

## **"Impact of Transformational Leadership in Reducing Employees Resistance to Organizational Change"**

**Dr. Ayyoub A. Al-sawalhah**

**Dr: Mohammad Abdelkareem Al- Raggad**

**Dr. Abdalhaleem M. Aladwan**

Department of Management  
Faculty of Finance and Business Administration  
The World Islamic Sciences & Education University  
Jordan

### **Abstract**

*Aim: The purpose of this quantitative study was to examine the effect of transformational leadership on reducing the causes of employee's resistance to organizational change at the world Islamic Sciences & Education University.*

**Keywords:** Transformational Leadership, Employees Resistance, Organizational Change.

### **1. Introduction**

#### **1.1. Problem of the Study**

Contemporary organizations are facing significant challenges in dealing with the process of change and development, which aims to enable and strengthen their ability at survival and growth, and most importantly, the challenge of a lack of cooperation by the employees, the weakness of their response and perhaps their resistance to these requirements, that might lead to waste Energy as well as financial and human resources. Since these organizations really need to evolve and shift to keep up with the rapid developments in environmental business, their need to renewed or new administrative and technical leaders has become a fundamental request in order to enhance their capabilities to re-organize the environment work and its relations based on interactive basis implying values of cooperation and teamwork.

Transformational leadership can motivate building unusual motivational systems, based on the idealized influence, motivation and inspiration, intellectual stimulation and preserving personal consideration, leading to disseminate and promote the values complying with the requirements of change, also to ensure raising up the morale of the employees, to unify the general spirit among them and to promote a climate of trust among themselves and with their superiors , which ultimately leads to achieve the goals and objectives of the organizations .The scientific organizations, especially universities, are considered as one of the more organizations that lead the change process and which generate major innovations. It is also the major alliance who is requested strongly by ideas, ideologies and cultures and the main incubator for high values system, and thus are the most needed to the pattern of transformational leadership that led them toward goals and objectives by which try to achieve this effectively. The world Islamic Sciences & Education University should be in concerned with this equation referring to its mission and according to its modernity on the other hand. The problem of the is mainly the staff resistance to organizational change and that success in dealing with this case requires an administration whom believe in this and that depend on a scientific approach in dealing with away from the conventional methods.

#### **1.2. Originality/Value**

The importance of this study comes from the fact it handles the subject by considering the most vital and influential topics on the level of business organizations in general.

As well as on the level of academic organizations in particular, where the leading role is fundamental and also critical in the lives of these organization that affect the management of development process and fight against change resistance. In addition, it is also an applied study on one of the main organizations that carry an academic message and an evaluated identity requiring its leaders to be compatible with the level of this message and this identity.

### 1.3. Study Hypotheses

- Lack of a statistically significant impact at the level of 5% between all the transformational leadership dimensions and the mitigation of the resistance causes of employees against organizational change.
- Lack of a statistically significant impact between the dimensions of transformational leadership (idealized influence, motivation and inspiration, intellectual simulation and personal consideration) and the mitigation of resistance causes of employees against organizational change (the psychological, economic and cultural reasons).

#### **To test this hypothesis, it has been fragmented into four sub- hypotheses:**

- The first sub-hypothesis: the lack of statistically significant impact between the dimensions of transformational leadership (idealized influence, motivation and inspiration, intellectual simulation and personal consideration) and the mitigation of resistance causes of employees against organizational change (psychological reasons).
- The second sub- hypothesis: the lack of statistically significant impact between the dimensions of transformational leadership (idealized influence, motivation and inspiration, intellectual simulation and employees empowerment) and the mitigation of resistance causes of employees against organizational change (organizational and cultural reasons).

### 1.4. Objectives of the Study

Identifying the awareness extent of the study community, concerning the transformational leadership dimensions.

- Identifying the impact of transformational leadership dimensions in mitigating the resistance causes of employees against organizational change at the world Islamic Sciences & Education University.
- Identifying the most important transformational leadership dimensions in mitigating the impact of employee's resistance to organizational change.
- Provide theoretical and practical study for the management of universities so that the study results are accessible to the population of the study in order to extend the scientific and the field horizon.

### 1.5. Methodology of the Study

In this study, the descriptive analytical method has been utilized. This method depends on the description of study variables, the transformational leadership dimensions as well as organizational change resistance. This is accomplished by reviewing books and specialist periodicals have been accessible to the researcher about these two concepts. In addition, the analytical method has been utilized to document the collection of data through the use of questionnaires developed for this purpose.

#### 1.5.1 The population of the study sample

The study was based on the views of teaching staff in the faculties of the world Islamic Sciences & Education University. The number of faculty teaching staff at the university represents (320). A random sample (30 %) has been selected from the study population. On this basis, the size of the sample will be (107) faculty teaching staff and the portion of each faculty has been identified in the sample, according to the proportion of their participation in the study population. The questionnaire was distributed to faculty teaching staff directly through organized visits by the researcher to these faculties. The nature of the targeted community has facilitated retrieving the largest number of the distributed questionnaires. The researcher received (94) questionnaires valid for analysis. This represents a rate of (88%) of the sample size.

#### 1.5.2 Reliability and validity of the study tool

Cronbach alpha's reliability test has been utilized. The value of Alpha constituent elements for all study variables was (0.74), and thus exceeded the minimum value allowed for the acceptance of stability (60%).

### 1.5.3 Methods of statistical analysis

The arithmetic mean and the standard deviation have been utilized to indicate the extent of concentration and dispersion existed in the answers of the sample study. The researchers used also the simple regression and multi regression to test the study hypothesis.

### 1.5.4 Study tool

Questionnaire was designed especially for the collection of data necessary for this study, based on questionnaires of the previous studies related to the subject of the study. I used the MLQ instrument over other instruments that measure transformational leadership because the MLQ has been extensively researched and validated and its reliability scores ranged from good to moderate. Therefore, I felt that Avolio and Bass' (1990) MLQ instrument was a good instrument to use to measure the extent to which a principal is a transformational leader. The questionnaire included two parts, the first part aimed to measure transformational leadership dimensions. The second part has been allocated to measure the causes of organizational change resistance. The Likert-type scale has been adopted to answer this part (specifying the level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements).

## 2. Literature Review

### 2.1 Transformational Leadership

Bass' (1985) model of transformational leadership has been embraced by scholars and practitioners alike as one way in which organizations can encourage employees to perform beyond expectations. According to Burns, transformational leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation" (Iain, 2007). Leadwood (1990) indicates that the term "convert" includes major changes in the form, the nature and the function of the organization. In this regard, this author considered that the overall objective of transformational leadership is to strengthen the individual and the cooperative capacity of problem-solving among members of the organization.

These capabilities in turn, determine the goals, and practices that will be used to achieve these goals. Owens (1999) defines transformational leadership as a leadership conducted by culture that unify goals, values, beliefs and standards, and that work on all concerned parties as a whole. Trofino (2000) defined the transformational leaders as the leaders who have the ability to develop a clear vision for the future and who are makers of the myth of systems success and excellence. According to this author, transformational leadership is defined as a leadership that sets a clear vision for their organizations and struggling to find new systems entirely, consistent with the requirements of future. Transformational leadership tends to change (transform) individuals and organizations, taking into account the values, ethics, standards and long-term goals. Burns believes that the constant change is the characteristic of the transformational leadership.

This change could be material, cultural, institutional and psychological. He also mentioned that the transformational leader is the one who shares with others by identifying their real needs and requirements, in a way that could realize the real demands of both leaders and subordinates. The result is the collective efforts to develop and convert subordinates to leaders (Allix, 2000). It could be argued that moral and value concepts were in line with transformational leadership since its inception, through the ideas elaborated by Burns who called it the internal values and determinate them into justice, equality and humanity. He also indicated that the transformational leader leads his followers to the meanings and values (Iain, 2007). Bass (1985) signaled that transformational leadership includes conceptually three basic components:

- Charisma that characterizes the leader who has the ability to create a vision and to transfer it to his subordinates.
- Intellectual stimulation that characterizes the leader who encourages solving problems in creative ways.
- Individual consideration that characterizes the leader who gives personal attention to followers.

Bass and Avolio (1994) developed an entire model for dimensions and components of transformational Leadership, includes four dimensions, all begin with the letter (I), and known as the (4Is), namely:

1) Idealized influence which is mainly concerned with the development of a new vision as an ideal model for shared behaviors, because the transformational leaders practice behaviors that make them models for their followers. A transformational leader is admired and respected by followers.

- 2) **Inspirational Motivation:** this dimension focuses on the leader behaviors, which motivates the follower to love challenge and raise team spirit through enthusiasm. The leader pushes on staff to participate in the perception of the future conditions in educational institutions as well as the goals and common visions.
- 3) **Intellectual stimulation,** which means the ability of the manager to stimulate the thinking and the analytical efforts of its subordinates, to become innovative and creative. It also means his ability and his desire to make his subordinates dealing with old problems in new ways, as well as teaching them to look at the difficulties as problems that need to be resolved and to push them to search for logical solutions. Thus, this made encourages creativity.
- 4) **Individualized consideration** which means that the manager pays attention to his staff at the individual level and that he respects his employees. This requires the manager to take into account individual differences among employees, as well as treating them in a mutual lovely manner that complies with their own personal needs, also listening to them, and giving high attention and encouragement to their achievements. The manager gives also high attention to their specific needs, to their training and to guide them toward achieving further growth and development, according to the possibilities that are available.

In previous studies (Yu, H., Leithwood, K., & Jantzi, D. 2002), (Podsakoff, P.M., MacKenzie, S.B., Bommer, W.H. 1996), one dimensions of transformational leadership were added to the previous dimensions:

Empowerment, i.e. the managers allocates staff the amount of power required, and constantly invites them to participate in decision-making and other administrative affairs appropriately. In addition, it reflects the need to strengthen the moral and positive relations between all members community of the institution.

## **2.2 Organizational Resistance To Change**

Change occurs as a transition process from the current reality or behaviors of individuals or even institutions, either at the organizational structures level, performance systems and technology into a desired reality wished to achieve it by using the known methods and techniques or by using ways and new methods resulting from physical and intellectual innovations. This aims to achieve the long and short term objectives during a specified time period in order to enable institutions to adapt and to interact with the surrounding environment. The environment of the organization may be the source of the change; such as changes in technology, and political or legal changes. The source of the change may be the internal environment of the organization, such as the structure of the organization, power relationships and communication.

The organizational climate, which means the feelings and sensation of employees in the humanitarian and the warmth of the organization or its complexity and coldness, may also be the source of the change (Alomyan, 2012: 351).The process of change is a shift from the current status to a better future, which aims to increase the effectiveness of the organization and the improvement of the environment work. This requires the process of change to be in accordance with the methods and specific stages leading ultimately to the complete successfully the process change (Al atiyat, 2006:107).The phenomenon of growth and change is a normal condition complies with organizations wishing to continue, whereas the state of decay and slow death exists only in the organization that cannot keep pace with the requirements of growth and change. Perhaps, the contemporary reality of the humanitarian organizations emphasizes constantly the importance of growth, development and change. We can say that this phenomenon occurs for two main reasons: the internal forces and external forces (environmental) (Hammoud, 2002).

Change involves three stages:

- 1) **Unfreezing:** At this stage, management could explain to staff the cause of low salaries and profits, as well as the need for a process change in the practices, behaviors and values.
- 2) **Changing:** At this stage, the individual learns ideas, methods, new skills and a new knowledge.
- 3) **Refreezing:** This stage aims to install the change, through positive incentives (Harem, 2009:464).

### **Resistance to Change Definition:**

Resistance to Change can be defined as an inability to accept the change that threatens the interests of individuals (David and Andrzej, 2001, p.599).It could also refer to any direction or conduct impeding the achievement of organizational goals (Chawla, 1999). Claimed that the reasons for the resistance to change by employees are as follows: (Alomyan, 2012: 356).

1. The satisfaction of the familiar and the fear of the unknown: people usually tend to love to maintain the familiar things, because they feel good and satisfied, as well as they fear of change because of unfamiliar new situations brought due to change.
2. Habits: different theories of learning demonstrate that the individual own habits and behavior patterns, which determine how to behave and how they respond. The individual feels comfortable with it, because it is not obligatory to think in every new radical situation, but it becomes normal for them and may be programmed to some extent.
3. Poor perception: the inability to recognize the weaknesses and shortcomings of the current situation, as well as the inability to realize the strengths and advantages of the new situation pose a major obstacle against change.
4. Acquired interests: the interests of individual - sometimes – are closely linked to the current status, leading him to resist any change or amendment, because that would mean the loss of his personal influence, position, a serious financial loss or a moral loss.
5. External belonging: resistance to change arises - sometimes - when individuals or a group feel that the traditions and standards of a close group are threatened by the new change.
6. The sudden lack of understanding or confidence: individuals do not - often - understand the primary goal of the change or they do not trust the real reasons to change. The process of change may seem to employees harmful by mistake. Accordingly, the resistance to change will appear to the public after it begins in secret at first. (Ameri & Ghalibi , 2008:431)
7. Conservative Organizational Culture: some concepts of the organizational culture or the general appearance of the organization may lead to resistance to change, even if it seems unintended, but it is rooted in individuals and groups to reject any change in advance. (Ameri & Ghalibi , 2008:432) .

According to Dr. Mohammed Qaryouti, there are many forms of resistance to change, such as the reduction of productivity level, downturns in business completing activities and conflicts inside work location. Resistance to change can take the form of sharp opposition to a specific idea, the non-cooperation or failure to attend meetings, silence and lack of interaction, information concealment and its arrival delay, as well as the use of high voices and hand signals, disagreement, criticism and threats. (Qaryouti, 2010:173). Robert and Angelo summarize forms of resistance to change in the following points: ideas attacks, new proposals, silence, not to respond, creation of problems, insistence that the change is unfair, spread rumors about the negative consequences of change, minimizing the importance for change need and a lot of criticism for change. (Kreitner and Kinicki, 1989: p.734).

### **3. Statistical Analysis Result**

The analysis below shows the extent of concentration and dispersion, that exist in teaching staff answers, i.e. the study sample's answers, related to the statement that consider the dimensions of the transformational leadership. These statements represent the independent variables: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. It also considers the reasons for resistance to organizational change, which represent the dependent variable: limited resources, lack of clarity in powers, lack of clarity in responsibilities and goals contradiction. The results came as follows:

#### **3.1 Transformational leadership dimensions**

Table (1) shows the values of arithmetic mean and standard deviation for teaching staff's answers to the statements of transformational leadership dimensions. Five statements about the idealized influence were answered "very strongly available" and four statements were answered "strongly available". The arithmetic mean values ranged around (4.83) as the highest value for the statement, which indicates that the academic leadership at the faculty is aware of the need for better change. The lowest value was at "strongly available" to the statement that indicates the faculty leadership recognizes mistakes when they are discovered. The arithmetic mean of its value ranged around (3.53). The value of the overall arithmetic mean to the statements of the idealized influence was so high, reaching to (3.93) to the value "strongly available". For the statements of inspirational motivation in transformational leadership, the answers of the teaching staff respondents were high on the statement that shows the harmony between the leadership sayings and its actions, reaching to (4.17) to the value "very strongly available". "available too much", as the value of the arithmetic mean of them ( 4.17 ), while the rest of the statements have all came with "available significantly".

In which values of arithmetic mean of these statements ranged to ( 3.92 ) as the highest value of the statement concerning enthusiasm, commitment and confidence among subordinates. The lowest value ranged (3.34) for the statement that indicates leader makes his employees feel capable at achieving goals without him if necessary. The arithmetic mean of the overall statements, related to inspirational motivation reached (3.80) which refers to "available significantly". For the statements relating to intellectual stimulation, only one statement refers to "very much available", a statement that shows the leader trusts very much in the capabilities of his subordinates, reaching to (4.11 ), while the answers for the rest of statements referred to "significantly available" as arithmetic mean values ranged to ( 3.85 ) as the highest value of the statement that the leader considers errors as useful experiences, while the lowest value ranged (3.38) for the statement that leader encourages the expression of ideas even if it is opposed to his thoughts.

The arithmetic mean of the overall statements related to Intellectual stimulation has reached (3.72) referring to "highly available ". The statistical analysis results have also explained the statements that reveal the Individual consideration as one of the transformational leadership dimensions. The results showed the answers of the teaching staff at all her statement by choosing the value "available substantially". The arithmetic mean of the values ranged (3.83) as the highest value for the statement that shows the transformational leader believes in the importance of his employee's participation in the process of change. ( 3.69 ) as a low value for the two statements related to transformational leader, which express good performance appreciation for employees, as well as his concern to realize the needs and desires of his subordinates. The value of the arithmetic mean of the overall statements related to this transformational leadership dimension has reached (3.77) referring to "highly available".

**Table No. 1. The arithmetic mean and standard deviation of the statements relating to the dimensions of transformational leadership**

Dimensions of transformational leadership	Mean
idealized influence	3.93
inspirational motivation	3.80
intellectual stimulation	3.72
Employees empowerment	3.77
The average	3.805

The value of the arithmetic mean of the overall dimensions statements related to the transformational leadership reached (3.80), referring to the degree "highly available".

### 3.2 the reasons for resistance to organizational change

Table (2) shows the values of the arithmetic mean of the teaching staff answers consisting of the study sample about the statements that refer to the causes of resistance to organizational change.

**Table No. 2. The arithmetic mean and standard deviation of the statements referring to the reasons of resistance to organizational change**

Reasons for resistance to organizational change	Mean
Psychological reasons	3.899
Organizational and cultural reasons	4.534
The average	4.216

The value of the arithmetic mean of the overall statements, indicating the reasons of resistance to organizational change, reached (4.216) referring to the degree "highly available."

### 3.3 Hypotheses Test

Hypotheses of the study were tested by the Multiple Linear Regression Analysis. The results were as follows:

H0-1: " There is no statistically significant impact resulted from the dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation and employee's empowerment in reducing the reasons of resistance to organizational change."

**Table No. 3. The Linear Regression Analysis of the dimensions of transformational leadership impact in reducing the reasons of resistance to organizational change**

Reasons for resistance to organizational change	Mean
Psychological reasons	3.899
Organizational and cultural reasons	4.534
The average	4.216

Table (3) shows that the impact of all transformational leadership dimensions in reducing the reasons of resistance to organizational change have a significant effect. The value of F equals 39.67, a statistically significant level where Sig equals (0.000), which is less than 0.05. The computed value of F is much larger than the F-table value (3.84 ). The value of influence equals (B = 0.88) which means change is only in one unit of the transformational leadership. This affects the change in reducing the causes of resistance to organizational change in 88%. The coefficient of determination (R<sup>2</sup> = 0.53) indicates that 53.0% of the change in the reduction of the reasons, leading to resistance to organizational change, can be explained by the change in the dimensions of transformational leadership.

H0-2: "There is no statistically significant impact for the transformational leadership dimensions: the idealized influence, motivation and inspiration, intellectual simulation and the employee's empowerment in reducing the reasons of resistance to organizational change: the psychological, economic and cultural reasons.

H0-2 has two sub-hypothesis:

H0 2-1: "There is no statistically significant impact of the dimensions of transformational leadership: the idealized influence, motivation and inspiration, intellectual simulation and the employee's empowerment in reducing the reasons of resistance to organizational change due to the psychological reasons."

Table (4) shows the significant impact at every dimension of transformational leadership in reducing the reasons of resistance to organizational change due to psychological reasons.

**Table No. 4. Testing the impact of transformational leadership dimensions in reducing the reasons of resistance to organizational change due to the psychological reasons**

transformational leadership	Sig.	T	Std. Error	B
The idealized influence,	0.587	0.543	0.086	0.047
motivation and inspiration	0.000	5.852*	0.052	0.291
intellectual simulation	0.001	3.744*	0.196	0.383
employees empowerment	0.124	1.551	0.082	0.133

The results of table 5 indicates that the impact of the two dimensions of the motivation and inspiration and intellectual simulation have a significant impact, where the T value of the motivation and inspiration reached 5.852 and the level of significance equals to 0.000, while the T value of the intellectual stimulation reached 3.744, and the level of significance equals to 0.001. The test did not reveal the presence of the idealized influence and the employees' empowerment.

H0 2-2: "there is no statistically significant impact of the transformational leadership dimensions when they are combined: the idealized influence, the inspirational motivation, the intellectual stimulation and the employees empowerment in reducing the reasons of resistance to organizational change due to due to the economic and cultural reasons."

Table (5) shows the significant impact at every dimension of transformational leadership in reducing the reasons of resistance to organizational change due to the cultural and economic reasons.

**Table No. 5. Testing the impact of transformational leadership dimensions in reducing the reasons for resistance to organizational change due to the (economic and cultural reasons)**

Transformational Leadership	Sig.	T	Std. Error	B
The idealized influence	0.000	5.332*	0.091	0.511
motivation and inspiration	0.015	2.510*	0.081	0.208
intellectual simulation	0.000	5.311*	0.089	0.483
employees empowerment	0.661	0.435	0.095	0.042

The results of Table 5 show that the impact of motivation and inspiration and the intellectual stimulation and The idealized influence has a significant impact, where the T value of The idealized influence is 5.332 with a significance level equals to 0.000, while the T value of the motivation and inspiration is 2.510 with significance equals to (0.015). The T value of the intellectual motivation is 5,311 with a significance level equals to 0.000. This is an evidence of the existence of the emotional impact of these dimensions. The test did not reveal the presence of the emotional impact of the employee's empowerment.

#### **4. Findings**

After an initial statistical analysis of the statements, expressing the constituent elements of the study variables, as well as after testing its hypotheses, the conclusions as follow:

1. The dimensions of transformational leadership are highly available among the academic leaders in the World Islamic Sciences & Education University.
2. The most common reasons leading to resist the organizational change within the scientific departments are the economic and the cultural reasons, the arithmetic mean reached 4.534 which is relatively high.
3. There is a statistically significant impact of transformational leadership dimensions when they are combined in reducing the reasons that lead to resistance to organizational change among the teaching staff at the university: the idealized influence, the inspirational motivation, the intellectual stimulation, and the individualized consideration.
4. The most influential dimension of transformational leadership in reducing the resistance to organizational change is the intellectual stimulation.
5. The results of the statistical analysis revealed that the inspirational motivation as one of the transformational leadership dimensions has a statistically significant impact in reducing the reasons that lead to resistance to organizational change among the teaching staff in the scientific departments of the University.

#### **5. Recommendations**

Depending on the findings of the study, the following recommendations can be suggested:

1. It is important that the University pursue the development of the transformational leadership dimensions among the academic leaders in the scientific departments, as this style of leadership has a directly an impact in reducing the reasons of resistance to organizational change. In this regard, the researcher suggests the following:
  - That university administration has to promote trust between the leaders of the academic departments, colleges and teaching staff. This can be done by holding informal social meetings.
  - Conducting constructive seminars dialogue between the academic leaders and the teaching staff away from the official frameworks.
2. Focusing in particular on the shortage of resources as one of the most reasons that lead to resistance to organizational change at the University. This can be done through reviewing the policies related to the provision of resources needed by those sections, which reduces the impact of this reason in resisting the organizational changes?
3. The university administration ought to concentrate on the other reasons leading to the organizational change and try to mitigate its presence in the scientific departments. This could be done be reconsidering the delegation of powers, as well as drawing clear lines of responsibilities and making it clear to all parties. Also, there is need to determine the goals clearly, especially for teaching staff, even there is no conflict or lack of understanding for these goals.

#### **6. Methodology**

The study took into consideration the following transformational leadership dimensions: idealized influence, motivation and inspiration, intellectual stimulation and employee's empowerment. The study has also identified the following reasons for employee's resistance against organizational change: the psychological ones as well as the economic and cultural reasons. For this purpose, 107 questionnaires have been distributed to the study sample. 94 questionnaires have been retrieved.

## 7. Results

The study has obtained the following results: there is a statistically significant effect of transformational Leadership dimensions in reducing the causes of organizational change resistance and that the most common reasons leading to the occurrence of organizational change resistance are those reasons related to the Organizational and cultural reasons.

## Reference

- Ameri, Saleh Mahdi Mohsen and Ghalibi, Taher Mohsin Mansoor, (2008) "Business and Management", 2nd Floor, Dar Wael for publication.
- Abuhamdih, Ayman al, (2002), worker trends to organizational change, Unpublished MA Thesis, University of Jordan, Jordan
- Alomyan Mahmoud, (2012), "organizational behavior in business organizations", Dar Wael for publication, third edition .Amman Jordan .
- Al atiyat, Mohammed Ben Youssef Nimran (2006) , change management and modern challenges for manager: a contemporary vision for twentieth century manager , Dar Al-Hamed for publication and distribution Amman, Jordan];
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examination the components of transformational and transactional leadership using the multifactor leadership questionnaire. *Journal of Occupational and Organizational Psychology* ,72 ,441-462.
- Bass, B. M., (1985), *Leadership and Performance beyond Expectations*, Free Press, New York.
- Bass, B. M. and Avolio, B. J. (1994), *Improving organizational effectiveness through transformational leadership*, Sage, Thousand Oaks, CA.
- Burns, J.M., (1978), *Leadership*, Harper and Row, New York.
- Chawl a, A., & Kelloway, E. K. (2004). Predicting openness and commitment to change. *The Leadership & Organizational Development Journal*, 25,485-498.
- Hawari, syad, (1999), "The Transformational Leader to Cross the Organizations of the Twentieth Century", Ain Shams library, Cairo.
- David, Buchanan, & Andrzej, Huczynski, (2004), "Organizational Behavior: An Introductory Text" ,5th Edition, Prentice Hall
- Harem, Hussein .2009, *organizational behavior - the behavior of individuals and groups in business organizations*, Amman, Dar Al-Hammed for publication and distribution
- Jantzi, D. & Leithwood, K. (1996). □ toward an explanation of variation in teachers' perceptions transformational school leadership. *Educational Administration Quarterly* 32(4), 512-538
- Hammoud, Khudair Kazim, "Organizational Behavior", Amman: Dar Alsafah for Publishing and Distribution .2002.
- Leithwood, K. (1992). " To move toward transformational leadership". *Educational Leadership*, 49 (5), 8-12.
- Podsakoff, P.M., MacKenzie, S.B., Bommer, W.H. (1996). Transformational leader behaviors and substitutes for leadership as determinants of employee satisfaction, commitment, trust, and organizational citizenship behaviors. *Journal of Management*, 22, 259-298Kreitner. R and Kinicki . A, 2011 *Organizational Behavior* nine Edition,
- Peterson, R. S, Smith, D. B., Martorana, P. V., & Owens, P. D. 2003. The impact of chief executive officer personality on top management team dynamics: One mechanism by which leadership affects organizational performance. *Journal of Applied Psychology*, 88: 795– 808.
- Qaryouti, Mohammed, (2010), "Organizational Behavior: A study of human behavior is the individual and collective in various organizations", Sunrise House for Publishing and Distribution, Amman, Jordan.
- Yu, H., Leithwood, K., & Jantzi, D. (2002). "The effects of transformational leadership on teachers' commitment to change in Hong Kong". *Journal of Educational Administration*, 40(4/5): 368-390.