.83			

Table (3). Factor analysis of organizational learning

Variables	Loadings	Communalities	KMO	Variance	Reliability
Knowledge acquisition (KAC)			.623	69.31	.88
KAC1	.53	.57			
KAC2	.62	.69			
KAC3	.58	.62			
KAC4	.57	.63			
KAC5	.63	.69			
Knowledge Sharing (KS)			.714	54.99	.86
KS1	.73	.78			
KS2	.57	.61			
KS3	.63	.68			
KS4	.55	.59			
KS5	.63	.67			
Knowledge Implementation (KI)			.694	66.54	.83
KI1	0.59	0.64			
KI2	0.58	0.66			
KI3	0.54	0.59			
KI4	0.61	0.67			
KI5	0.63	0.68			
Knowledge storage (KST)			.662	56.48	.85
KST1	0.59	0.62			
KST2	0.58	0.64			
KST3	0.62	0.69			
KST4	0.67	0.68			
KST5	0.63	0.67			

Factor analysis and reliability analysis were used in order to determine the data reliability for the Transformational leadership, and organizational learning dimensions. The results of the factor analysis and reliability tests are presented in Table (2) and Table (3). All individual loadings were above the minimum of 0.5 recommended by Hair et al. (1998). For exploratory research, a Chronbach α greater than 0.80 is generally considerate reliable (Nunnally, 1978). Kaiser-Meyer-Olkin has been used as Pre-analysis testing for the suitability of the entire sample for factor analysis as recommended by Comrey (1978), the value of The Kaiser-Meyer-Olkin measure was used to assess the suitability of the sample for each unifactorial determination. The KMO values found (see Table 2, and 3) are generally considered acceptable (Kim and Mueller, 1978).

4.6 Descriptive statistics analysis

Table (4) indicates that the Employees of the Ministry of communication and information technology in Jordan evaluate Idealized Influence (with the highest mean scores, i.e. M = 3.59, SD=0.71) to be the most dominant of Transformational leadership and evident to a considerable extent, followed by Inspirational Motivation (M= 3.42, SD=0.68), Intellectual Stimulation (M = 3.39, SD=0.69), and Individualized Consideration (with the lowest mean scores M = 3.34, SD=0.67). With regard to organizational learning, Employees of the Ministry of communication and information technology in Jordan evaluate Knowledge Sharing (with the highest mean scores, i.e. M = 3.67, SD=0.74) to be the most dominant organizational learning dimension within their organization and evident to a considerable extent, followed by Knowledge storage (M= 3.64, SD=0.71) Knowledge acquisition (M = 3.63, SD=0.74), and Knowledge Implementation (with the lowest mean scores M = 3.51, SD=0.66).

Table (4): Descriptive analysis of Transformational leadership and organizational learning

Dimension	Mean	Standard deviation
Organizational conflict strategies		
Idealized Influence	3.59	0.71
Inspirational Motivation	3.42	0.68
Intellectual Stimulation	3.39	0.69
Individualized Consideration	3.34	0.67
Organizational commitment		
Knowledge acquisition	3.63	0.74
Knowledge Sharing	3.67	0.67
Knowledge Implementation	3.51	0.66
Knowledge storage	3.64	0.71

5. Test of hypothesis

In this model, organizational learning acts as the dependent variable and Transformational leadership, as the independent variables. From the result as shown in Table (5), the regression model was statistically significant (F = 48.207; Adj R2 =.335; P =.000). The Adj R2 is 0.335, which means that 35.5 per cent of the variation in organizational learning can be explained by Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The proposed model was adequate as the F-statistic = 48.207 were significant at the 5% level (p < 0.05). This indicates that the overall model was reasonable fit and there was a statistically significant association between Transformational leadership and organizational learning.

Table (5) also shows that Idealized Influence (ß =0.848, p< 0.05), Inspirational Motivation (ß =0.440;p<0,05), Intellectual Stimulation (ß =0.251, p< 0.05), and Individualized Consideration (ß =0.321, p< 0.05) had a significant and positive effect on organizational learning. This provides evidence to support H1a, H1b, H1c, and H1D. Based on the ß values Idealized Influence has the highest impact on organizational learning followed by Inspirational Motivation, Individualized Consideration, finally Intellectual Stimulation.

Table (5): Regression Summary of Transformational leadership and organizational learning (N=278)

MODEL	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	T	SIG.	COLLINEARITY STATISTICS	
	B	Std. error	ß			Tolerance	VIF
Idealized Influence	.890	.042	.848	21.317	.000	.664	1.507
Inspirational Motivation	.350	.083	.440	4.192	.000	0.12	8.06
Intellectual Stimulation	.167	.067	.251	2.505	.013	.396	2.524
Individualized Consideration	.194	.045	.321	4.318	.000	.462	2.164
Notes: R 2 =.342; Adj. R 2 =.335; Sig. F = 0.000; F-value = 48.207; dependent variable, organizational learning p < 0.05							

6. Discussion

The findings in the field of Inspirational Motivation show that leaders in the Ministry of Communications and Information Technology in Jordan always clarify positive aspects of mission performance and demonstrate a sense of self-confidence, strength and pride in the work of employees and develop their loyalty and belonging to work by encouraging them to express their opinions and ideas without any Constraints or Barriers. On the other hand, the leaders put forward proposed solutions to the difficulties that may be faced by subordinates at work. The results of this study agree with the study of Abu Samaan (2015) that the organization is doing some activities such as organizational and leadership support, Organizational empowerment, employee empowerment and participation in decision-making, quality of work life, and transformational leadership to ensure that the employee has positive attitudes towards the organization, including employment, organizational commitment, and organizational citizenship behavior.

The results of the "Idealized influence" show that the leaders of the Ministry of Communications and Information Technology in Jordan are encouraging employees to do the work that are achievable in the light of the efforts being made. And to provide a climate of respect and mutual trust that reflects their ability to achieve the desired goals.

The findings in the field of "Individualized considerations" show that leaders in the Ministry of Communications and Information Technology in Jordan take into account the personal needs of subordinates and seek to build bridges of trust and strengthen their weaknesses. On the other hand, leaders listen to subordinates who feel disinterested, The findings of this study agree with the study (Alharashsha, 2015) that transformational leadership represents a leadership style based on the relationship of interest between the leader and the employee stemming from the constant moral relationship between the leader and the employee, which takes a need And the aspirations and values of employees into account.

The results of the "Intellectual Stimulation" show that the leaders of the Ministry of Communications and Information Technology in Jordan are raising awareness of the problems or errors that affect the performance of the work well by responding to their queries and responding to their suggestions. They also encourage all subordinates to put forward new ideas that contribute to the development of work. These results are consistent with Lian & Tui (2012) that the goals for the employee under transformational leadership are open, where the employee can propose new ideas, offer services and extra efforts. The study showed that there is a statistically significant effect at the level of (α00.05) of the dimensions of transformational leadership on organizational learning in the Ministry of Communications and Information Technology in Jordan.

The researcher attributed this result to the high interest of the Ministry of Communications and Information Technology in Jordan in implementing Transformational leadership style, which involves dealing with mistakes and educating employees on how to deal with problems and continuous communication and provide a climate of freedom between leaders and employees of expression and opinion, which reflects on their ability to learn.

7. Recommendations

The researcher recommends managers and decision makers at the ministry of Communications and Information Technology in Jordan to:

1) Develop reward and incentive programs and systems to enhance the motivation of subordinates to perform all necessary activities to work outside the limits of the individual's duties.

2) Strengthen the capacity of leaders to raise loyalty and belonging to the work by involving subordinates in the decision-making process and solving the problems facing at work.
3) Paying attention to raise enthusiasm in the work of subordinates and take into account the individual differences between them in terms of needs and desires.
4) The need to instill altruism among subordinates by helping colleagues work without any grumbling and the desire to take responsibility collectively by subordinates.

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