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BINGOL UNIVERSITY

GRADUATE OF SOCIAL SCIENCES

BUSINESS ADMINISTRATION DEPARTMENT

HOW MUCH THE EXTENT THAT PRACTICE BY UNIVERSITY LEADERS FOR TRANSFORMATIONAL LEADERSHIP STYLE AND ITS IMPACTS ON THE QUALITY OF EDUCATION

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MASTER THESIS

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BINGOL - 2017

T.C

BİNGÖL ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

İŞLETME ANABİLİM DALI

ÜNİVERSİTE LİDERLERİNİN DÖNÜŞÜMSEL LİDERLİK TARZI İÇİN NE KADAR UYGULANDIĞI VE BUNUN EĞİTİM KALİTESİ ÜZERİNDEKİ ETKİSİ

HAZIRLAYAN

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YÜKSEL LİSANS TEZİ

DANIŞMAN

PROF. DR. SAIT PATIR

BİNGÖL - 2017

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BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak hazırladığım **"**üniversite liderlerinin dönüşümsel liderlik tarzı için ne kadar uygulandığı ve bunun eğitim kalitesi üzerindeki etkisi**"** adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

20/01/2017

İmza

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BİNGÖL ÜNİVERSİTESİ SOSYAL
BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

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ÖNSÖZ

"üniversite liderlerinin dönüşümsel liderlik tarzı için ne kadar uygulandığı ve bunun eğitim kalitesi üzerindeki etkisi" başlıklı tezi, çevresel değişimin, küreselleşmenin ve rekabetin bir sonucu olarak çalışanların yenilikçi ve yaratıcı yönlerini öne çıkarmıştır. Bu çalışma, psikolojik güçlenmenin çalışanlar üzerindeki yenilik ve gelişim alanlarında pozitif rolünü araştırmaktadır. Veriler Irak'ın Dohuk kentindeki özel ve devlet üniversitelerinden alınmıştır.

Bu çalışmanın hazırlanmasında yardımlarını esirgemeyen danışman hocam Sn. PROF. DR. SAIT PATIR'e, tezin yazım aşamasında ve tashihinde katkılarını esirgemeyen Dr. Mohammed Abd-Alqared'e ve yetişmemde katkısı olan tüm hocalarıma teşekkürlerimi sunmayı borç bilirim. Çalışmayı tamamlama konusunda moral ve motivasyonumu üst düzeyde tutmama yardımcı olan aileme şükranlarımı sunarım.

20.01.2017

SAMEER MOHAMMED SALIH BAZEED

ACKNOWLEDGEMENT

Above all, I am grateful to God for giving me power in order to accomplish my degree. My beloved family also took major part in supporting me both spiritually and financially, and not only my mother and father but may brothers and other relatives. I want to pay my gratitude also to my advisor Prof. Dr. SaitPatir for his guidelines along my research project.

And also l wants to thanks to my special friends Dr. Mohammed Abd-Alqared and Dr. Sinan Kassem and my friend (Adnan Sulayman & WafaaYousif) and also would like to thank all my lecturers. I am deeply indebted to all my friends and classmates who supported me during my hard times. I am paying my gratitude to all employees who were very helpful and supporting during the time I was carrying out the questionnaire survey.

Özet

Bu çalışma, Öğretmenin memnuniyeti konusunda "Üniversite liderlerinin dönüşümsel liderlik tarzı ve eğitim kalitesi üzerindeki etkisi ne derece" olduğunu ortaya koymaktadir . Çalışmanın amaçlarını gerçekleştirmek için, Araştırmacı, çalışma örneğinden bilgi toplamak için 66 ifadeden oluşan bir anket tasarladı; ve 150 anket dağıtıldı ve geriye 126 geçerli anket kaldı. Hipotezleri analiz etmek ve incelemek için Sosyal Bilimler (Spss) istatistik paketi kullanılmıştır. Araştırmanın ana sonucuna göre;

Öğretmenlerin memnuniyet düzeyi arttıkça yüksek düzeyde eğitim kalitesi elde edildi. Ayrıca, çalışma birçok öneri sunmakta ve bunların en önemlileri, taahhütlerini teyit etmek için üniversitenin devam ettirilmesi ve kalifiyenin eğitiminin sürekli geliştirilmesi olmaktadır.

Abstract

This study aimed to investigate "How much the extent that practice by university leaders for transformational leadership style and its impacts on the quality of education "on teacher's satisfaction. In order to achieve the objectives of the study, the researcher designed a questionnaire consisting (66) statements to gather the primary information from the study sample, and distributed (150) questionnaire ,and it was retrieval (126) valid questionnaire. The statistical package for Social Sciences (Spss)was used to analyzed and examine the hypotheses . The main conclusion of the study indicated that there were:

High levels of educational quality that were reflected in increased teacher's satisfaction level. Furthermore 'the study provide many recommendation and the most important of these are the continuation of the university to confirm of commitments and the continued development of educational of quality.

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CHAPTER 1

1. INTRODUCTION

The higher education sector is facing both pressures and challenges from dynamic matters characterized by rapid technological change and increasing of demand. That's raised the attention of academics and practitioners and directing their attention towards this sector. The academic organizations like other sectors needs to develop their abilities and to response to such a pressure and demands from working on the improvement of this sector.

Hence, and based on the role of education organizations representative by universities within the global recent developments and which casts a long shadow on all areas of our lives, economic, social, political or educational. This obliged our educational organizations facing the challenges and competitive pressures to provide their services and outputs as required. so, the educational organizations becomes in needs to achieve the quality requirements in its work.

In order to meet the challenges and pressures faced by education organizations, it shall adopt the principles and basics of quality, because in the last period the quality of education has gained a great importance. For this reason, the adoption process to the concepts of management quality has a strategic importance on the level of education organizations. This is why, the Educational Management lives in an age that named it renewal and looking for greater efficiency and creativity. The only constant thing in our life today is changing, as the developed world is witnessing rapid and successive changes and developments in all sectors, especially the education sector.

The human element represents a main element in the administrative process, so the existence of administrative and conscious leaders which are able to assume their responsibilities and then do the work to serve the management aims. It is an important requirement in recent management, because they have become dependent effective leaders are working to push the administrative processes to the highest degree of efficiency and productivity.

In the midst of it, and in order to keep up with the quality of education, it's become necessary to prepare individuals and the competencies who enjoy leadership behavior and able to begin the process of change towards development and achieving quality objectives in education. The administrative leaders are in a prominent role to manage

educational process. This is why; we shall study and do researches in the conditions that affect positively and negatively in the development on their leadership behavior. We shall also know their leadership styles and select the appropriate and adequate style to keep up with the quality of education.

Although, there is a lot of leadership styles but we have focused on our recent study to the dimensions of transformational leadership style and the extent of adoption of administrative leaders in the study sample of these dimensions.

Many of the former studies and the most important (Saenz, 2011) asserted that the transformational leadership style is the most important style to leadership because it accommodates the feelings and values and creativity of subordinates.

Transformational Leadership also generate a commitment from officials and produce a bigger amount from work and a bigger creativity to solve the problem as comes in (Yuki, 2013), A study (Bass and Riggio, 2006) showed that transformational leadership enhance the individuals abilities to accomplish, during giving them the knowledge and the necessary resources to do their job. Transformational leadership also works to enhance the motives, individual considerations, intellectual stimulation and the trust between the members inside the organization.

As we mentioned, we can see that the university management witnessed a lot of changes which its effects appear in many of its concepts and widening the areas of their work. For this reason, it can be said that the role of the university's leaders and the deans have been changed from only to do the administrative routine duties which is representatives by keeping the university and their colleges activities and to ensure it is continuity, In addition to what is mentioned from the important role which is personified in changing and developing the programs, styles and university activities through the adoption of the concepts and basics of quality.

1.1. Study Problem

Despite the resounding success of universities in the Kurdistan region and a good reputation it has but they are still suffering from many obstacles which stands without run the aims and principles of quality in higher education and what is related to the university circumstance such as the lack of the financial allocations, lacks of the periodic maintenance of the classrooms and teaching aids and the poorness of infrastructure for laboratories and Internet networks.

There are many obstacles related to university administration which hinder to apply quality in education, like increased administrative burden to be implemented by leaders also, the lack of their awareness to requirements for quality in education, and the most important is lack of teaching staff, scarcity of managerial and scientific disciplines, reluctance to participate in training programs, the inability to employ modern technologies in teaching and lacks of communication skills with students. Also, there are obstacles related to students that would prevent to apply quality in education, like the weak of their motivation for learning, increased their number and being crowded during the semester. So, from what is mentioned above we see that the success to apply the management quality in universities depends on the responsibility of administrative leaders and their ability to build and deepen the culture of quality in their educational organizations.

Study problem stared from weak awareness of administrative leaders in universities to the dimensions of some leadership styles especially transformational leadership style and what this dimensions have a huge reflects to raise the level of quality education, so the problem of study derived from asking the following questions:

1. To what extent the administrative leadership practice the dimensions of transformational leadership style in the Technical University of Duhok?

2. To what extent applies the dimensions of the quality of education in the surveyed organization?

3. Is there a relation of moral links between the dimensions of transformational leadership style and the dimensions of the quality of education in the surveyed organization?

4. How far the effect of the relation between the dimensions of transformational leadership style and the dimensions of the quality of education in the surveyed organization?

1.2. The Importance of the Study

The importance of theoretical study lies in building a theoretical framework that deals with the study variables represented by the style of transformational leadership and it is dimensions and the quality of education and its changing dimensions, identify the obstacles that would hinder to apply quality in education. It should be noted that, to the knowledge of researcher there is a dearth of studies reporting directly to the subject of the current study, Therefore, this study is one of the leading and previous studies in this area. It can also benefit from this study to enrich the scientific research in the field of education quality.

The importance of applied study manifested in giving administrative leaders in universities, particularly the surveyed organization a clear vision to biggest obstacles which hinder to apply and practice the dimensions of quality education and which representative by the weakness of encouragement system and incentives for effective work, disability to employ modern techniques in teaching and the weakness of some teaching staff skills in effective communication with students.

1.3. The Aims of the Study

The study aims to show a theoretical display views the current study variables , concepts and dimensions , the study also aims to find out how extent that administrative leaders in the surveyed organization adopt the dimensions of transformational leadership style and to find out the implications of the exercise of these dimensions in the level of quality of education.

1.4. The Model of the Study

According to the contents of the problem of study and it is orientations goals, the study adopted model to clarify the relation and the effects between the studied variables, and for translating the problem of procedural variables the study adopted a model links between independent variables which is representative by (The dimensions of transformational leadership style and the dimension of quality education), as it is clarified in the following form:

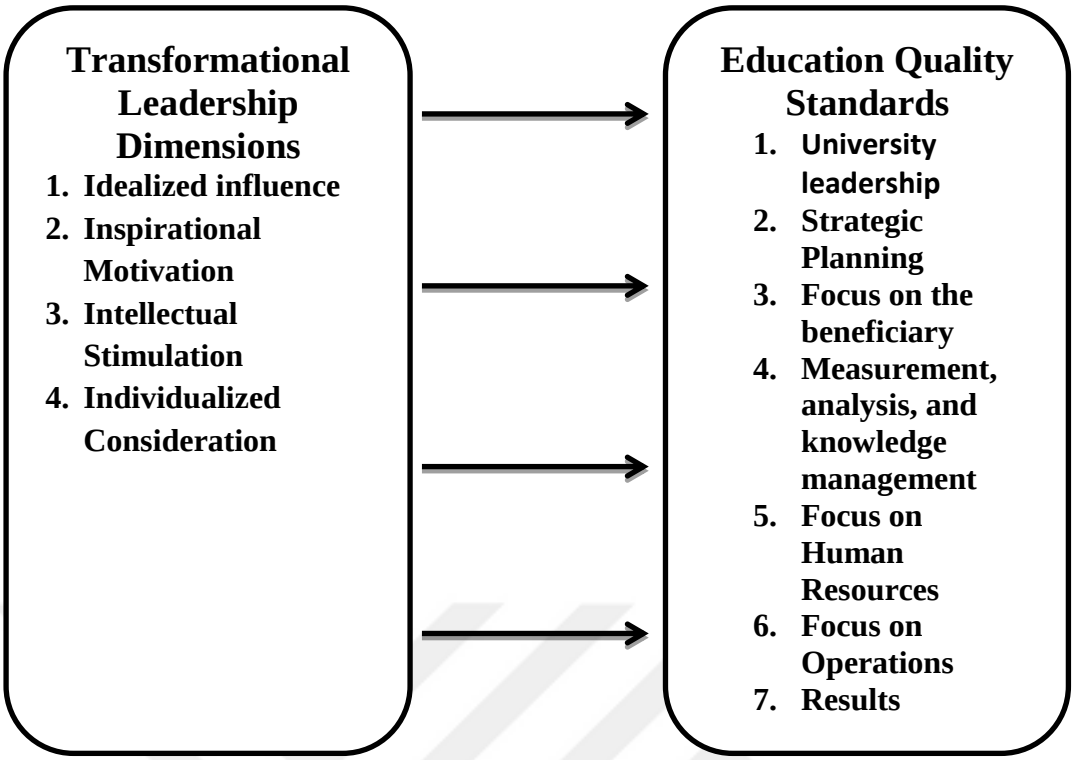

Figure (1) Model of Study

1.5. The Hypotheses of the Study

Starting from the importance of the study and its objectives and to answer its questions, the study adopted many of hypotheses as follows:

There are a moral correlation has a statistically indication between transformational leadership style and the quality of education in the surveyed organization.

There are a moral effect has a statistically indication between transformational leadership style and the quality of education in the surveyed organization.

The variation of education quality depending on the extent of the practice of transformational leadership style in the surveyed organization.

1.6. The Society of the Study and its Sample

The society of the study represents by all faculty members at colleges and technical institutes of the Technical University of Dohuk, and It will be selected a random sample of this society.

1.7. Study Tools

It has been relying on the questionnaire tool in order to obtain preliminary information which is necessary to serve the purposes and objectives of the study.

1.8. The Boundaries of the Study

Prescribed by:

Place boundaries: This study is limited to the Technical University of Dohuk.

Time boundaries: This study will be during the school year 2016 – 2017.

Human boundaries: Represents by staff teaching and administrative in colleges and technical institutes of the Technical University of Dohuk.

1.9. Procedural Concepts

Leadership style:

It is a set of characteristics and basic factors that make the leader affect his subordinates As well as being an influential and important role in achieving the educational objectives of the organization and Improve its performance and the performance of their employees and achieve their satisfaction, because the obey of the subordinates to the leader highly depends on the leader character and his leadership style.

Transformational Leadership

It is a leading style applied by the Heads of the Universities, deans of colleges and the mangers of its offices in order to raise the satisfaction and loyalty of the member in both teaching staff and administrative and to motivate them to a hard work And deepen the degree of willingness to embrace the leadership tasks to be accomplished in the field of transformational leadership.

Education Quality

Is the policy and objectives determined by the heads of Universities In order to adjust the organization and achieve the goals of quality, And procedurally measured through the answers of the members to the study sample to the articles of the study performance (survey) intended to measure the quality of education.

CHAPTER 2

2. Review of the Literature Transformational Leadership

2.1. History of Leadership and Transformational Leadership Theory

The study of leadership has evolved over the decades. Research began with the identification of leadership traits to assist with management staffing and training. When the presence of traits produced weak relationships with organizational outcome achievement, research shifted. The 1940s-1960s research focused on leadership in terms of behavior management. Effective leaders were able to adopt certain styles or behaviors to create the intended outcome. Blake and Mouton's research (1964) determined that behavioral science concepts could be transferred into organizational development plans. Results indicated that managerial and team effectiveness can be achieved through teaching.

The study of leadership evolved to examine not only the leaders' behaviors, but also the situations in which leaders and followers function. Vroom and Yetton's (1973) Normative Contingency Model examined the intersection of leadership and decision making. They found that leaders use different decision-making systems when faced with different problems. The Situational Leadership Model (Henry & Blanchard, 1969) provided a framework for people to analyze the situation and determine the appropriate leadership style to apply. The model consisted of two continua, supportive and directive. Situational leaders were able to adapt their style to the needs of the followers.

House and Mitchell developed the path-goal theory of leadership based on expectancy theory. Their theory was built on the understanding that the motivation force needed was determined by the relationship of the value of the goal to the participant and expectation. Four leadership behaviors were identified based on the situation. The relationship between the leadership styles and rewards in situations was illustrated through expectancy theory(Sumer Avila,2016, p. 49).

A review of the theory, research, and writings about University leadership and its effectiveness reveals a progression of ideas and methods that closely mirrors that of general research on leadership and effectiveness. This progression began with a focus on specific leaders and the traits or characteristics that set them apart from other non-leaders. Gradually, the focus shifted from leader traits to individual leader behaviors

that were expected or proven effective in achieving desired outcomes. Some researchers then combined the trait and behavior approaches into definitions of specific leadership styles which can be applied to various situations. “New-genre” models of leadership, such as transformational leadership theories, developed over the last twenty to thirty years, have since gained considerable attention among researchers and practitioners as particularly relevant for the study of leadership in organizations. Research continues to develop and expound upon these models even as a plethora of newer and more specialized leadership models (such as shared leadership, authentic leadership, and complexity leadership) are steadily being proposed that build upon the existing research, but have yet to receive the widespread acceptance of transformational leadership theories (Avolio, Walumbwa, & Weber,2009).(noelle f. scuderi, 2010, p.18).

Transformational leadership theory has captured the interest of many researchers in the field of organizational leadership over the past three decades. This theory was developed by Burns (1978) and later enhanced by Bass (1985, 1998) and others (Avolio & Bass, 1988; Bass & Avolio, 1994; Bennis & Nanus, 1985; Tichy & Devanna, 1986). The major premise of the transformational leadership theory is the leader’s ability to motivate the follower to accomplish more than what the follower planned to accomplish (Krishnan, 2005). Transformational leadership has four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Burns postulated that transformational leaders inspire followers to accomplish more by concentrating on the follower’s values and helping the follower align these values with the values of the organization. Furthermore, Burns identified transformational leadership as a relationship in which the leader and the follower motivated each other to higher levels which resulted in value system congruence between the leader and the follower (Krishnan, 2002).(Roger J. Givens,2008, pp. 4-24).

James Mac Gregor Burns (1978) the first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. According to Burns, transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviors. He established two concepts: "Transforming Leadership" and "Transactional Leadership". According to Burns, the transforming approach creates significant change

in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership was mutually exclusive styles. Transactional leaders usually do not strive for cultural change in the organization but they work in the existing culture while transformational leaders can try to change organizational culture.(Burns, J.M, 1978, p.1).

Transformational leadership is a relatively new leadership theory that gained popularity in research literature in the late 1970s. Since its inception in 1978, transformational leadership gained acceptance as a prominent theory in leadership studies (Yukl, 2010). Burns (1978) introduced transformational leadership theory as an alternative to existing leadership models and to explore leadership from the perspective of building followers, as opposed to managing tasks.

Bass (1985) expanded on transformational leadership theory and described transformational leadership as an inspirational leadership approach in which leaders influence followers to increase performance through positive change and innovation. Bass (1985) identified vision, inspiration, and role modeling as specific leadership behaviors and claimed transformational leaders encourage their subordinates to take appropriate risks and achieve common goals by establishing a shared vision and modeling desired behaviors. Rost (1991) recognized the importance of enacting personal and organizational growth and described the transformational leader as a visionary who implements necessary changes within an organization. Amey (2006) contributed to the topic of promoting change through transformational leadership and contended transformational leaders focus on change and connect followers to initiatives by relating their vision to the unique knowledge and experiences of their followers. Understanding how leaders can use transformational leadership to create a shared identity with followers and connect employees to organizational initiatives remains an important topic in contemporary leadership studies.

According to Bass (1985), transformational leadership can produce positive outcomes, but like most forms of influence, bad leaders can use transformational leadership to achieve ulterior motives. Bass (1985) noted transformational leadership is not limited to promoting the common good, and leaders can use transformational leadership for negative purposes. Howell and Avolio (1992) differentiated between leaders who use transformational leadership for good and bad, which served as a foundation for additional research on the topic. Bass and Steidlmeir (1999) contributed additional research and distinguished between, authentic transformational leaders who strive toward the common good and pseudo-transformational leaders who advance their own status and power while promoting employee dependence. Although both forms of leaders use transformational leadership to influence follower behavior, authentic transformational leaders connect followers to organizational initiative and promote sustainable and broad outcomes designed to promote common good.

As transformational leadership gained acceptance and prominence as a leadership theory, defining and measuring the specific characteristics and dimensions of the model became important. Bass (1997) established the four dimensions of transformational leadership as "idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration". Idealized influence is the emotional component of transformational leadership and involves leading by example. Inspirational motivation is the inspirational element of transformational leadership and involves inspiring followers to achieve ambitious goals. Intellectual stimulation is the creative aspect of transformational leadership and involves questioning the status quo to develop innovative solutions to problems. Individualized consideration is the customized part of transformational leadership and involves providing individual support to self-actualize. Bass and Avolio (2003) recognized the importance of measuring the different elements of transformational leadership. (Avolio&Yammarino, 2008, p.133).

Transformational leadership models continue to develop, and transformational leadership concepts are applied to new areas. Northouse (2007) noted the pressures of a global economy create a sense of uncertainty, and followers want to receive proper guidance and be empowered to succeed. As organizations and communities continue to grow and evolve in response to problems derived from competing in a global economy, the principles of transformational leadership become increasingly relevant. Bass (1998) noted the relevance of transformational leadership to industrial, military, and education settings and demonstrated how leaders in a variety of disciplines can use

transformational leadership to improve performance outcomes. Schwartz, Spencer, Wilson, and Wood (2011) examined transformational leadership in healthcare and found transformational leadership increases nurses' commitment and job satisfaction, which contribute to organizational measurements and goals including increased retention and positive customer experiences. Bass and Riggio (2006) extended the concept of transformational leadership to educational psychology and noted followers of transformational leaders demonstrate higher satisfaction levels than followers of non-transformational leaders.

Yukl (2010) elaborated on the application and established transformational leadership guidelines for leadership education based on psychological principles. The guidelines include acting with confidence and expressing optimism, establishing and articulating a clear vision, modeling confidence, leading by setting an example, emphasizing key values through symbolic action, and empowering followers to achieve a shared vision. Transformational leadership is the most commonly accepted and examined leadership theory (Avolio& Bass, 2004; Yukl, 2010), and exploring applications of transformational leadership theory to new areas, such as exploring the relevance to tribal leadership development, contributes new knowledge to the field through scholarly research projects.(Wyatt Hockmeyer ,2015, p.31).

2.2. Defining Leadership and Transformational Leadership

2.2.1. Defining Leadership

While the study of leaders, and their leadership, may no longer be viewed as a fledgling science, having formally occurred for the better part of the last century, a unified definition of leadership has still not been reached. In 1974, Stogdill claimed that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept" (Yukl, 2002, p. 2), and this continues to be true as researchers commonly define leadership according to their own individual perspectives or theoretical models. Some common conceptions of leadership include the assumptions that leadership involves an influence process and coordinating or guiding a collective effort to reach goals that vary according to the relevant individuals, groups or organizations (Hogan, & Craig, 2008, p. 259). Exactly what contributes to the

leadership process, how the process is enacted, who is a participant in leadership, and what are the specific goals and the expected outcomes, all vary depending on the perspective of the leadership researcher.

Rather than touting yet another individualized definition of leadership, the current study instead moves forward with the commonly held assumption that leadership is an influence process whereby the leader's role includes coordinating and/or guiding collective efforts to reach goals (Kaiser et al., 2008). Considerable debate has emerged over the most suitable model for educational leadership. Dominating the literature are two conceptual models: instructional leadership and transformational leadership.

Leadership has been around for thousands of years, and yet we still are unable to contain it in a single definition we all agree on. Perhaps this is because leadership is continuously evolving, and more than what it seems to be, depending on how you look at it. It is a complex concept, with many applications, and the results that it creates depend highly on the context in which it is being observed.

This study will review the conceptual and empirical development of transformational leadership as it evolved through the work of James MacGregor Burns, Bernard M. Bass, Bruce J. Avolio, and Kenneth Leithwood. Moreover, the study will discuss some of the conflicting opinions and diverging perspectives from many of the critics of transformational leadership. The study argues that transformational leadership will continue to evolve in order to adequately respond to the changing needs of University in the context of educational accountability and University reform. The current research focuses on an examination of transformational leadership as one of potentially relevant leadership styles for universities leaders, such as presidents of Universities and deans of faculties.

2.2.2. Defining Transformational leadership

This theory evolved from a book written by James MacGregor Burns (1978) who developed the conceptual construct of transformational leadership (as cited in Bolden et al., 2003). The definition of transformational leadership developed by Burns is "a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (Bolden et al., 2003, p. 14). According to Bolden et al. (2003), Bass (1985) expanded Burn's definition of transformational leadership to include, "one who motivates us to do more than we originally expected to

do" (Givens, 2008, p. 5). Bass viewed transformational leadership where leaders change and transform followers, more of a one-way direction. By contrast, Burns viewed transformational leadership more of a two-way process. However, Bass does incorporate social exchange, which is not apparent in Burn's work (Bolden et al., 2003).

Additionally, Bass included that transformational leaders should elevate the follower from a lower level of functioning to the next higher level of functioning of needs, values, and morals. Since the 1980s, organizations had been implementing a more polished and enlarged version of Burn's transformational leadership theory, which concentrates on the interplay between leaders and followers within social systems.(Shauna L. Rossington, 2015, p.62).

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance. (Bass and Avolio 2004).

To use this approach in the workforce, one must first understand exactly what transformational leadership is. In the simplest terms, transformational leadership is a process that changes and transforms individuals (Northouse 2001). In other words, transformational leadership is the ability to get people to want to change, to improve, and to be led. It involves assessing associates' motives, satisfying their needs, and valuing them (Northouse 2001). Therefore, a transformational leader could make the company more successful by valuing its associates.((Walton 1996).

Much has been written on Transformational Leadership, which we will cover in a moment. There is the leadership theory, which has evolved over time from other leadership styles, and has applications to different contexts, be it in business, medical, non-profit or charity, education, religious or spiritual groups and even at the family level, to name a few. Ask anyone you know for a definition of a word, and they will give you their version, the version that makes the most sense to them. The same would

apply to Transformational Leadership. It depends on who you speak to, and what their perspective is. We'll consider two main points of view:

a. The theoretical

b. The applied

Theoretical definitions come from those that study leadership, who have the formal qualifications to write long dissertations on the subject. This body of knowledge is fantastic for grounding in the subject and to get into the depth of the potential implications, especially when it comes to the morals and ethics department. The applied is the interpretation, and then applied action in a specific field of endeavor. We'll use the personal, organizational, and global contexts for this purpose. You will have your own applied experience, or not, depending on where you are on your own personal Transformational Leadership.

The term transformational leadership was first coined by J.V. Downtown in Rebel Leadership: Commitment and Charisma in a Revolutionary Process (1973). James MacGregor Burns first introduced the concept of transformational leadership in his book Leadership (1978), during his study of political leadership, but this term is now used in organizational psychology as well. He described it not as a set of specific behaviors, but rather an ongoing process by which "leaders and followers raise one another to higher levels of morality and motivation" (p. 20). Transformational leaders offer a purpose that transcends short-term goals and focuses on higher order intrinsic needs. Transformational leaders raise the bar by appealing to higher ideals and values of followers. In doing so, they may model the values themselves and use charismatic methods to attract people to the values and to the leader. Burns was influenced by Abraham Maslow's theory of Human Needs. This theory recognizes that people have a range of needs, and the extent to which they will perform effectively in the workplace will be affected by the extent to which these needs are satisfied. Transformational Leadership fits into the higher levels, as it requires a high level of self-esteem and self-actualization to successfully be an authentic transformational leader. It's about values, purpose and meaning.

The leader's fundamental act is to induce people to be aware or conscious of what they feel -- to feel their true needs so strongly, to define their values so meaningfully, that they can be moved to purposeful action.

Burns was one of the first scholars to assert that true leadership not only creates change and achieves goals within the environment, but changes the people involved in

the necessary actions for the better as well: both followers and leaders are ennobled. Burns became famous among alternative leadership scholars because his model of transformational leadership included an ethical/moral dimension that, prior to 1978, had not been infused into any leadership theory Bernard Bass, a disciple of Burns, defined transformational leadership in terms of how the leader affects followers, who are intended to trust, admire and respect the transformational leader. He identified three ways in which leaders transform followers:(Steven, Covey, 2007, p.9).

1. Increasing their awareness of task importance and value.
2. Getting them to focus first on team or organizational goals, rather than their own interests.

3.Activating their higher-order needs.

In contrast to Burns, who sees transformational leadership as being inextricably linked with higher order values, Bass sees it as amoral, and therefore questions the morality and ethical component of transformational leadership.

Transformational leadership is "the process of influencing in which leaders changes their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way" (Bass &Avolio, 2004, p. 96). The part of the continuum that defines transformational leadership is based on the five I's: individualized consideration, intellectual stimulation, inspirational motivation, idealized influence with attributes, and idealized influence with behaviors.(David, D. Rumley, 2011, p.17).

According to Burns, transactional leadership is a kind of leadership based on transacts between leader and follower in a way that mutual personal tendencies are met. In other way, he believes that in this school, anything is observed from what persons are gaining and the relationship between leader and follower is profit-oriented and based on exchanging one thing to other thing. Transactional leadership points out the relation between leader and follower to provide their personal interests.

This approach to leadership emphasizes on the importance of relations between leader and follower as well mutual advantages that are generated via a contract. Based on this contract, leader grants followers the incentives and cognition in lieu of their commitment and loyalty (Robins, 2003, p. 317).

Burns believes that transactional leadership is the common leadership style in the organizations which consists of exchanging the stimulations and incentives by leaders to

attract the support of followers. The aim of such leaders is to agree about some actions that will meet separated and immediate aims of both leaders and followers.

On the other hand, transactional leadership with its own static traits will cause the self-attraction and controlling over subordinates. It tries to meet follower's lower needs. Transformational leadership tries to satisfy Maslow high needs hierarchy (Siola, 1998). In the mid 1980s, Tichy and Devanna (1986) published the Transformational Leader, a book that outlined transformational leadership as a drama that leveraged off three themes, which included recognizing the need for revitalization, creating a new vision, and institutionalizing change.

One of the more recent definitions put forth by Bass (1990) summarizes and expands transformational leadership in ways that have become more familiar today. He says: (Transformational leadership) occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group. (p. 21) Bennis and Nanus (1997) expand the total impact transformational leadership can have when they say "(Transformational) leadership can move followers to higher degrees of consciousness, such as liberty, freedom, justice and self-actualization" (p. 202).

As for transformational leaders themselves, the commonly accepted set of characteristics they possess were defined in a few different articles on the subject by Bass and Avolio (1994, 2004) as the "4 I's." these include:(Eric, Hilary Furlong, 2011, p.24).

1. Individualized Influence or Charisma: Provides vision and sense of mission, instills pride, gains respect, and trust. An important distinction is made by the authors in that vision and mission shared by the leader is one that advances the organization, and not a personal agenda.

2. Inspiration: Communicates high expectations, uses symbols to focus efforts and expresses important purposes in simple ways. Particularly relevant to this study is the notion that, according to Bass and Avolio (2004), this "inspiration can occur without the need for identification of associates with the leader" (p. 28) enabling people with disparate backgrounds to find a common inspirational catalyst.

3. Intellectual Stimulation: Promotes intelligence, rationality, and careful problem solving. Associates of these leaders question the world around them, and often the leaders themselves, objectively, challenging prevailing wisdom, assumptions, values,

and so on. Particularly relevant to this study is the notion that “transformational leaders help others to think about old problems in new ways.” (Bass, 1990, p. 29)

4. Individualized Consideration: Gives personal attention, treats each employee individually, coaches, advises. (Bass, 1990; Bass &Avolio, 2004).

A transformational leader is a person who stimulates and inspires (transform) followers to achieve extraordinary outcomes (Robbins and Coulter, 2007). He/she pay attention to the concern and developmental needs of individual followers; they change followers’ awareness of issues by helping them to look at old problems in a new way ; and they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals. Transformational leadership theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole (Warrilow, 2012). The concept of transformational leadership was introduced by James Macgregor Burns in 1978 in his descriptive research on political leaders, but its usage has spread into organizational psychology and management with further modifications by B.M Bass and J.B Avalio.
Transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that enhance their performance.

2.2.3. The importance of leadership and Transformational leadership

Before addressing the importance of transformational leadership must know the importance of leadership in general. explain that commander of the most important element for the success of the administration and to achieve administrative mission where the biggest burden falls upon the achievement of specific goals. Therefore concerned departments to prepare successful leaders who are able to exercise their responsibilities because the leader should be a good example social workers before being officially a leader and as much as his efficiency in the leadership and in the surroundings as much success in his leadership administration. The leadership is vital for life and the continuation of organizations, leadership is the peak of the

administrative organization and the commander is responsible for the direction and coordination.

While the relevant of importance of transformational leadership refer both (Tichy, Devanna, 1990) and (Ahmed Benaissa, 2005,18) to importance of transformational leadership through more elements in organization, as the following:

1 - Without transformational leadership Manager cannot convert the goals required of it to the results.

2 - Without transformational leadership becomes all the production elements ineffective and influence.

3 - Without transformational leadership loses planning, organization, control and influence in achieving the goals of the organization.

4- Without transformational leadership organization cannot imagine the future and then planning provided by Remote prosperity.

5 - Without transformational leadership is difficult for the organization to deal with the external environment changes, which affect directly or indirectly to the achievement of the organization to its goals

6 - The actions of the transformational leader and his behavior is that motivate individuals to achieve organizational goals..

Organization structure design (design organization) so that the commander of the task is to design a regulatory structure that follows the needs of the external environment which allows the organization to achieve its mission effectively.

Human resource management (human resource manager) by designing the HR system to achieve the organization's goals which includes aligning staff and their roles by identifying the activities required achieving enterprise functions through manpower.

Also mentioned that the importance of transformational leadership represent in the following points:

1- Bring about changes in the organization on a permanent basis in line with developments on scientific and political, economic, administrative and cultural levels developments.

2- It can be applied in organizations and educational institutions and universities because its conditions and its elements are not imaginary or impossible.

3- Is the latest theories of leadership have proven a lot of Arab and foreign studies until she became applied in many organizations of the countries of the civilized world.

4- In line with the changes that occur effectively in the climate of the work of organizations and fluctuations in the needs of workers and their desires.

5- Transformational leadership helps the leader in the development of a clear vision of the institution or the old mature vision properly.

6- Learn transformational leadership to empower employees and increase their confidence in the organization, leadership and affiliation of the institution.

2.2.4. Characteristics of transformational leadership

As well as the importance of transformational leadership and the great role it plays, it possesses many of the characteristics that enable it to give the organization the character distinguishes it from other organizations and to achieve full success in their work, and most important of these characteristics are referred to as the following:

1. His vision for the future: offers a vision of interesting and exciting to the extent.
2. Versed in Contact: its ability to address the subordinates, employees and initial things on their minds, according to the characteristics of each individual and the cultural background.
3. A credible: the faith of followers his integrity and his integrity.
4. With a lot of energy: it is the source of energy and good reactions and responding to their needs and interest.
5. While refers (Omari, 2004, p.33) to other properties enjoyed by transformational leaders, namely.
6. Must have a presence of a clear and interactive physical activity.
7. Transformational leaders see themselves as change agents most notably the person and professional events is characterized.
8. Transformational leader strives to reach his subordinates to achieve high productivity excellence goals.
9. Can handle complex tests and attitudes.
10. See the transformational leader that the justification of its existence is to move people cultural shift is self-confident and enjoys high consciously free of internal conflicts.

Despite the properties enjoyed by transformational leadership, the leader of the transformational attributes of being able to deal with such a leadership style, and the most important of these features it is referred to by:

1. Charisma

a. A person must belong to him people

b. Reliable person in it, and he has the vision and mission

c. A person respected by others and has high standards

2. Personal inspirational where symbols provides emotional

3. Emotional arousal, through:

a. Encouraging followers to re-examine their goals and their means

b. Consider consulting personnel

4. Humanitarian attention on the individual level, through:

a. Caring for people who need care at the individual level

b. Attention to each individual person

c. Raise the perspective and needs of individuals (Hawari. 2005.48)(p28)

(Leary, 2001, 80) add other properties to leader of transformative, as the following:

1. Charisma commander, where he owns a clear vision of the institution and can be connected to members of the organization.

2. Confidence

3. Respect and loyalty

4. Praise crossing his team

5. Inspiration where individuals help to carry out tasks is not confident in their abilities to do also refer (Canaan 2008.p436) to another leader of transformative properties, as the following:

1. Positive engagement with employees, customers, listening to them and understanding their feelings.

2. Encourage employees to generate new ideas through brainstorming

3. Creating motivation reality and create leadership, negotiation, persuasion and influencing others and motivating skills.

4. Create a vision and insight and the ability to inspire different scenarios for the future

5. Crises and disasters as they occur Management (Milhem, 2006, p298), which offers clear that transformational leadership is based on two foundations:

First: perception commander for the reactions of the change of its staff so that they can strengthen the pro-change forces and the investigation of the opposition forces to reduce the opposition.

Second: the flexibility of a leader who was able to adapt to change requirements.

2.2.5. Factors of Transformational Leadership

Transformational leadership has been conceptualized in several ways (Rutledge, 2010). Bass used four dimensions to characterize transformational leadership (Bass, 1985). Bass's use of a two-factor continuum demonstrated leaders could be both transaction and transformational simultaneously (Bass, 1985). Leithwood (1994) proposed a nine-dimension model built specifically for working with schools and further refined it to reflect four categories (Leithwood, Sammons, Hopkins, & Harris, 2006) including: setting direction, developing people, redesigning the organization, and managing the instructional program. Larick and White (2012) conducted a comprehensive literature review of the change process and transformational leadership, which resulted in the identification of 10 domains that comprise an aggregate view of transformational leadership drawn from business and educational settings.

The Transformational Leadership skills inventory (TLSi) provided a holistic framework of transformational Leadership based on existing theory and research (Larick& White, 2012). According to Firestone (2010), transformational leadership is a learned skill that leaders can develop through strategic training and development initiatives, and understanding the factors of transformational leadership is important to developing effective leadership development programs. The factors of transformational leadership include "Charisma (idealized influence), inspirational motivation, intellectual stimulation, and individual consideration" (Bass 1997, p.133). Transformational leaders use these combinations of the four transformational leadership factors to inspire employees to achieve organizational goals and objectives, and understanding each of the transformational leadership factors is important identifying training needs and measuring leadership development efforts (Oshagbemi & Ocholi, 2013).

In our study we will focus on four main factors or dimensions of Transformational leadership that have been identified by (Bass & Avolio, 1993), this framework was selected based on the holistic nature and applicability to business and educational organizations, as the following:

a. Charisma (idealized influence):

Charismatic leadership is a component of transformational leadership and idealized influence includes idealized traits and idealized behaviors. Inspiring the honor and proud to followers and their contribution to group interests are, inter alia, most obvious idealized characteristics of a leader.

Followers' exaltation, dignity, respect and unquestioned obedience transmit an idealized feeling. Talking about the most important values and a strong feeling to aims as well as spiritual and moral results of decisions is among idealized behaviors indicators. Idealized influence causes that leader be a behavioral model for followers. Idealized influence shows the capability of trust making and understanding the leadership by followers. It is a radical factor in accepting changes in the organization. Without such trust and braveness, any effort to conduct the organization in order to achieve its aims will be fruitless. A man can lead others when they are ready to be led by him/her. Others will believe and appreciate such person if he/she performs his/her duties well (potential followers). In other words, a man is a leader when he has idealized influence and has expressed it to their own followers. Basically, the followers will try to obey the leaders because of their idealized influence. However, the most successful leaders are achieving to a high level of trust and understanding because that followers mitigate them. Leaders with idealized influence are respected and trusted persons. Followers recognize themselves via him/her and try to mitigate him/her. Such leaders "perform right works" and possess high human and moral behaviors. Such leaders are not using their leadership power and capacity to achieve personal aims. They try to achieve organizational objectives by conducting and guiding their followers. Charisma explains those individuals who are special and stimulates others to follow their own perspectives (Northhouse, 2001).

Idealized influence, which is also referred to as charisma or charismatic leadership, involves addressing the needs of followers first and doing the “right thing” to gain influence as a role model (Afshari, Abu Bakar, Su Luan, &Siraj, 2012). Bass and Avolio (2004) noted charismatic leaders are confident and influence followers on an emotional level to increase performance and achieve higher-order outcomes. Idealized

influence describes a leader's ability to set examples as a role model, behave in a highly ethical manner, and work on behalf of the team and organization (Alyn, 2010; Avolio&Yammarino, 2008).

Bass and Riggio (2006) noted charismatic leaders who embody idealized influence act ethically but take risks for the good of their followers and their organization. Bodla and Nawaz (2010) found charismatic leaders who practice idealized influence act admirably, which causes followers to identify with their behavior and personality. Leaders who demonstrate idealized influence possess character traits of honesty, loyalty, competency, and humility (Alyn, 2010). Managers who demonstrate idealized influence and charisma gain the respect and admiration of followers by establishing relationships based on trust and respect, which allows the leaders to establish emotional and social connections through positive leadership behaviors (Avolio & Bass, 2004; Bass & Riggio, 2006).

b. Inspirational Motivation:

Inspirational motivation is one of the capabilities of transformational leadership that introduces the leader as a figure who encourages the followers to suitable behaviors inspirationally. When transformational changes should be posed in the organization, the leader shall encourage the followers to accept new belief and idea (change) continuously. Therefore, transformational leaders should behave in a special way and stimulate their followers. Implicitly, such behavior shows the tendency and optimistic and encourages team working. Peter believes that inspiration is the basis of motivation. It is this kind of motivation that stimulates the followers' commitment to perform organizational aims. Actually, in inspirational motivation. The individuals learn when there is a factual vision not because the leaders tell them but because they themselves like to do that and not because that the leaders command them but because that they themselves want to act in this manner. This insight is higher than needs hierarchy levels and is inspired among followers by stimulating a shared insight of organizational aims. Generally, inspirational motivation consists of: (Moghali, 2002, p. 70).

1. Optimistic speaking of future
2. Enthusiastic speaking about what needed to be done
3. Expressing an attractive perspective of future
4. Stating the confidence to the fact that the aims will be met
5. Drawing an excited picture of what should be considered
6. Taking up challenging problems

Leaders who demonstrate inspirational motivation increase follower self-confidence and inspire followers to achieve ambitious goals (Bass, 1985; Bass &Riggio, 2006). Inspirational motivation entails creating a shared vision and using the shared future vision to motivate and inspire followers (Afshari et al., 2012). Bass and Riggio (2006) noted transformational leaders use inspirational motivation to challenge followers and gain support of programs, causes, and ideas. Inspirational leaders establish and communicate a shared vision with followers and create optimism and enthusiasm about work to establish an accepted purpose and attain a higher meaning (Bass, 2008; Shirbu&Darshan, 2011).

According to Avolio and Bass (2004), leaders who practice inspirational motivation are optimistic and challenge followers to reach high personal standards. Leaders use inspirational motivation to create enthusiasm and provide meaning to achieving organizational goals. Motivational leaders gain follower commitment and establish an appealing vision, create awareness about the steps needed to achieve the vision, and provide followers with the encouragement necessary to successfully reach the desired vision (Bass, 1985). Inspirational leaders motivate followers to perform at high levels and use a confidence and dynamic energy to establish and exceed high performance expectations (Sosik, Potosky, & Jung, 2002).

c. Intellectual Stimulation:

Intellectual stimulation is one of the capabilities of transformational leaders, plays an important role in diversifying process of the organizations (change). Transformational leaders try to encourage their followers to creativity and innovation. Such leaders encourage changing in thinking methods about problem solving and use metaphors and examples. Therefore, they may use new and creative ideas to resolve the problems. Boss believes that intellectual motivation is a driving force that stimulates the followers to think about beliefs and values as well as being aware of problems and their resolutions. In this line, transformational leadership promotes the followers' capabilities to understand the organizational nature and difficulties. What is considered here more is paying further attention to creative and developed ideas rather than rapid reactions. The leader creates a challenge for followers in order that they think about what they are doing. Also, this factor is recognized as a tool to generate learning organization. Overall, intellectual stimulation consists of: (Moghali, 2002, p. 71).

1. Reinvestigating basic assumptions and questioning them
2. Looking for various perspectives when resolving the problems
3. Enforcing others to look at the problem from different views
4. Encouraging nontraditional thinking to address traditional problems
5. Encouraging revising the ideas that are not questioned yet

Intellectual stimulation is the process of inspiring followers to function at higher levels by encouraging innovation and creativity (Afshari et al., 2012). Intellectual stimulation results in extra effort, accurate forecasts, enhanced teamwork, and the fulfillment of organizational goals (Bass &Riggio, 2006). Soliman (2011) noted the need for leaders to stimulate followers intellectually and encourage the examination of existing assumptions from different perspectives to promote knowledge-based and innovative organizations. Sosik et al. (2002) claimed intellectual stimulation allows leaders and followers to approach old problems with new methods to develop relevant solutions.

Transformational leaders encourage followers to develop innovative practices and processes to solve organizational problems and exceed the status quo (Afshari et al., 2012). Leaders can use intellectual stimulation to address organizational deficiencies and encourage followers to examine organizational policies and procedures critically. Leaders who practice intellectual simulation encourage followers to take risks and use creativity and generate new ideas within an organization (Avolio& Bass, 2004). which allows followers to grow beyond the task-oriented thinking associated with transactional leadership (Bass & Riggio, 2006; Bolda & Nawaz, 2010).

d. Individualized Consideration:

Individualized consideration is another characteristic of transformational leadership. Paying attention to others is one of the most important aspects of transformational leadership. Individuals are supported by leaders and leaders are concern about their personal feelings and needs (Podsakoff, 1990). Transformational leaders help their subordinates in fulfilling their potential talents and increasing their responsibilities in the organization. Transformational leaders differ from transactional leaders in diagnosing the needs because that transactional leader tries to meet lower needs than higher needs such as development and maturity. Overall, individualized consideration consists of:

1. Spending time in teaching and coaching

2. Behaving others as persons not just group members

3. Paying attention to others as persons who are the owner of different needs, capabilities, dreams and wishes

4. Helping others to develop and grow their own capabilities

5. Listening to others demands and interests

6. Developing individuality and facilitating individuals' growth

(Moghali, 2002, p. 73). Effective utilization of transformational leaders' skills will indicate following traits of these leaders:

1. Creativity

2. Team-orientation

3. Appreciation of others

4. Teaching (learning)

5. Responsibility.

Individual consideration involves considering the individual needs of each follower and the larger group and ensuring individual and group needs are addressed (Afshari et al., 2012). Transformational leaders move beyond the traditional task assignment of transactional leadership and use individual consideration to provide additional guidance, support coaching, and encouragement, including social and emotional support to encourage followers to perform at a higher level (Avolio&Yammarino, 2008; Bass, 1985). Leaders who demonstrate individual consideration understand the importance of considering the unique abilities, aspirations and needs of followers and treat the members of an organization as unique individuals (Ashari et al., 2012).

Table (1) Behavioral indicators of Bass and Avolio's (1993) Transformational Leadership Components

Transformational Leadership Component	Behavioral Indicators
Idealized Influence	Transmits a sense of joint mission and ownership Appeals to the hopes and desires of followers Expresses dedication to followers

	Eases group tension in critical times
Inspirational Motivation	Convinces followers they have the ability to achieve levels of performance beyond what they thought possible Thinks ahead to take advantage of unforeseen opportunities Sets an example for others to strive for Provides meaning for action
Intellectual Stimulation	Takes past examples and applies to current problems Greats a "holistic" picture that incorporates different views of a problem Puts forth or listens to seemingly foolish ideas
Individualized Consideration	Recognizes individual strengths and weaknesses Encourages two –way exchange of views Shows interest in the well-being of others Promotes self-development

Source: Bass and Avolio's (1993), p.56

It is worth mentioning that human resources play a major role in the adoption of transformational leadership style as it is, each member of an organization possesses unique knowledge, talent, and abilities, and individualized consideration allows leaders to examine follower needs and provide personalized direction (Sosik et al. 2002). Transformational leaders who practice individual consideration empower followers to achieve mutually beneficial goals by listening, communicating, and supporting follower efforts (Eliyana, 2010; Shibru&Darshan, 2011). Leaders use individualized consideration to understand the concerns and interests of followers and mentor followers to achieve organizational outcomes (Avolio& Bass, 2004). Leaders who demonstrate individual consideration form personal connections with followers based on commitment and trust, which results in an alignment of follower desires, skills, and abilities and organizational objectives (Bodla& Nawaz, 2010; Riggio, 2006).

Transformational leadership is a broad-based leadership theory that incorporates many aspects of leader-follower relationships, but focuses on satisfying follower needs and inspiring followers to perform higher levels (Bass, 1985). Addressing follower needs is an important aspect of transformational leadership theory, and transformational leaders work to satisfy immediate follower needs, which produce increased levels of organizational commitment and positive performance outcomes (Bhatia, 2004; Kovjanic, 2012; Lenhardt et al., 2011). Burns (1978) described the transformational leader as someone who recognizes the specific needs of followers and satisfies those needs by encouraging followers to reach their full potential. Transformational leaders define individual and organizational vision and inspire followers to develop their own leadership capacity and achieve extraordinary goals (Bass &Riggio, 2006).

Although transformational leaders remain aware of the importance of achieving organizational goals and objectives, transformational leaders focus on developing people, as opposed to controlling tasks and processes. Transformational leaders are aware of the emotional needs of followers, and part of the success of transformational leaders derives from the ability to inspire followers through the fulfillment of psychological needs (Bass, 1990; Bono & Judge, 2003). Bromley and Kirschner-Bromley (2007) noted transformational leaders understand people are important resources and use the transforming process to maximize follower potential.

Transformational leaders are aware of the motives and needs of their followers and tend to follower needs to ensure followers remain committed and satisfied (Northouse, 2007). Transformational leaders improve organizational performance by motivating and inspiring followers to succeed, and transformational leadership is widely associated with organizational success and widely accepted as the predominant leadership theory (Bass &Riggio, 2006; Yukl, 2010).

Further pointed the another classification of dimension or components of transformational leadership, as the following:

Visionary Leadership: Visionary leadership is one domain of transformational leadership (Larick& White, 2012). Through widespread research on leadership, developing a shared vision has been identified as a key indicator of organizational success (Autry, 2001; Goldsmith, Greenberg, Robertson, Hu-Chan, 2003; Kotter, 1996; Kouzes& Posner, 2007; Senge, 2006). A leader's ability to inspire a shared vision was introduced in Kouzes& Posner's five-dimensional framework (Kouzes& Posner, 1987). Inspiring a shared vision involved the leader's ability to envision the future and the

leader's ability to enlist the support of others (Posner &Kouzes, 1988). Leaders who demonstrate ongoing personal commitment to a clear and shared vision through positive communication drive organizations (Senge, 2006). A commonly understood and achievable shared vision is the most powerful vehicle transforming organizations for long-term success (Nanus, 1995).

A strong vision distinguishes organizations. In education, institutions with strong shared visions were identified through aligned employee groups with common purpose (Lickona& Davidson, 2005). Lickona& Davidson (2005) noted that employees working in institutions lacking a strong shared vision were working, but toward different goals. Leaders are responsible for facilitating the formulation of the vision in all organizations. Through active support and enforcement, leaders provide a standard to follow. Sergiovanni (1992) found that successful schools were characterized by leaders who demonstrated the ability to articulate a shared vision developed from core values.

2.2.6. Communication

Communication skills are an essential component of transformational leadership. Effective communication is defined as a leader's ability to foster open communication, creating a positive environment where stakeholders freely discuss problems, potential solutions, and creative ideas internally and externally (Larick& White, 2012). Effective communication skills may motivate stakeholders during change initiatives (Luecke, 2003). During transformational change, leaders are responsible for communicating employee benefits for embracing dramatically different change and the potential risks for failure to change (Denning, 2005). Positive and frequent communication is desired (Lewis, Schmisseur, Stephens, & Weir, 2006). Thorough communication increases employees' willingness to undertake change (Green, 2004; Rousseau &Tijoriwala, 1999). This includes providing vast, meaningful information throughout the change, such as reviewing the potential impact the change may have on stakeholders, clearly articulating the context driving the change, and answering questions posed by employees (Green, 2004; Rousseau &Tijoriwala, 1999). Successful leaders communicate necessary feedback and utilize praise throughout the change process (Peterson & Hicks, 1996). A study of leaders' transformational change effectiveness found communication was a behavior identified that predicted success (Gilley, Gilley, & McMillan, 2009).

2.2.7. Problem-solving & Decision-making

Transformational leadership includes effective problem-solving and decision-making skills (Larick& White, 2012). The dynamic environments leaders face with frequent change present a need for problem solving and decision-making skills (Bryson, 1995). Bryson (1995) suggests leaders utilize strategic thinking skills to solve challenges created in environments of increasing interconnectedness. Similarly, Senge (2006) noted the need for leaders to use systems thinking to see interrelationships. Each situation presents an opportunity to utilize a different problem-solving strategy or decision-making system. Through research, Leithwood et al. (1996) identified elements found in organizations that provided systems for shared decision-making. Providing autonomy, adequate time and opportunities for involvement, and distribution of responsibilities were identified best practices for leaders (Leithwood, et al., 1996).

2.2.8. Personal & Interpersonal Skills

The personal and interpersonal skills domain reflects leaders' interactions with others, their perceived approachability, how likeable they are and their use of emotional intelligence to motivate others (Larick& White, 2012). Emotional intelligence combines leaders' understanding and management of their emotions and the emotions of others to motivate employees (Salovey& Mayer, 1989; Goleman, 2006). Leadership resulting from the integration of awareness and management of emotions provides thoughtful delivery even in difficult times, which is critical. Goleman, Boyatzis, and McKee (2013) noted the significance: "Even if they get everything else just right, if leaders fail in this primal task of driving emotions in the right direction, nothing they do will work as well as it could or should" (p. 3).

Goldsmith et al. (2003) noted that the changing demands leaders face illustrate increased need for the development of win-win relationships. Listening to and reflecting on the inner voice, one's understanding of one's own needs and those of others, promotes relationships (Palmer, 1998). Building partnerships and alliances was identified as a factor for effective leadership and is achieved through personal and interpersonal skills as effective leaders are more emotionally adept (Goldsmith, Greenberg, Robertson, Hu- Chan, 2003). Transformational leaders nurture high-quality relationships with employees, resulting in increased perceptions of leaders' integrity (Doherty, 2014).

2.2.9. Character and Integrity

The character and integrity domain reflects a leader's ability to build trust in the organization through the development of emotional intelligence, the ability to understand oneself and others (Larick& White, 2012). Demonstrating a strong moral purpose, good character, and integrity is an element of effective leadership (Goldsmith, Greenberg, Robertson, & Hu-Chan, 2003; Fullan, 2003; Kouzes& Posner, 2007; Leithwood, et al., 1996; Starratt, 2004). Leaders are encouraged to develop their organization around the core values (Wheatley, 2006). Fullan (2003) writes that a strong education system is the cornerstone of a civil, prosperous, and democratic society and he reminds us, "One of the great strengths one needs, especially in troubled times, is a strong sense of moral purpose" (p. 19).

2.2.10. Collaboration & Sustained Innovation

Transformational leadership includes the development of trusting relationships and a culture with involved leaders who encourage creative problem-solving, communication, and conflict resolution (Larick& White, 2012). Effective leaders demonstrate the ability to develop trust and a collaborative culture (Goldsmith, Greenberg, Robertson, Hu-Chan, 2003; Crant, 2000; Elmore, 2000; Bryk and Schneider, 2002). Shared leadership structures may be achieved through implementation of collaborative systems (Elmore, 2000). The study of transformational leadership transitioned from the business sector to education. A series of studies Leithwood and Poplin (1992) conducted regarding school reform initiatives and transformational leadership found that "transformational school leaders are in a more or less continuous pursuit of three fundamental goals: 1) helping staff members develop and maintain a collaborative, professional school culture; 2) fostering teacher development; and 3) helping them solve problems more effectively" (p.9).

As well as former classifications, the researchers noted that there were other classification of elements and components of transformational leadership can stimulate innovation and reduce the obstacles to change, and these components are (Hallinger, 2003; Santamaria&Santamaria, 2012), , (Crant, 2000).

2.2.11. Managing Change

Change management is a key component of transformational leadership. Leaders with the ability to manage rapid change are needed in organizations (Bass &Avolio, 1990; Drucker, 1999). The ability to understand the change process was identified as one of the five characteristics of effective leadership in Leading in a Culture of Change (Fullan, 2001). Leaders play a significant role in facilitating change in organizations by partnering with employees to achieve a shared vision (Marks &Printy, 2003). Transformational leaders adapt to change as new realities facing organizations are discovered and adaptive abilities of employees are increased (Beerel, 2009). Transformational leaders have the ability to recognize the need for change and demonstrate high levels of dedication to creating change (Lazaroiu, 2013). During change initiatives, leaders encourage employees to take risks, overcome fears, and achieve the organization's vision (Kotter, 1996).

2.2.12. Diversity

Embracing and encouraging diversity is a component of transformational leadership. Transformational leaders create respectful organizations that are equitable through integration of cultural differences and collective strengths (Larick& White, 2012). Increased diversity in the workplace resulted in more research regarding cultural diversity. Survey results from 200 upcoming leaders representing 120 companies around the world resulted in the identification of five factors for effective leadership (Goldsmith, Greenburg, Robertson, Hu-Chan, 2003). One of the five factors included "appreciating cultural diversity" demonstrated through understanding of social and motivational differences. Effective leaders utilize diversity in their leadership style to motivate employees (Goldsmith, Greenburg, Robertson, Hu-Chan, 2003). An increasingly diverse population of students is attending schools throughout America, leading to an emphasis on principles held by school leaders (Rude, Paolucci-Whitcomb, &Commerford, 2005). Former emphasis on integrating or blending new cultures into the mainstream has been replaced with a focus on promoting cultural uniqueness (Lustig& Koester, 2010). Organizations illustrate a "salad bowl" concept with diverse employee identities and values promoted rather than a "melting pot" (Carr-Ruffino, 2006).

Progressive organizations and effective leaders value employee diversity and appreciate employees (Carr-Ruffino, 2006) even when global changes have led to apprehension and distrust regarding job security (Zemke, Raines, &Flipczak, 2000). Developing respectful relationships with a diverse workforce is essential (Carr-Ruffino, 2006; Gardner, 2006).

2.2.13. Team-building

The development of effective teams is a component of transformational leadership. Through collaboration, encouragement, and a positive environment, transformational leaders build effective teams (Larick& White, 2012). Meaningful relationships are developed and bonds formed through transformational leadership. Employee trust and confidence grows through positive experiences (Kouzes& Posner, 1993). All members of the team are empowered to hold leadership roles during transformational leadership rather than relying solely on the employees that have served as leaders previously (Chrispeels et al., 2000; Darling-Hammond, 1990; Lieberman et al., 1988; Santamar, 2012).

Transformational leaders positively impact teams (Vera &Crossan, 2004; Jansen, Vera, &Crossan, 2009). Transformational leaders encourage member participation and brainstorming (Vera &Crossan, 2004; Jansen, Vera, &Crossan, 2009). Zaccaro, Ely, & Shuffler (2008) found that members of teams reported feeling safe and able to openly exchange ideas under supervision of transformational leaders. Leaders build teams through the learning and development of their individual team members. A team's ability to learn has been found to impact team effectiveness (Decuyper, Dochy, & Van den Bossche, 2010; Kozlowski & Bell, 2008; Sessa& London, 2008). Edmondson (1999) studied the impact of leader's behaviors on team learning. Effective team communication and increased team learning were found when leaders demonstrated employee coaching regarding problem-solving and implementation of team norms (Edmondson, 1999). Research indicates transformational leadership has been found to positively impact team development and learning (Hannah & Lester, 2009; West, 1999).

2.2.14. Political Intelligence

Political intelligence is a component of transformational leadership. Larick and White (2012) define political intelligence as a leader's ability to create influence in an organization while advocating for change that will promote the organization's goals ethically. Developing stakeholder support and commitment to organizational initiatives is important. A politically intelligent leader utilizes strategies to build consensus and overcome potential barriers to the success of initiatives. Politically intelligent leaders respond to the needs of the larger social, economic, and cultural contexts based on their understanding (ISLLC, 2008). During uneasy political times, leaders use skills to meet the needs of the diverse groups involved (White, Harvey, & Kemper, 2007). Politically intelligent leaders utilize strategies to lead change and achieve the organization's vision (White, Harvey, & Kemper, 2007). Building trust in an organization is an essential political strategy. Kotter (1996) noted that "Nothing undermines the communication of a change vision more than behavior on the part of key players that seems inconsistent with the vision" (p. 97). Identifying and developing key.

Stakeholders as proponents of change initiatives are an essential political strategy (Bottoms & O'Neill, 2001). In times of increased financial pressure, ensuring adequate financial support in organizations becomes more critical. Utilizing established relationships and ethical alliances with stakeholders may provide additional resource avenues for politically savvy leaders to secure additional funding (DeLuca, 1999).

In addition to implementing political strategies, a politically intelligent leader adjusts strategies based on ongoing needs assessments and integrates influence strategies as needed (White, Harvey, & Kemper 2007).

From above we conclude that transformational leadership promotes creativity and innovation, and welcomes change and transformational leaders create a culture that promotes creative solutions and reduces anticipated barriers to change Effective leaders demonstrate proactive behaviors to improve conditions in their organization marked by outward innovation.

Regarding educational organizations indicated transformational leaders encourage innovation of teaching and learning practices, which empowers employees while meeting their individual needs.

2.3. Transformational Leadership Outcomes

According to Yukl (2010), organizational success is largely attributed to leadership practices, and understanding the outcomes of leadership styles allows organizational leaders to achieve specific goals and objectives. Transformational leadership produces positive business results, including organizational performance, and prior research indicates a relationship between development programs and desired leadership behaviors (Hargis et al., 2011). Multiple studies confirm the effectiveness of transformational leadership across a broad range of cultures and organizations (Koh, Steers, &Terborg, 1995; Rowold, 2008; Rowold&Rohmann, 2008). However, leadership behaviors that are effective in one situation may not produce the same results in other instances, and understanding the outcomes associated with transformational leadership is necessary for determining the appropriate use of the leadership style (Judge & Piccolo, 2004).

Abrell et al. (2011) noted the effectiveness of transformational leadership is largely supported by empirical research. Positive outcomes including increased job satisfaction and follower attitudes (Bass &Avolio, 1999; DeGroot, Kiker, & Cross, 2000; Judge & Piccolo, 2004), trust in leadership (Podsakoff, MacKenzie, &Bommer, 1996), and organizational commitment (Avolio et al., 2004; Bono & Judge, 2003; Ismail et al., 2011; Lowe, Kroeck, &Sivasubramaniam, 1996; Walumbwa& Lawler, 2003) are associated with transformational leadership. Research findings link transformation leadership to multiple organizational outcomes including innovation behavior (Howell &Avolio, 1993), team effort (Howell & Frost, 1989), perceived leadership effort (Yammarino, Spangler, & Bass, 1993), and financial performance (Barling, Weber, &Kelloway, 1996). According to Abrell et al. (2011), the positive outcomes associated with transformational leadership are clear, and organizational leaders increasingly invest in training and development programs to develop transformational leadership behaviors.

Despite the documented success of transformational leadership, an empirical explanation of the impact of transformational leadership development on leadership outcomes remains undocumented in the literature. Additional empirical research on the impact of transformational leadership development on leadership outcomes is needed to understand how to develop transformational leaders (Avolio, Avey, & Quisenberry, 2010).

Transformational leadership has been associated with the personal outcomes (Hatter & Bass, 1988; Barling, Moutinho, &Kelloway, 1998; Kirkpatrick & Locke, 1996) of the follower as well as organizational outcomes (Boerner, Eisenbeiss, &Griesser, 2007; Zhu, Chew, & Spangler, 2005; Jorg&Schyns, 2004; Barling, Weber, &Kelloway, 1996; Howell & Avolio,1993). Research has also shown that transformational leadership impacts employee commitment to organizational change (Yu, Leithwood, & Jantzi, 2002) and organizational conditions (Lam, Wei, Pan, & Chan, 2002). Due to its impact on personal and organizational outcomes, transformational leadership is needed in all organizations (Tucker & Russell, 2004).

According to Aarons (2006), "Leadership is associated with organizational and staff performance" (p.1163). Personal and organizational behavior related to leadership demands a more candid look at the leadership styles which may have a positive or negative impact on these two variables. The purpose of this literature review is to investigate the impact of the transformational leadership style on organizational outcomes and the personal outcomes of the follower. This review will examine the following organizational outcomes: organizational citizenship behavior/performance, organizational culture, and organizational vision. The review will also explore the following personal outcomes of the follower: empowerment, job satisfaction, commitment, trust, self-efficacy beliefs, and motivation. By understanding the impact of transformational leadership on the organizational and personal outcomes mentioned above, transformational leaders can influence and motivate the behavior of employees in such a way that the resultant behavior has a positive impact on the organization. (Givens, 2008).

Effective transformational leadership results in performances that exceed organizational expectations. Figure 1 illustrates the additive effect of transformational leadership because managers must pull together the components to reach "performance beyond expectations" (Northouse , 2001).

Idealized Influence

+

Individualized Consideration

+

Inspirational Motivation

+

Intellectual Stimulation

=

Performance Beyond Expectations

Figure (2) Additive effect of transformational leadership

Source: Northouse, P.G. 2001. Leadership Theory and Practice, second edition. Thousand Oaks, CA: Sage Publications, Inc.

Each of the four components describes characteristics that are valuable to the transformation process. When managers are strong role models, encouragers, innovators, and coaches, they are utilizing the four Is to help transform their associates into better, more productive, and successful individuals. Northouse (2001) states that in 39 studies of transformational literature, managers at all levels who exhibited transformational leadership were more effective leaders with better work outcomes in the public and private sectors (Northouse 2001). Therefore, it can be very advantageous for managers to apply the transformational approach in the workplace.

2.3.1. Weaknesses of Transformational Leadership

Yukl (1999) identified seven major weaknesses of Transformational leadership:

First: one is the ambiguity underlying its influences and processes. The theory fails to explain the interacting variables between transformational leadership and positive work outcomes. The theory would be stronger if the essential influence processes were identified more clearly and used to explain how each type of behavior affects each type of mediating variable and outcome.

Secondly: is the overemphasis of the theory on leadership processes at the dyadic level. The major interest is to explain a leader's direct influence over individual followers, not leader influence on group or organizational processes. Examples of

relevant group-level processes include: (1) how well the work is organized to utilize personnel and resources; (2) how well inter-related group activities are coordinated; (3) the amount of member agreement about objectives and priorities; (4) mutual trust and cooperation among members; (5) the extent of member identification with the group; (6) member confidence in the capacity of the group to attain its objectives; (7) the procurement and efficient use of resources; and (8) external coordination with other parts of the organization and outsiders.. Organizational processes also receive insufficient attention in most theories of transformational leadership. Leadership is viewed as a key determinant of organizational effectiveness, but the causal effects of leader behavior on the organizational processes that ultimately determine effectiveness are seldom described in any detail in most studies on transformational leadership (Yukl, 1999). Transformational leadership theories would benefit from a more detailed description of leader influence on group and organizational processes.

Thirdly: the theoretical rationale for differentiating among the behaviors is not clearly explained. The partially overlapping content and the high inter-correlation found among the transformational behaviors raise doubts about their construct validity. For example, intellectual stimulation is operationally defined as causing a subordinate to question traditional beliefs, to look at problems in a different way, and to find innovative solutions for problems. The content is diverse and ambiguous. There is not a clear description of what the leader actually says or does to influence the cognitive processes or behavior of subordinates.

Fourthly: Yukl (1999) identified omission of several transformational behaviors from the original transformational leadership theory which empirical evidence has shown to be relevant. Some of them include inspiring (infusing the work with meaning), developing (enhancing follower skills and self-confidence), and empowering (providing significant voice and discretion to followers).

Fifth: is the insufficient specification of situational variables in Transformational leadership. A fundamental assumption of transformational leadership theory is that the underlying leadership processes and outcomes are essentially the same in all situations. Bass (1998) had suggested that transformational leadership is beneficial to both followers and organizations regardless of the situation. Studies shown that situational factors can influence the effects of transformational leadership on followers and work outcomes. Yukl (1999) suggested the following situational variables as moderators between transformational leadership and followership: stability of environment, organic

structure (rather than a mechanistic bureaucracy), an entrepreneurial culture, and dominance of boundary-spanning units over the technical core.

Sixthly: the theory does not explicitly identify any situation where transformational leadership is detrimental. Several studies have shown that transformational leadership can have detrimental effects on both followers and the organization. Stevens et al (1995) believes that transformational leadership is biased in favor of top managements, owners and managers. Followers can be transformed to such a high level of emotional involvement in the work over time that they become stressed and burned out. Individual leaders can exploit followers (even without realizing it) by creating a high level of emotional involvement when it is not necessary (Yukl, 1999).If members of an organization are influenced by different leaders with competing visions, the result will be increased role ambiguity and role conflict. Leaders who build strong identification with their subunit and its objectives can improve member motivation, but excessive competition may arise among different subunits of the organization. When inter unit cooperation is necessary to achieve organizational objectives, the result can be a decline in organizational effectiveness. The possibility that transformational leadership has negative outcomes needs to be investigated with research methods designed to detect such effects.

Seventhly: like most leadership theories, transformational leadership theory assumes the heroic leadership stereotype. Effective performance by an individual, group, or organization is assumed to depend on leadership by an individual with the skills to find the right path and motivate others to take it. In most versions of transformational leadership theory, it is a basic postulate that an effective leader will influence followers to make self-sacrifices and exert exceptional effort. Influence is unidirectional, and it flows from the leader to the follower. When a correlation is found between transformational leadership and subordinate commitment or performance, the results are interpreted as showing that the leader influenced subordinates to perform better. There is little interest in describing reciprocal influence processes or shared leadership. Researchers study how leaders motivate followers or overcome their resistance, not how leaders encourage followers to challenge the leader’s vision or develop a better one.

In spite of the numerous criticisms of transformational leadership, its popularity has grown in recent time (Yukl, 1999). For instance, studies have shown that managers in different settings, including the military and business found that transformational

leaders were evaluated as more effective, higher performers, more promotable than their transactional counterparts, and more interpersonally sensitive (Rubin et al, 2005; Judge and Bono, 2000). Empirical evidence also shows that transformational leadership is strongly correlated with employee work outcomes such as: lower turnover rates, higher level of productivity, employee satisfaction, creativity, goal attainment and follower well-being (Eisenbeiß and Boerner, 2013; Garcı´a-Morales et al, 2008; Piccolo and Colquitt, 2006; Keller, 1992).

2.4. Leadership in Higher Education

Over the course of the past few decades, changes in higher education resulted in a transition in leadership perspective in response to increased competition, budget constraints, performance pressures, and government accountability. Economic and workforce trends illustrating the need for skilled graduates and trailing college graduation rates impacted institutions in the United States while technological advances increased, driving global competition (Gregor, 2002). The hierarchical leadership models that focused on the leader are no longer meeting the complex challenges institutions face (Davis & Jones, 2014; Romero, 2004).

Uncertainty and change present in the higher education sector requires leaders to shift their leadership styles and practices to meet the needs of the organization in varying situations (Snowdon& Boone, 2007). A shift to a more collaborative environment requires significant mindset adjustments to include emphasis on shared responsibility and decision-making rather than the past reliance on the formal leader's authority (Davis & Jones, 2014). This was described by Ladkin (2012) as an environment where leadership is "an energetic field through which leaders and followers move together for purposeful action!" (p. 8). The complexity facing institutions as leaders work to engage all stakeholders to solve unprecedented challenges illustrates the need for transformational leadership practices that incorporate collaboration and shared decision-making (Anderson & Johnson, 2006; Bolden, 2011; Bolden, Petrov, &Gossling, 2009).

2.4.1. College Presidents

Research on leadership in higher education initially focused on the college president. The college president is the peak administrator of the institution (Keohane, 2006; Wilson, 1989). In a position similar to that of chief executive officer, presidential leadership has been examined. Over the last several decades, researchers have studied and debated the ability of a university president to make an impact, and most findings indicate limited outcomes as presidential power is restricted by various factors (Birnbaum, 1989b; Cohen & March, 1974; Dennison & Gallagher, 1986; Sibley, 1993). The majority of research utilizes perceptions of campus employees (Levin, 1992), and Birnbaum (1989a) noted most studies were not grounded in a formal theory.

Multiple approaches have been utilized in research to learn more about the role of the college president. Birnbaum (1989b) studied the impact of the college president in relation to institutional performance. In a study based on the perception of faculty members, Birnbaum (1989) studied college and university presidents where they sought to answer two questions: "How important is the president to college and university performance?" and "Do presidents make a difference?" (p. 123). Results indicated only slight changes of faculty perceptions between presidential leadership and institutional performance (Birnbaum, 1989).

The limited linking of outcomes to university presidential leadership led Birnbaum (1989b) to conclude that the role of the president was primarily symbolic. Although limited findings support the college president's direct impact on outcomes, researchers have sought to determine what makes some college presidents more effective than others (Bashman, 2012). In an attempt to identify effective leadership in United States higher education, 52 presidents representing 300 accredited private schools participated in a study (Bashman, 2012). Results indicated that effective university presidents fostered a culture of excellences that developed trust and motivated the institution. Successful transformational change was found when a president was perceived as having competence in knowledge, leadership skills, and adequate technical experience (Bashman, 2012).

Ongoing demand for increased performance in higher education prompts continued study of leadership. Budros (2002) attempted to integrate strategic leadership theory into his research rather than relying on perceptions. Others have noted the expanded roles and responsibilities of the college president and the significant role that distributed

leadership plays in the current structure of higher education, which shifts focus to additional leaders in organizations (Eddy, 2010; Futrell, 2011).

2.4.2. Academic Deans

Academic deans and department chairs are essential to the success of higher-education institutions (Sypawka, Mallett, & McFadden, 2010). Academic deans, similar to a middle-management position in the business sector, are represented by a variety of titles such as chair, division manager, or division director based on the organizational structure of the school. Deans balance responsibilities from the president and board of trustees regarding daily operations and strategic initiatives while they serve to support and address faculty concerns, presenting a complex position of leading from the middle (Gmelch&Miskin, 1993; Lucas, 2000; Sypawka, Mallett, & McFadden, 2010; Seagren et al., 1994; Tucker, 1993).

The primary responsibility of deans is the oversight of faculty, students, and the connections between the two (Sypawka, Mallet, & McFadden, 2010). Varying organizational structures and budget constraints may require deans to handle additional responsibilities, including personnel management (Franke, 2006). Workforce changes resulting from globalization and increased diversity are reflected in department teams across institutions, requiring greater attention from leaders for individual team member growth and development (Harvey &Drolet, 2006). Interest in the leadership skills of deans grows as institutions rely on the deans to produce outcomes and influence initiatives (Leftwich, 2001).

2.4.3. Studies on Transformational Leadership

Since the introduction of transformational leadership by Burns (1978), a wide variety of studies focused on the topic. Abrell et al. (2011) noted empirical findings support claims about the effectiveness of transformational leadership in multiple contexts, and allowed the theory to grow to the modern understanding. Research findings also revealed the limitations of transformational leadership and provided relevant information for developing leadership development programs (Abrell et al., 2011).

Numerous studies confirm the relationship between transformational leadership and motivational factors that are associated with desired outcomes such as extra effort, performance, innovation, and job satisfaction. Belle (2014) used an experimental design with 138 participants and identified a positive correlation between transformational leadership and extra effort, self-persuasion, and service motivation. Grant (2012) examined government employees over a seven-week period using a quasi-experimental design and identified a relationship between transformational leadership and motivation among participants because the interaction provides meaning and context to routine tasks. Maharani, Troena, and Noermijati (2013) collected quantitative data from 61 participants and used Generalized Structured Component Analysis to identify a positive relationship among transformational leadership, employee performance, and job satisfaction and noted transformational leadership provides organizations with a competitive advantage during times of change.

In a quantitative correlational study, Chen and Chang (2013) surveyed business leaders in Taiwan using a five-point Likert scale and determined transformational leadership positively influences innovative behaviors, specifically in product development and tasks that require creativity.

Multiple contemporary studies assessed the relationship between transformational leadership and positive workplace outcomes, including perceived fairness and social justice. Bacha and Walker (2013) examined the relationship between transformational leadership and fairness by surveying 100 participants using a quantitative design and a five-point scale instrument and found transformational leadership is associated with increased procedural and interactional fairness. Simola, Barling, and Turner (2012) used multilevel regression analyses and analyzed data from 58 managers and 119 subordinates and found a significant relationship between transformational leadership and stage of justice and moral reasoning.

The findings suggested transformational leadership contributes to customer and patient based actions, as opposed to a self-focus. Sun and Anderson (2012) studied a sample of 100 leaders and their direct reports using a quantitative design and the AC self-report measure and the MLQ 5X Form and identified a relationship between transformational leadership behavior and higher attribution complexity. Ertureten, Cemalcilar, and Aycan (2013) collected empirical data from 251 participants and used path analysis to determine transformational leadership decreases the likelihood of negative workplace behaviors such as bullying and mobbing, which contribute to low

job satisfaction, low commitment, and high turnover intention. Fox, Dale, and Mayer (2013) used mediation analysis to examine the relationship between transformational leadership behavior and conflict management style in a sample of 121 and found transformational leadership affects follower perception of a leader and the cooperative conflict management approach.

In addition to studies on the effect of transformational leadership on specific outcomes, contemporary studies examined the relevance of transformational leadership to other leadership styles. Burns (1978) established transformational leadership theory to address gaps in existing leadership theory but did not present transformational leadership as an answer to all leadership problems. Understanding the tenants of transformational leadership and other leadership styles allows practitioners to use the appropriate leadership theory or combination of leadership styles for a given situation. Schuh, Zhang, and Tian (2013) surveyed 228 participants and used a quantitative design to determine transformational leadership increases desired behaviors such as employee in-role and extra-effort, but noted transformational leadership should be combined with other leadership styles to maximize effectiveness.

Choudhary, Akhtar, and Zaheer (2013) surveyed 155 participants with a five-point Likert scale instrument and used comparative analysis to determine transformational leadership enhances organizational learning and increases organizational performance to a greater extent than servant leadership. Ishikawa (2012) tested a Although Bass (1985) originally identified the four factors of transformational leadership as relevant measures of transformational leadership attributes, contemporary studies continue to contribute to the knowledge base and suggest considering additional guidelines and behaviors. Warrick (2011) noted the urgent need of developing transformational leaders within modern organizations and identified seven design guidelines in the literature to assist leaders with developing transformational leadership development programs.

The guidelines include gaining top-level support and involvement, establishing a design team and identifying a transformational sample of 654 participants and used confirmatory factor analysis and regression analysis to identify a positive relationship between transformational leadership and maintaining a group consensus, but noted the negative effective of consensus on shared leadership.

Leadership model, and using the program as an intervention, rather than an event. Warrick (2011) also recommends designing the program to include opportunities to practice desired behaviors and skills, developing transfer-of-training and follow-up

activities, providing participants with on-the-job coaches, and regularly evaluating and modifying the program to ensure relevant material and design. McKnight (2013) conducted a literature review of empirical studies examining the impact of transformational leadership on organizational networks, group dynamics, performance, and effectiveness. The review revealed six transformational leadership behaviors conducive with revolutionary change, which include visionary, team builder, motivational, charismatic, adaptive, and strategic leadership behaviors.

Multiple research findings suggest transformational leadership is effective across industries. Schuh et al. (2013) examined the effects of transformational leadership in multiple organizations and industries using a quantitative design and noted a positive correlation between transformational leadership behavior and positive employee outcomes. AkthemSmeirat and Yusuf Magableh (2014) used a quantitative design and two instruments to survey 324 teachers and found a positive correlation between principal transformational leadership behavior and teacher motivation. Wang, Chontawan, and Nantsupawat (2012) sampled 238 registered nurses using a Leadership Practice Inventory and a Job Satisfaction Scale and established a positive correlation between nurse manager transformational leadership behaviors and nurse job satisfaction. O'Connor and Mortimer (2013) examined transformational leadership among members of trade unions in a qualitative case study and found transformational leadership is associated with positive outcomes and increased levels of organization. Zwingmann et al. (2014) conducted a quantitative multilevel analysis in 16 countries using the MLQ and determined transformational leadership is associated with better-perceived health and health promoting behaviors. In a two-study quantitative investigation, Effelsberg, Solga, and Gurt (2014) used the MLQ 5X Short Form to survey 484 employees with different professional backgrounds across multiple organizations and industries. The study employed confirmatory factor analysis and identified a positive correlation between transformational leadership and employee commitment and pro-organizational behavior.(Wyatt, Hockmeyer, 2015, p.30).

This review of literature and studies illustrated the evolution of the study of leadership across sectors. With a growing body of literature on the topic of leaders, multiple theories and models have developed (Blake & Mouton, 1964; Blancard, 1965; Vroom &Yetton, 1973; House & Mitchell, 1974; Conger &Kanungo, 1987; Burns, 1978; Bass, 1985;

Leithwood, 1996; Larick& White, 2012). The field of leadership grew as numerous books were published to guide leaders to acquire highlighted skills (Kouzes& Posner, 1993; Kotter, 1996; Fullan, 2001; Gardner, 2006, & White, Harvey, & Kemper, 2007). Researchers began to distinguish between leaders based on the skills or behaviors they demonstrated and frameworks were developed to identify effective leadership (Leithwood et al., 1996; Larick& White, 2012). The theoretical framework of transformational leadership has elements needed to address the complexity of organizations in the 21st century. The ten domains of the TLSi have been validated through a leadership literature review and it provides a holistic framework for an effective leader (Larick& White, 2012). Institutions may utilize transformational leadership for operational and strategic planning. Although research has indicated transformational leadership is associated with effectiveness, there are critics that would disagree (Groen, 1995; Yukl, 1999).

The similarity between charismatic leadership and transformational leadership has been questioned (Groen, 1995; Yukl, 1999). In a study of 70 department chairs in United States colleges, Brown and Moshavi (2002) found that individualized consideration was unrelated to the measures of effectiveness they utilized. Yukl's (1999) concern regarding the overemphasis on the leader's influence is aligned most closely with early transformational leadership models. The wide range of leadership dimensions found in more recent and thorough transformational leadership models addresses these concerns (Leithwood, 2006; Larick& White, 2012). Higher-education institutions have changed throughout the past decades (Romero, 2004; Bryman, 2007; Davis & Jones, 2014).

Increased globalization through technological advances has provided greater access to education, driving competition and budget constraints (Gregor, 2002). Shifting demographics of students, combined with government accountability and societal expectations to increase graduation rates, resulted in an emphasis on student outcomes (Obama, 2009; Lumina Foundation, 2014). Leaders in higher education currently face complex challenges and the projected retirement of current senior-level college administrator's leaves colleges potentially needing to hire effective leaders (Shultz, 2001; Snowdon& Boone, 2007; Career One Stop, 2012; Bureau, 2014). As institutions look to hire effective leaders, the need to better understand the relationship between leadership skills and student outcomes becomes more pronounced (Bryman, 2007).

2.5. Education Quality

2.5.1. Introduction

Education is a significant institution given the shift to a knowledge economy. The marketplace of higher education institutions has led to their students being increasingly concerned as customer. Higher education has become a global business and universities have to continuously explore options for exporting higher education services (MohamadYusof, Hassan, Abdul Rahman, &Ghouri, 2012). Moreover, the education sector where no true products are involved; service provided will represent the competitive demarcation between institutions in terms of their superiority in creating unique experiences (Khodayari, 2011). While there is competition in outcomes such as research and innovation, universities are also expected to deliver high service quality. Therefore, the assessment of the service quality in higher education can provide an important contribution and inputs which will be useful for management and staff to continue improving the quality of education (Al-Alak&Alnaser, 2012).

Quality is one of the competitive priorities which has migrated from the literature of manufacturing strategy to the service arena. As early as 1984, Hayes and Wheelwright (1984) suggested that cost, time, flexibility and quality are competitive priorities for manufacturers in the USA and international economies. These issues gravitated quickly to the service arena where the need to define and assess quality became a dominant issue (Collier, 1990; Parasuraman et al., 1985). Interest in service quality has increased substantially.

In recent years, with a growing number of books and papers applying TQM concepts in the service sector (Dotchin and Oakland, 1994a, 1994b, 1994c; Gupta and Chen, 1995; Kettinger and Lee, 1995; McDaniel and Louargand, 1994). The arrival of TQM in higher education began tenuously in the 1980s with increasing interest in the early 1990s. This growing interest in TQM is motivated by institutions' need to cope with an increasingly desperate set of fiscal circumstances, and tremendous pressure from their customers to update and improve the quality of their services (Brigham, 1994; Ewell, 1993; Zemsky et al., 1993). While there appears to be strong support for TQM in the academy, many, especially faculty, are deeply sceptical of it and are reluctant to change (Entin, 1993; Ewell, 1993; Horine et al., 1993; Marchese, 1993). This skepticism and inertia by core academic units within colleges and universities is fuelled by recent reports that TQM has failed to produce its promised results in industry

(Brigham, 1993). While the track record of TQM in higher education is uncertain, the current thinking is clear: learn from the mistakes and accomplishments of previous practitioners in industry while moving forward with TQM efforts (Brigham, 1993, 1994; Entin, 1993; Ewell, 1993; Horine et al., 1993; Zemsky et al., 1993).

The definition of quality has evolved from "quality is excellence", to "quality is value", to "quality is conformance to specifications", to "quality is meeting and/or exceeding customers' expectations" (Reeves and Bednar, 1994). The first two definitions offer little help in the assessment of quality and the third is more appropriately used in assessing product quality. The latter definition has been deemed appropriate for use in the service arena and Parasuraman et al., (1988), hereafter referred to as PZB, developed and validated an instrument for measuring service quality using this definition. In general, quality is an objective measurement in manufacturing and a subjective one in the service sector. Service businesses are heterogeneous, quality is intangible, and production and consumption of the product (service) are inseparable.

Systematic quality management was originally developed in the manufacturing sector. In the early part of the last century, this development was led by the USA. After the Second World War, the most important development took place in Japan and the field of quality management has come to include aspects from both the Western and the Eastern traditions (Park Dahlgaard, 2001). In the public sector, systematic quality management was not used in any major degree until the 1990s (Vinzant and Vinzant, 1996). The disinclination to accept these methods was partly due to a reluctance to use practices from the manufacturing sector in the public sector (Ehrenberg and Stupak, 1994). More recently, research has shown several examples of the successful use of systematic quality management in several public services (Ehrenberg and Stupak, 1994; Lagrosen, 1999, 2000). In the area of higher education, however, the adoption of quality control has been superficial and diluted by the exercise of academic freedom, as well as being hampered by lack of shared vision and lack of a match between quality management and educational processes (Srikanthan and Dalrymple, 2003). Further, the prevailing culture of universities is often based on individual autonomy which is jealously guarded (Colling and Harvey, 1995). This type of culture is usually difficult to combine with the need for teamwork, which is an important feature of all quality management efforts (Boaden and Dale, 1992). In quality management, it is vital to study the meaning of quality in the situation that is under study. In the area of higher education, the concept of what constitutes quality has not been thoroughly addressed,

although some interesting studies exist (Green, 1994; Harvey and Green, 1993; Srikanthan and Dalrymple, 2003). Further, we have the vast field of general research into quality management in services. The extent to which this research is applicable to the sector of higher education also remains to be analyzed.

During the period extending from the past to the present day, economists, social scientists, and politicians have suggested that education has a crucial role in the development of a country. Social and economic developments of a country depend directly on the education levels of workforce (Mayer, Mullens& Moore, 2000). Today, there is a global and intense competition in the marketplace. In this competitive world, in order to meet the expectations of the business, quality of education provided for the adolescences is becoming increasingly important (Yıldız&Ardıç, 1999). In order to make the future better than today, educational authorities explore tools to assess the quality of the educational outcome by measuring the effectiveness of the components of educational systems, and search the ways to make educational reforms.

According to Gedikoğlu (2005), deficiencies in Turkish education system, especially in rural areas, are financial difficulties, shortage of teachers, and lack of school buildings, laboratory equipment, computers, and libraries. The regional infrastructures of education system eliminate equal opportunity in education (Adaman&Keyder, 2006; Gedikoğlu 2005). For Basaran (1974), the level of benefit from education differs not only from one city to another, but also from one district to another in the same city. Although basic education secured by the laws, there are some differences in practices of education based on various variables such as region and socio-economic status. Most parents are not satisfied with the quality of rural schools. They thought that the quality of rural schools could not compare with urban schools. Besides, for parents the physical conditions of the rural schools are not good (UNICEF, 1999). Since the children seen as human power in the rural areas, boys have to learn farming and agriculture, whilst girls have to learn home economics (Yücel, 1994).

The quality and the effectiveness of education depend on qualitative variables such as characteristics of schools, teachers and classrooms, as well as quantitative variables such as achievement scores (Mayer et al., 2000). The Working Committee of European Report of May 2000 identified sixteen indicators for school quality (European Report, 2000). The commission's indicators were used as criteria for determining school quality indicators in this study. Teacher qualifications, curriculum implementation, school climate, parental involvement, availability of educational technology and instructional

materials were acknowledged as important indicators of school quality. Educators, researchers, and the public believe that there are some differences between rural and urban education quality. Namely, the education in smaller and rural schools was found to be less qualified and less effective than the education in larger urban or suburban schools (Young & Fisher, 1996).

2.5.2. Definition of Quality

Quality is one of the many concepts in the social sciences that is extremely difficult to define. Rather than trying to find a set definition, it might be useful to create an insight into the many dimensions that form a fuzzy entity referred to as quality through social consensus (Gummesson, 1990). Based on a thorough literature review, Garvin (1988) has classified the definitions of quality into five major groups.

(1) Transcendent definitions. These definitions are subjective and personal. They are eternal but go beyond measurement and logical description. They are related to concepts such as beauty and love.

(2) Product-based definitions. Quality is seen as a measurable variable. The bases for measurement are objective attributes of the product.

(3) User-based definitions. Quality is a means for customer satisfaction. This makes these definitions individual and partly subjective.

(4) Manufacturing-based definitions. Quality is seen as conformance to requirements and specifications.

(5) Value-based definitions. These definitions define quality in relation to costs. Quality is seen as providing good value for costs.

In time, the customer-based definitions seem to have come to prevail, but in reality, they all need to be integrated. Ideally, quality management can thus be a means of bridging the gap between external quality management, starting with customer perceived quality, and internal quality management focused on conformance (Gummesson, 1999).

Quality in a service organization is a measure of the range to which the service delivered meets the customer's expectations. The characteristics of service consist of intangibility, heterogeneity and inseparability. Quality as defined for higher education has been identified by Harvey and Knight (1996). They suggested that quality reflects exceptional, consistency, fitness for purpose, value for money, and transformative.

Research on service quality gained a major push forward in the early 1980s. A number of researchers posit that service quality involves a comparison of expectations with performance. Lewis and Booms (1983) argued that service quality is a measure of how well the service level delivered matches customer expectations. Grönroos (1984) identified two dimensions of service quality namely functional quality — which involves the performance in which the service delivered and technical quality-- the actual outcome of the service. Finally, Parasuraman, Zeithaml and Berry (1985) conceptualized service quality using a disconfirmation model that assesses customer's expectations and perceptions, with development and subsequent refinement in 1988 and 1991 of the Servqual instrumentation (Parasuraman, Zeithaml, & Berry, 1991). The servqual model used to assess service quality is determined by the size and direction of the so-called internal gaps. The gaps are defined as: Gap 1 (positioning gap) - between customer expectations and management perceptions of those expectations; Gap 2 (specification gap) - concerned with management perceptions of customer expectations and the firm's service quality specifications; Gap 3 (delivery gap) - between service quality specifications and actual service delivery by employee; Gap 4 (communication gap) - pertains to actual service delivery and external communications about the service (Khodayari&Khodayari, 2011). The Servqual instrument is based on Gap 5 (perception gap) is the difference between the customer's internal perception and expectation of the services (Zeithaml, Parasuraman, & Berry, 1990; Akter, Upal& Hani, 2008) The original Servqual scale was comprised of ten dimensions, which following further testing by Parasuraman, Zeithaml, and Berry (1988) reduced from ten to five dimensions. The five key dimensions of service quality namely reliability, responsiveness, assurance and empathy, and tangibles, is one of the most used models for evaluating customer expectations and their perceptions of the service quality (Abu Hasan et al., 2008; Al-Alak&Alnaser, 2012; Khodayari&Khodayari, 2011; Zarei et al., 2012; Pakdil&Aydln, 2007). These five dimensions are identified as follows:

1. Reliability – refers to the ability to perform the promised service dependably and accurately.

2. Responsiveness – refers to the willingness to help customers and to provide prompt service.

3. Assurance – refers to the knowledge, courtesy of employees and ability to convey trust and confidence in the customer towards the service provider.

4. Empathy - refers to the provision of caring, individualized attention provided to customers.

5. Tangibles – refers to the appearance of physical facilities, equipment, personnel and communication materials.).

2.5.3. Concept the Quality in Higher Education

The research on quality in higher education concludes that not a single workable definition of quality is possible. Quality is "a relative concept, meaningful only from the perspective of those judging it at the time" (Higher Education Council 1992: 3). Tam (2001) also mentioned that, quality in higher education is a "relative concept", with respect to the stakeholders in higher education and the circumstances in which it is involved.

In other words, quality means different things to different people as well as the same person may adopt different conceptualizations at different moments (Zafiropoulos et al. 2005). However, Sahney et al. (2004) highlighted that definitions of "quality in education" follow the general definitions of quality. The term "quality in education" has been defined as "conformance of education output to planned goals, specifications and requirements" (Crosby 1979); "defect avoidance in the education process" (Crosby 1979) "excellence in education" (Peters and Waterman 1982) and "meeting or exceeding customer's expectations of education" (Parasuraman et al. 1985) and fi nally "fi tness of educational outcome and experience for use" (Juran and Gryna 1988).

Delivering quality service has become an important goal for most Higher Education Institutions (Alves 2006). Universities and faculties strive to provide high quality services because they need to compete for their students (Faganel and Macur 2005) and have become increasingly interested in establishing quality management systems in response to the demands imposed by a complex, uncertain environment (Athiyaman and O'Donnell 1994; Jenkins 1994; Sallis and Hingley 1991). Sigala and Baum (2003) mentioned that it becomes even more diffi cult to attract students, since new generation students have more influence and greater awareness as consumers, becoming more interactive and selective as regards their future and Ford et al. (1999) suggested that institutions need to better understand the nature and quality of the service offered, because of the high competitive intensity surrounding business-related courses. Oldfield and Baron (2000: 86) claimed that "institutions should address the issue of quality, not only through the traditional routes of accreditation and course review, students'

feedback questionnaires on the quality of course delivery and teaching, but also through evaluating what students themselves consider to be elements in service quality". Ford et al. (1999) found out the attributes that contribute towards an excellent university.

The most important are: reputation, career opportunities, program issues, physical aspects, and location and may become the basis where universities have to focus their efforts. Vidal et al. (2003) found out that "guidance services", in "professional", "academic" and "personal" matters play an integral part of the education process, while Adee (1997) suggested that several 'university characteristics' can help to explain the perceived quality among students, like competent teaching, the availability of staff for students' consultation, library services, computer facilities, recreational activities, class sizes, level and difficulty of the subject content, and students' workload.

2.5.4. The Benefits of Adoption Quality in High Education

In addition to the list of justifications above, a large amount of benefits arising from the application of quality standards in education as follows: (Ts, 2009,p.49) and (Jardat, 2013, p.182) and (Samurai Nasser, 2012p.83) and (glorious, 2014, p.196).

1.Develop leadership and managerial skills to manage the institution.
2.Develop the skills, knowledge and attitudes of employees in the educational field.
3.Focus on the development of processes to identify more responsibilities.
4.Improve the educational process and results in a continuous way.
5.Reduce school dropout rates, or failing in school.
6.Achieve the satisfaction of stakeholders (students, parents, teachers, community).
7.Optimum use of human and material resources available, to reduce costs.
8.Provide measurement tools and performance criteria for the application of the "principle of prevention is better than cure",
9.Improve the institution's reputation.
10. Contribute to solving many societal problems.
11. Encourage stakeholders to adhere to proper models and best practices.

2.5.5. Justifications

which calls for the application of quality standards in higher education the suffering of the educational systems of the large number of accumulated problems that have prevented the advancement of public education and caused low efficiency and low effectiveness, those systems were forced to search for a suitable way to overcome the

problems, Conventional methods of education have become in need of revision in line with modern requirements, hence the importance of the development of the university and increase their effectiveness in general, and to achieve the quality of the educational process in particular.

Introduced both (Zaki, 2012, p.187) and (Hammouda, 2012, p.57) a number of reasons that led to the attention of researchers in the quality of education as the following:

1. Educational performance of the business properly in less time and effort and cost.
2. Satisfy the needs of learners.
3. Improving the educational institution's reputation in the teachers, students and members of the community point of view.
4. Improve the quality of the learner, both in terms of knowledge, skills and ethical aspects.
5. Quality economies of affected countries, and then the search for alternatives and new sources of funding for education has become a necessary requirement.
6. Quality foster creativity, which requires the provision of appropriate school environment, and the development of teacher preparation.

The seventies and eighties have seen from the last century, a surge of interest in higher education quality and exceeded it to include men of economics, sociology and politics, which resulted in an overlap and interaction between the educational, economic, social and political factors and in accordance with the following (Azab, 2008, 187) (Hughes, 2007, p.46):

1. Most of the communities, especially the developing turns to the expansion of education with the beginning of the seventies, and I looked at him as a decisive factor in community development.
Developed nations revealed, including the United States, France and Japan for the low academic achievement levels among students, the largest worse in developing countries and the situation.

2. The growing desire on the global level of access to new knowledge and standards for quality and attention on both theoretical and practical.

3. Increase the economic race, as the community looks to its regulations in training and education to enrich their efficiency, and the need to cope with global changes in the future to prepare the individual to deal with it and supplying it necessary to know and

understand what is happening globally and to live in a society trends requires effective ability to cope with global changes and live with it.

4. Massive expansion of human knowledge and the ability to absorb them.

5. Economic blocs and trends towards globalization revolution and the interaction between the parts of the world at every moment make the educational system responsible for maintaining the self-isolation and without achieving the communication and cooperation between educational institutions at various levels.

6. Information and Internet revolution that has become a means of international communication and dialogue, and to review the education system, in relation to objectives and curriculum and teacher preparation and the philosophy of education and educational management and educational planning.

7. The reason for the internationalization of these trends is to increase the capacity for global communication, and made by organizations such as UNESCO to provide indicators for the governments of useful information at least for comparisons, including percentage of enrollment in universities. Thus, the transformation of universities towards quality has become a strategic necessity imposed by the accelerating challenges that require universities to improve the efficiency and effectiveness of educational and administrative operations, in order to bridge the knowledge gap and performance to achieve the needs and aspirations of the beneficiaries of the service.

2.5.6. Quality Dimensions in High Education

Quality dimensions, according to Grönroos (1990), can be classified into three groups: technical quality, functional quality and corporate image. This is similar to those proposed by Lehtinen and Lehtinen (1991) – i.e. physical quality, interactive quality and corporate quality. The dimensions associated with technical quality are those that can objectively be measured regardless of customers' opinion, while those concerned with functional quality are related to the interaction between the provider and recipient of the service and are often perceived in a subjective manner. Sometimes, the interaction between customers themselves becomes important; this is true for higher education when considering the influence of students on one another. The corporate image dimension relates to the overall picture of an organization perceived by the customers; it is the result of a combination of technical and functional quality dimensions as well as factors like the price of the product (or service) and the reputation of the company.

Another categorization observed by Ghobadian et al. (1994) differentiates between those dimensions which are associated with the quality of the final product or outcome of the service and those which relate to internal processes within the organization; they are called “outcome” and “process” dimensions respectively. The importance of the process dimensions from the customers’ viewpoint depends on the extent to which they participate in the process. In the manufacturing sector customers do not normally deal with production processes; however, in a service context, customers often have some participation in the process of service delivery.

This participation may vary depending on the kind of service (Lehtinen and Lehtinen, 1991). In the case of higher education, students and lecturers participate a great deal in the processes, but other groups like employers deal mainly with the final product of the system, i.e. graduates. For the students and lecturers themselves, the level of participation may vary in different processes. Another categorization observed by Ghobadian et al. (1994) differentiates between those dimensions which are associated with the quality of the final product or outcome of the service and those which relate to internal processes within the organization; they are called “outcome” and “process” dimensions respectively.

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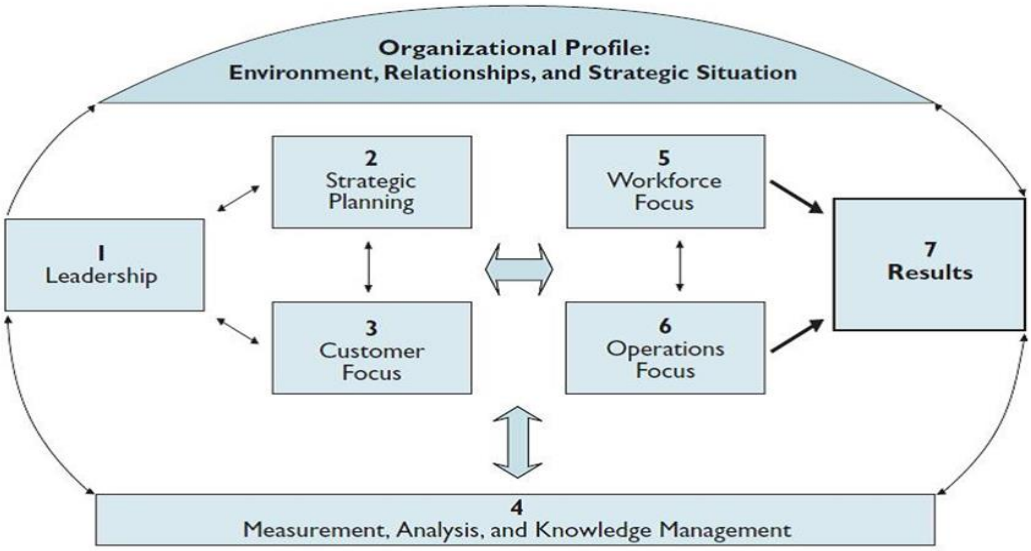
Under the above, the researcher believes that all models revolved within the orbit or a specific framework, paints for educational institutions pillars and axis upon which the quality approach, as noted by the researcher having to repeat many of the implications, between the models and quality standards in light of the scarcity of test M.Baldrige standards the field of education in the Arab and Iraqi environment, and will become the present study of the first studies under informed researcher who will use the year 2013_2014 model as another quality standards in education issued by the National

Institute of standards and Technology National Institute of standards and Technology (NIST) and Figure (6) illustrates these standards .



Figure(3) Measurment,Analysis,and Knowledge Management

Source: Baldrige Performance Excellence Program, 2013, 2013–2014 Education Criteria for Performance Excellence (Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology, (http://www.nist.gov/baldrige/publications/education criteria.cfm)

The National Institute of Standards and Technology's Malcolm Baldrige National Quality Award recognizes 'best quality practice' in the United States by analyzing seven factors in process quality, performance improvement, and business results. Award criteria include:

2.5.7. University Leadership

Standard centered leadership on how to direct the personal actions of the leadership of the university and sustainability. He also asks for the university governance system and how to honoring the legal, ethical and social responsibilities, and mechanisms to support the main communities. And include answers to the following themes:

a. Senior Leadership: It directs the actions personally to lead the university, and sustainability. It describes how to find solutions to the stakeholder environment, innovation, in order to achieve top performance. Also describe how communication between university leadership and the workers on the one hand, with students and key stakeholders on the other hand.

b. Vision, Values, and the Message: And relate with questions about (1) how to determine university leadership vision and values of the university, and how to publish (via its own drive system) to the workers, and to key partners, and students and other stakeholders, and the extent of university leadership's commitment to those values. (2) Strengthening the legal and ethical behaviors: Any image that school leadership demonstrate its commitment to legal and ethical behavior while promoting the university environment that requires it. (3) the establishment of a sustainable organization: How to build the university leadership of the Organization of sustainable, and how to create an environment to bring the message and improve the academic performance, including driving performance, and organizational learning and personal, creating an organizational culture that will provide a consistently positive experience for beneficiaries and stakeholders, creating an environment for innovation, and achieve its strategic objectives, and agility, and participation in the planning and development of future leaders.

c. Communication and Organizational Performance: And linked to the performance of the university as linked to (1) Communications: How to communicate with the university leadership, as teachers and students, the principal and other beneficiaries, and mechanisms to encourage two-way communication, including the effective use of social media, and how to communicate the key decisions, and how to motivate the teaching staff, including participation in the bonus programs to promote high performance and a focus on students and other beneficiaries. (2) focus on the actions: How to create a leadership focused in their actions to achieve the goals of the university, and improve their performance, and enable innovation, and achieve its vision to determine the necessary actions in this regard, as well as the mechanisms of university leadership's focus on value creation and achieve a balance among students, and other beneficiaries.

2.5.8. Strategic Planning

This standard is linked to the strategic objectives of the University and plans to work where and mechanisms of implementation, and change them if circumstances warrant, as well as to measure progress, and focuses on:

a. Development Strategy: Development of the University's strategy mechanisms, how to create a strategy to meet the challenges and support the strategic advantages and opportunities, it includes the development of strategic evoke answers:

b. Strategic Development Process: These include: (1) Strategic Planning: Implementation of the strategic planning of the university and the main steps to identify the co-chairs and the prospects for long-term planning and short, as well as to determine the treatment of strategic planning for the needs of practical mechanisms to get to the lightness kinetic regulatory and operational flexibility. (2) Innovation: Create an environment that supports innovation and identify strategic opportunities and especially the major ones. (3) Strategic Considerations: And analyze relevant data collection, and information on the key elements as part of the strategic planning process, such as (Strategic challenges and advantages, sustainability risks, potential hidden points in the strategic planning process, and the ability to implement the strategic plan). (4) Work and the core system capabilities: Work the main systems of the university system and business decisions, the report to be accomplished by the beneficiaries and external partners of the main processes, adoption of the capabilities available to the beneficiaries and partners, and finally determine the organizational core capabilities in the future.

c. Strategic Goals: And content (1) the main strategic goals of the university and the timetable for achieving them, the most important changes are the main objectives (If any) in educational programs, services and markets and beneficiaries and partners, and processes. (2) strategic objective considerations: Address the strategic objectives of the strategic challenges and support the core capabilities and strategic advantages and opportunities while achieving a balance between long and short-term point of deadlines and between the needs of all stakeholders presidents.

d. Implementation of the Strategy: Transforming the strategic goals of the university into action plans and summarizes the procedures and identifies and disseminates standards or the main indicators, and attributed to the key comparisons, and includes answers to the following themes:

e. The Development of the Action Plan and Dissemination: It includes (1) the development of the action plan: Plans for the University, including the main action plans on the long and short term strategic objectives and their relationship. (2) implementation of the action plan: Publish action plans in all parts of the university, , to ensure the achievement of the main strategic objectives and ensure the maintenance of the main findings of these plans. (3) the allocation of resources: Ensuring the availability of financial resources to achieve business plans, and the allocation of these resources to support plans with financial risk management.

f. Performance Expectations: Any expectations about your prospects of planning the university's performance in the long term and the short under the standards, indicators and expected performance compared with similar universities, and to identify mechanisms bridged.

2.5.9. Focus on the Beneficiary (students, faculty, labor market)

This standard is linked to how the contribution of the university and students and other stakeholders in its success, including how to listen to the voice of the beneficiary and build relationships with him to improve and to identify opportunities for innovation, and it is structured around the following:

a. Voice Beneficiary: Any access to information of the beneficiaries and the mechanisms of hearing them down to gain their satisfaction, it also includes evoke answers:

b. Listen to the Beneficiaries: This includes (1) Listen to the beneficiaries: Listening, interaction and control of beneficiaries to obtain enforceable information, the distinction listening methods for each category and each grade level with the use of social media and Web-based technologies, as well as determining the responses and instant midwife act for the implementation of students and other beneficiaries about the programs and educational services and student quality. . (2) Listen to the potential beneficiaries of other students.

c. Determine Student Satisfaction and Beneficiaries and integration: And paragraphs are (1) satisfaction and integration: Mechanisms to identify satisfaction and integration and differences in the ways identified for either students or groups of beneficiaries, as well as identifying indicators that discloses how to meet students and beneficiaries requirements and exceed their expectations in the future. (2) the relative satisfaction of competitors: And it includes information from students and other users about the relative satisfaction among competitors, and among students and beneficiaries of what the competition offered by the universities of similar educational programs or in relation to the report in the education sector. (3) dissatisfaction: Identify cases of non-students and beneficiaries satisfaction and the adoption of standards that combine the process used to re-meet the students and beneficiaries information requirements and exceed their expectations in the future.

d. Students Merger: Any implementation mechanisms need to achieve integration and building relationships with them, including educational programs, services and

communication mechanisms and build relationships with them. It includes students of consolidation as follows:

e. Program and Services Offered: It includes (1) the program and the service provided: Identifying students and other beneficiaries of educational programs compatible with the requirements of the market and adapt to implement and exceed the expectations of students and beneficiaries of hand and access to new markets and attract new students and beneficiaries with finding opportunities to expand relations with them. (2) To support the students and other beneficiaries: Sense enable students and beneficiaries have access to private information programs and educational services and the receipt of the observations of them including the main communication mechanisms to determine the main support for the students and beneficiaries requirements and ensure that the deployment of these requirements within the university. (3) Students and divides the market for the beneficiaries: Use of any information obtained from students and beneficiaries and the markets, about the program and educational services to determine the current reality and expected, taking into consideration what the competitors are available for growth. And expected, taking into consideration what the competitors are available for growth.

f. Building Relationships with Students and Other Beneficiaries: This includes (1) Relationship Management: Determine the position of the university in the province, and building and managing relationships with students and beneficiaries to acquire new students and keep the attendees of them and ensure their participation to benefit from social media to strengthen ties with students and beneficiaries. (2) management of complaints: Any complaints department and make sure resolved immediately ibex effectively, down to restore the confidence of the university students, beneficiaries and enhance satisfaction and ensure their participation.

2.5.10. Measurement, Analysis, and Knowledge Management

This standard is associated with how the university to choose, and compile, analyze, and manage data and information, and the assets of their own knowledge, as well as the management of information technology to be used in reviewing the results to improve their performance.

a. Measurement, Analysis, and Improve the Academic Performance: It describes how to measure and analyze, review and improve the academic performance using data

and information obtained from all over the school to support decision-making. And include answers to the following themes:

b. Performance Measurement: And relate to (1) Performance measures: how to choose, assembling, and harmonize, data and information and integration for use in tracking the daily operations and performance of the public university, to achieve the strategic objectives and action plans, and to identify the main university performance measures, such as(Short-term President of the proceeding in relation to budget and finance in the long term), and mechanisms followed, and the use of data and information to support regulatory decision, continuous improvement, and innovation. (2) Comparative data: Identify and ensure the effective use of data and information is key for comparison and to support decision-operational, strategic and innovation decisions. . (3) student data and other users: Identify and ensure effective use of the voice of the beneficiaries through the data and information collected from the market(Including data collected from complaints) and social media to build a culture focusing on students and support decision-operational, strategic and innovation decisions. (4) measurement of agility: Make sure any ability to measure performance of the rapid reaction regulatory and external changes unforeseen system.

c. Analyze and Review the Performance: Includes a review of university performance, capacity and analysis to be used to assess the success, and competitive performance, and progress in achieving its strategic goals and action plans, and its ability to respond quickly to the changing needs and organizational challenges in the university environment.

d. Improve the Performance: Improved performance is linked to (1) Best Practices: Identify organizational units or high-performance operations, and identify best practices. (2) performance in the future: How to Use the results of any performance audit and comparative and competitive data in the performance predicted in the future, the compatibility of any differences in performance expectations and expectations of future performance of the development of major action plans. . (3) continuous improvement and innovation: Use of performance audit results opportunities for the development priorities of continuous improvement and innovation, and publication for teachers, employees, through which you receive feedback them to ensure regulatory harmonization.

e. Knowledge Management, Information, and Information Technology: University describe how they grow and learn and manages the assets of their knowledge, and

ensure the quality and availability of data and information, software and hardware needed by the workers, partners and collaborators, students and other beneficiaries. It includes evoke answers:

f. Organizational Knowledge: This includes (1) Knowledge Management: Is associated with (the collection and transfer of knowledge workers, and the transfer of knowledge relevant to and from beneficiaries, partners and collaborators students, engaging best practices and implementation, collection and transfer of relevant knowledge for use in innovation and strategic planning processes). (2) Organizational Learning: the use of knowledge and resources to consolidate learning in the working methods of the university.

g. Data, Information, and Information Technology: These include (1) the data and information properties: The sense of how the university's ability to data and information management (Ensure impartiality, accuracy, reliability, timing, and security and confidentiality). (2) the availability of data and information: Make any required data and information available and easy to use for employees, students and partners and collaborators, and beneficiaries. (3) the characteristics of the hardware and software: Make sure that the hardware and software is reliable, safe, and easy to use. (4) the availability of emergency: Make sure that the hardware and software systems, data and information is still available to serve the students, and other beneficiaries.

2.5.11. Focus on Human Resources

This standard focuses on how the university the ability of workers and capacity needs assessment and create a suitable environment for them, and the management and development of employees to take advantage of its full potential in alignment between the message and the strategy and plans of action in it. This standard includes evoke the following answers:

a. Ergonomics: The sense of how to manage the capacity of workers and their ability to complete the work at the university, and maintaining a supportive environment and a safe environment to work, and include answers to the following themes:

b. Human Resource Capacity and Energies: This includes (1) the ability and capabilities: How do you evaluate the capabilities of workers in the university and its needs, including skills and competencies and certification. (2) members of the new workers: How to hire, employ, replaced, and retain new workers, and make sure they have ideas and diverse cultures. (3) completion of the work the sense of how to organize

and manage workers for (completion of work, take advantage of the core capabilities, strengthen the focus on students and other users, the performance exceeded) expectations. (4) workers and change management: The sense of preparing workers to change the capabilities and capacities through their management, and meet their needs, to ensure continuity, prevent the reduction of employees, and preparing him through his administration periodically for the growth of workers.

c. Business Climate: Develop mechanisms to address the environmental factors in the workplace to ensure and improve workers' health and safety in the workplace, through the development of performance measures that enhance the objectives of each of these factors. (2) the benefits and personnel policies: Develop mechanisms to support workers through the services, and benefits, policies, and adapted to the needs of the diverse and different personnel.

d. Participation of Workers: How to describe the development of workers, managers, and leaders to achieve high performance by involving them in the improvement and innovation. It includes answers to the following themes:

e. Staff Performance: This includes (1) the elements of engagement: Identify the key elements that affect the participation of workers, and how to determine these elements to different groups of workers.(2) organizational culture: Create an organizational culture that is characterized by an open contact, create an organizational culture that is characterized by an open contact, and make sure that the university benefit from the ideas and diverse cultures of its staff. (3) Performance Management: Any support the performance management system and the involvement of employees in the university.

f. Assess the Participation of Workers: Associated with (1) Post Rating: How to evaluate the participation of employees of any formal and informal assessment the methods and procedures used to determine the participation of workers, and the extent of the difference in the methods and procedures, and the use of other indicators, such as(Retaining workers, absenteeism, grievances, safety, productivity, to evaluate and improve the participation of workers). (2) the link with the university results: Over the interdependence of the results of the assessment and the involvement of workers with university main findings to identify opportunities for improvement in each of the participation of workers and university results.

g. Development Leaders and Workers: And respect to (1) learning and development system: Identify any university mechanisms that support the needs of workers and their

development and development, and how the system's ability to address the core capabilities, and strategic challenges, improve the focus on students and beneficiaries, ensure the transfer of knowledge from departing or retiring workers, , ensure the promotion of new knowledge and skills at work. (2) the effectiveness of learning and development: Evaluate the effectiveness and efficiency of learning and development in the university system. (3) Career: Effective management of career advancement for workers at the university and implement a serial offender management planning and leadership positions. This standard focuses on the role played by the university in its quest for excellence in terms of human resources the preparation, implementation and follow-up systems, plans and programs for human resources and its ability to develop appropriate working environment for employees, and to clarify the interest of human resources, the means how to work on the full capabilities of hiring workers to achieve high performance excellence, and how the participation of workers in order to develop their potential to ensure their effectiveness and how to ensure their health and safety and well-being. effective human resources are the best guarantee for the application and the continuing success of quality in education.

2.5.12. Focus on Operations

This standard is linked to how the university designs, management, and improves programs and educational services and work processes to provide value to students and beneficiaries to achieve the academic success and sustainability.

a. Working Procedures: Design, manage and improve key business processes to provide educational programs and services that will create value for students and beneficiaries by contrast achieve school success and sustainability. And include answers to the following themes:

b. The Program, The Service, The Design Process: This ensures that (1) the design concepts: You design the programs and educational services and processes to meet all key requirements, and the possibility of integrating new technologies and organizational knowledge, programs and service excellence, the potential need for agility in these programs, and services, and processes. (2) the requirements of the program, service, and process: Determine the educational requirements of the program and the services and operations of the main action.

c. Process Management: associated with (1) the implementation of the process: Make sure that the daily operation meets the main requirements of the process, and

measurements of key performance indicators, or that are used to monitor and improve business processes, and how they relate to the quality of the results and performance of programs and educational services. (2) Support operations: define the main support operations, and to make sure that the daily operation meets the requirements of key organizational support. (3) improve the software, service, and process: Improving business processes to increase student learning, improve programs and services and educational performance, and reduce contrast.

d. Operational Efficiency: Describe how to control costs, and supply chain management, to provide a safe working environment, emergency preparedness, and innovation for the future to ensure the effectiveness of operations and provide value to students and beneficiaries. And include answers to the following themes:

e. Cost Control: The university's ability to control the overall costs of operations, and prevent errors, and reduce the cost of inspection and testing operations and process and performance review, the balance between the needs of the cost and the needs of students and other users monitor.

f. Supply Chain Management: Includes administration and school choice for supply chain, and to ensure that they are qualified status to improve their performance and satisfaction of students and beneficiaries, and mechanisms to measure and evaluate the performance of processors and provide feedback to help them improvement.

g. Safety and Emergency Preparedness: This ensures that (1) Safety: Provide a safe working environment, safety system that handles incidents and prevention, inspection and analysis of the root cause of the failure. (2) Emergency preparedness: make sure the university set up a system of preparedness for disasters or emergencies.

h. Innovation Management: how school management innovation, and follow-up strategic opportunities, and its potential to make financial and other resources available to achieve these opportunities, and its ability to stop the follow-up opportunities in a timely manner to enhance the opportunities for priority highest support.

2.5.13. Results

This standard is centered around the university's performance and improvement in all areas of education and the main results of the operation, results focused on the beneficiaries, and the results that focus on workers, and the results of leadership and governance, the Budget and Finance, and the results of the market, and levels of

performance relative to competitors in terms of the educational program and offers similar services.

a. Student Learning Process and Results: It includes the results of operations that serve to direct students and beneficiaries. And it includes answers to the following themes:

b. Student Learning and Focus on the Results of the Process: Levels and trends of any current University of standards or the main indicators of student learning outcomes and the performance of the processes that are important to serve the students and the direct beneficiaries to be used for comparison with the performance of competitors in terms of similar offers.

c. The Results of the Effectiveness of the Work process: Include (1) the efficiency and effectiveness of operations: current levels and trends in key measures or operational performance indicators, and mechanisms to support key business processes, including productivity, cycle time, and other appropriate measures of the effectiveness of the operation, efficiency and innovation. (2) Emergency preparedness: Current levels and trends in key measures of efficiency or preparedness at the University indicators when disasters or emergencies.

d. The Results of Supply Chain Management: Results for the school's standards or the main supply chain performance indicators, and the extent of their contribution to the improvement of their performance.

e. Results that Focus on Beneficiaries: Contains the results of satisfaction and the involvement of students and beneficiaries, educational programs and services for students and other beneficiaries, and market segments. to answer the following questions:

f. Results that Focus on Students and Other Beneficiaries: Associated with (1) the student satisfaction and beneficiaries: Which current levels and trends in key measures or indicators of satisfaction and the lack of students and beneficiaries satisfaction, and use those results for purposes of comparison with its competitors, which offers educational programs and services similar. (2) the involvement of the student and the beneficiaries: Current levels and trends in key measures or the involvement of students and beneficiaries indicators and building relationships with them.

g. Results that Focus on Workers: Linked to the results of the work environment, the involvement of workers, address the diversity of workers. Organizations must complete an extensive application and selection process before being named Baldrige

National Quality Award Recipients. Awards are given in five categories (manufacturing, service, small business, education and health care). A maximum of two awards per category, per year are presented. The Baldrige Award category for educational institutions was added in 1999. (Quinn)

(Adams,2013:26)and (Hicks,2005:21) are confirmed that M. Baldrige standards in public education is seeking nearly three objectives:

1. Organizational help improve practices and performance capabilities.
2. Facilitate communication and the exchange of information between schools and between all types of organizations.
3. Adopted as a working tool for understanding performance management, planning and guidance, and opportunities for organizational learning.
4. Serve as a working tool to improve school performance, planning and training and institutional assessment.

2.6. Quality in Higher Education

Several authors refer to quality in specific ways, including: a creature of political fashion (Becher, 1999), multi-faceted (Frazer, 1992), elusive (Neave, 1994), contentious (Taylor et al., 1998) and slippery (Harvey and Green, 1993). Vroeijenstijn (1990, p. 24) suggested that: “Although it remains necessary to strive for a good description of quality and aspects of quality, the lack of definition is no reason not to pay attention to quality”. Various definitions of quality in higher education began to emerge in the mid to late 1980s including: “Quality is fitness for purpose” (Ball, 1985, p. 96); and “Quality is determined by the degree to which previously set objectives are met” (de Groot 1983,cited in Vroeijenstijn, 1992, p. 112). Further, quality has been discussed in terms of a notion of value-added (McClain et al., 1989; Barnett, 1988). Various methods of defining or categorising ways of thinking about quality have evolved in the literature. One particular approach that has gained prominence is referred to as “the stakeholder approach”.

The framework provided by Harvey and Green (1993) is a rigorous attempt to clarify how various stakeholders view quality. These five categories of quality, modified in some instances, have since been referred to, and/or employed as a framework for research and discussion around stakeholder conceptions of quality in higher education. In a reference to Harvey and Green (1993), Newton (1999, p. 66)

suggests “their framework draws together the differing concepts and approaches used in current arguments about how quality in higher education might be assessed”. The framework has also been used by authors in their investigation of quality in a number of disciplines including physiotherapy (Clouder, 2000) and geography (Johnston, 1994; Chalkley, 1998). In this paper, the Harvey and Green (1993) model is applied to an accounting context in higher education. Each category or definition of quality is briefly defined as follows:

1. Exception: Distinctive, embodied in excellence, passing a minimum set of standards.
2. Perfection: Zero defects, getting things right the first time (focus on process as opposed to inputs and outputs).
3. Fitness for purpose: Relates quality to a purpose, defined by the provider.
4. Value for Money: A focus on efficiency and effectiveness, measuring outputs against inputs. A populist notion of quality (government).
5. Transformation: A qualitative change; education is about doing something to the student as opposed to something for the consumer: includes concepts of enhancing and empowering: democratization of the process, not just outcomes.

Using a modified Harvey and Green model, Lomas (2002) surveyed senior managers in UK universities (pro vice chancellors, vice-principals, deans and academic registrars) when investigating their perspectives of quality in higher education. The category omitted from the model was perfection/consistency. Lomas (2002) justified the omission on the basis that perfection, as defined by Harvey and Green (1993), is about flawless consistency of a product or service – a definition akin to that employed using a total quality management (TQM) framework of zero defects. Clearly, he argues, higher education is not in the business of producing like-minded, homogeneous graduates.

In summary, attempts to define quality in higher education have resulted in a variety of labels being attached to the concept, yet similar explanations of the concept are evident. That is, quality in higher education, in its various guises, is often referred to in terms of: efficiency, high standards, excellence, value for money, fitness for purpose or customer focused. To a lesser extent, a notion of quality as transformation and/or value added is discussed in the literature. Harvey (1994) considers this issue with reference to transformation as a “meta-quality concept”, possibly operationalized by the other four concepts defined by Harvey and Green (1993) – excellence/high standards, perfection,

fitness for purpose and value for money. However, while acknowledging this potential, Harvey asserts that these operationalization's are not the ends in themselves, but simply part of a notion of quality as transformation. In a later publication, he suggests: “They are, though, inadequate operationalization's, often dealing only with marginal aspects of transformative quality and failing to encapsulate the dialectical process” (Harvey and Knight, 1996, p. 15).

2.6.1. Stages of the Implementation of Quality Standards in Higher Education

Although the concept of quality modern management concept, and many well-known, has its advantages, but the real challenge is to put this concept into practice, generally there is no one method agreed upon by all researchers and those interested in this area, but there are key stages must be followed , to achieve intellectual and philosophical building extends to all educational institution apart from the members of the environmental, regulatory and cultural processes. It is a continuous non-stop operation, is not linked to a specific time duration, they cycle through several stages (Table 2).

Table (2) stages of the application of quality standards in high education according to the opinions of researchers

	Researcher 's name	Stages	Content
1	(Fahmi 0.2012) (Swedish, 2009)	1	Setting: It can be termed the conviction stage and the adoption of management and administrative leadership of the philosophy of quality and work to build an organizational culture consistent with the requirements of this philosophy.
	(Hijo 0.2010) (Hammouda, 2012) (Jardat, 2013)	2	Planning: detailed plans for implementation and determine the appropriate structure and resources put in place to implement it. This phase begins laying the foundation stone for the process of change within the institution.

	(Ali, 2009) (Titi and Jaber.2012)	3	Assessment and Evaluation: include the exchange of information necessary to support the preparation, planning and implementation phase. And reviewing the work in meetings and regular meetings.
		4	Exchange and dissemination of experiences: the exchange and dissemination of successful experiences that verify the application of quality management is aware of where all beneficiaries to participate in the improvement process and to clarify the benefits that accrue to them.
2	(Ahmed, 2007) (Monthly.2013	1	Learning is to create a culture among teachers about this system and understanding of philosophy and acceptance method, models and ideas required by the system, and gaining knowledge of training and study.
		2	Homeliness: means the permanent attempt to convert what we want to reality, we live and try and understand clearly and prior to this philosophy can even be generated accumulated experience.
		3	Progress: The progress achieved an increase of knowledge, wisdom and experience, which means ease and help the leadership in the application of the new model and change management.
3	(Moataq, 2007) (Dagestani, 2007)	1	Boot to change: include (publication of a culture of quality ideas, change the educational structure, change the management structure)
		2	Quality Planning: include (setting goals and beneficiaries, needs, and success factors).

		3	Regulation of quality: include (the formation of the Council, and work teams).
		4	Implementation: include (quality circles and rings, choosing quality model (ISO / Baldrige / Deming).
		5	Evaluation: include (self-evaluation, external).
4	(Ts, 2009) (Titi, 2011)	1	Awareness (disseminate the culture of quality and benefits for everyone: before you start applying the quality to be spreading awareness and ideas related to the culture of quality in educational institutions and create an educational environment to accept requirements.
		2	Vision and strategic planning for quality: This includes the formulation of a long-term vision and plan Head of the Department of Education with a strong strategy for success, and plan specific targets educational institutions seeking to achieve, because of the inherent strategic planning process (assignments, beneficiaries requirements, and identify critical factors of success).
		3	Regulation of quality: the success of the organization requires instill a sense of quality within the organization to create an educational environment and society to accept the standards of quality and standards.
		4	Execution: depends implementation of quality standards depends on the working groups within the institution, as they are choosing teams enjoyed the experience, and they meet at work to resolve the

			problems facing the educational institution in a specified time frame.
		5	Evaluation: This includes making sure the implementation of educational activities, all the required efficiency, using quality tools with the revision of the educational and administrative policies and directing the educational process to correct errors if necessary, access to continuous improvement in the educational performance.

Chapter 3

3. Sample application

3.1. Field frame of the study

This chapter aims to show the results achieved by the study sample answers and analyzed through the presentation of frequencies and percentages and circles, standard deviations, standard to verify the validity of the default model for the study. Therefore, this chapter has been divided into the following detective:

First Section: Description of the study population and individuals appointed by the respondent.

Second Section: Description of the variables of the study to the University of Dohuk.

3.1.1. Description study population and individual respondents and appointed

This section will be devoted to describe the study sample and the rationale for their selection, and the limits of the study respondents described the individuals, with an explanation for it comes.

3.1.2.Description of the study sample and the rationale for their selection

To achieve the objectives of the study and prove hypotheses, was chosen university wire (Dohuk Technical University), it represents the respondents professors at the university who hold scientific titles, the choice of the tertiary education sector was for the following reasons:

• Education sector occupies a privileged position in the construction and development process that we are experiencing at the present time.
• The great responsibility that rests with the universities, which is to prepare qualified cadres to work in various fields of knowledge and fields of workthen big role in the self-determination and the future of the people and their hopes, it depends upon renaissance and progress, so it was chosen professors (Professor, Assistant Professor, teacher, assistant teacher) as a sample for the study.

The research sample, it has been selected according to the class of random method, it has been distributing questionnaires referred to in Annex (2) first on a sample of university teaching as experts arbitration and referred to in Annex (3) After the amendments proposed by them were distributed as the final resolution, between faculty members at the university he mentioned included scientific titles (professor, assistant professor, teacher, assistant teacher), in line with the orientations of the study, the researcher distributed the questionnaire to the respondents of the teaching staff, number of distributed questionnaires was reached (150) to form the University of Dohuk technicalre-which (126) are valid for the analysis of form.

And to describe the study population, the data was obtained by a researcher from the induction part of the questionnaire form unloading as it is shown in the table (3)

Table (3)

Frequency distribution and percentages of the characteristics of the respondents of individuals in the study sample

Gender	**Male**				**Female**			
	S		**%**		**S**		**%**	
	100		**79**		**26**		**20**	
Age	**31 – 40**		**41 – 50**		**50 and over**			
	S	**%**	**S**	**%**	**S**	**%**		
	91	**72**	**15**	**11**	**20**	**15**		
Social status	**Married**		**Single**		**Divorced**			
	S	**%**	**S**	**%**	**S**	**%**		
	101	**80**	**25**	**19**	**----**	**----**		
Qualification	**Doctorate**		**Master**		**----------**			
	S	**%**	**S**	**%**				
	59	**39.3**	**91**	**60.6**				
Scientific title	**Professor**		**Assistant Professor**		**Teacher**		**Assistant Teacher**	
	S	**%**	**S**	**%**	**S**	**%**	**S**	**%**
	4	**2.66**	**20**	**13.3**	**67**	**44.6**	**59**	**39.3**
Length of service	**5 – 15 Years**		**16 – 21 Years**		**22 and over**			
	S	**%**	**S**	**%**	**S**	**%**		
	90	**60**	**40**	**26.6**	**20**	**13.3**		

Table prepared by the researcher

The table refers to frequencies and percentages for individual characteristics of the study sample as follow:

1. **Gender:** The proportion of males formed (79%) of respondents individuals at the university level and it formed the proportion of females (20%) This shows that the majority of the teaching staff
2. **Age:**The age groups most visible category are between the ages (31-40) years and followed confined Category (50 and over).
3. **Social status:**It turned out that the majority of the study sample of married people (80%) as the proportion of unmarried reached (19%) as the proportion of divorced formed (0%) and this is an indication of the social networking.

4. **Qualification:**It is clear that the majority of respondents are master's degree holders by (60.6%)While the proportion of doctoral degree holders accounted for the amount (39.3%)This emphasizes that the university is providing opportunities for young teaching cadres.
5. **Scientific title:**Inferred from the data table (3) shows that (44.6 %) of respondents are individuals of a campaign scientific title (teacher), while the lowest percentage of the holders of the title (Professor) at amount(2.66%) at the time it accounted for the ratio of the title assistant professor amounted (13.3%) and the percentage of holders of scientific title (assistant teacher) amounted (39.3%) and this confirms the keenness of the two universities on the development of scientific management and promotion issues for teachers in the areas of specialization.
6. **Years of service:** It is clear that (60%) of respondents have a total service ranging from (5 – 15) years, which indicates the accumulation of knowledge they have**.**

3.1.3. Description variables of the study and diagnosis of the Technical University of Dohuk

This section includes a description variables of the study, diagnosis and through related data analysis and in which you use the iterative distributions and percentages circles, standard deviations, each variant of the variables of the study, and to achieve that it has been divided into two sections by topic to study variables, as follows:

First. How much exercise academic leadership style Transformational Leadership:Dealing with this paragraph description of transformational leadership (Idealized influence, intellectual counseling, intellectual considerations, stimulation) at the macro level of the study sample.

1. Idealized influence: The results indicate that the respondents' answers and at the level of all the colleges of the study sample about this specific through indicators (X1-X5) tend toward agreement rate (91.9%) of those answers with a mean of (3.87) and a standard deviation of (1.01),While the percentage of lack of agreement on indicators of this dimension was (13.8%).

2. Intellectual counseling: Data Indicates distributions repetitive circles, standard deviations for answers to the study sample paragraphs (X6-X10) on the complex, recalling that (83.9%) of the respondents agree that these phrases vs.

(16.4%) do not agree with the terms of this dimension and (25.8%) are neutral,that was a mean value of (3.74) and standard deviation (1.1).

3. Individual considerations: The results indicated that respondents' answers and at the level of the overall index for this dimension through indicators (X11-X16) tend towards an agreement by (78.8%) with a mean(3.64) and standard deviation (0.85)while the proportion of the lack of agreement reached (19.1%).

4. Stimulus: The data indicated that there is agreement among the majority of the study sample and rate (84.4%) about the stimulus in the mechanisms of action and it is available to have whether it be by the nature of the work or not,although the percentage (16.4%) of the respondents did not mean them something important stimulus through phrases (X17-X22) reached a mean (3.74) and standard deviation of (1.4), while Alehiadion ratio of the amount (24.83%) of the study sample.

Table no (4)

Distributions repeatability and the percentage circles, standard deviations of the dimensions of transformational leadership at the Technical University of Dohuk

Variables	The main factors	Symbol	Response scale: Strongly agreed		Agreed		Neutral		I do not agree		I do not agree strongly		Arithmetic mean	standard deviation
			S	%	S	%	S	%	S	%	s	%		
Transformational Leadership	Idealized influence	X1	39	31.0	55	43.7	19	15.1	13	10.3	-	-	3.9524	0.936
		X2	28	22.2	61	48.4	24	19.0	10	7.9	3	2.4	3.8016	.95515
		X3	19	15.1	71	56.3	19	15.5	14	11.1	3	2.4	3.7063	.93866
		X4	33	26.2	64	50.8	16	12.7	11	8.7	2	1.6	3.9127	.93825
		X5	28	22.2	61	48.4	24	19.0	10	7.9	3	2.4	4.0079	1.29921
	Total		147	116.7	312	247.6	102	81.3	58	45.9	11	8.8	19.3809	5.06813
	Average		29.4		62.5		20.4		11.6		2.2		3.8761	1.01362
	Intellectual stimulation	X6	28	22.2	66	52.4	21	16.7	11	8.7	-	-	3.8810	.85423
		X7	28	22.2	59	46.8	22	17.5	16	12.7	1	.8	3.9444	1.94856
		X8	23	18.3	53	42.1	34	27.0	14	11.1	2	1.6	3.6249	.95887
		X9	18	14.3	59	46.8	27	21.4	17	13.5	5	4.0	3.5397	1.02490
		X10	27	21.4	58	46.0	25	19.8	15	11.9	1	.8	3.7540	.95236
	Total		124	98.4	295	234.1	129	102.4	73	57.9	9	7.2	18.744	5.73892
	Average		24.8		59		25.8		14.6		1.8		3.7488	1.147784
	Intellectual considerations	X11	30	23.8	57	45.2	24	19.0	13	10.3	2	1.6	3.7937	.97421
		X12	24	19.0	51	40.5	29	23.0	18	14.3	4	3.2	3.6508	1.03009
		X13	27	21.4	50	39.7	30	23.8	16	12.7	3	2.4	3.5794	1.05340
		X14	20	15.9	53	42.1	36	28.6	13	10.3	4	3.2	3.5714	.98329
		X15	26	20.6	55	43.7	26	20.6	16	12.7	3	2.4	3.6746	1.01846
		X16	25	19.8	55	43.7	23	18.3	17	13.5	6	4.8	3.6032	1.09602
	Total		152	120.5	321	254.9	168	133.3	93	73.8	22	17.6	21.8731	5.10207
	Average		25.3		53.5		28		15.5		3.6		3.645	0.850345

Stimulus	X17	31	24.6	56	44.4	25	19.8	13	10.3	1	.8	3.8175	.94995
	X18	20	15.9	61	48.4	30	23.8	14	11.1	1	.8	3.6746	.90181
	X19	39	31.0	55	43.7	19	15.1	13	10.3	-	-	3.6825	.97694
	X20	26	20.6	53	42.1	27	21.4	12	9.5	8	6.3	3.6111	1.10975
	X21	29	23.0	48	38.1	28	22.2	18	14.3	2	1.6	3.9921	3.73844
	X22	24	19.0	65	51.6	20	15.9	10	7.9	7	5.6	3.7063	1.04359
Total		169	134.1	338	268.3	149	118.2	80	63.4	19	15.1	22.4841	8.72048
Average		28.1666		56.333		24.833		13.333		3.1666		3.7473	1.45341

3.1.4. Description Quality Education variables and diagnosis

Dealing with this paragraph describe the quality of education indicators referred to theoretical model based side in the study, the table shows () distributions repeatability and percentages and standard deviations at the macro level in the faculties of the study sample.

1. university leadership: Results indicate that respondents' answers and at the level of all the colleges of the study sample about this specific through indicators(X23-X28) tend toward the agreement by (90.4) of those answers with a mean of (3.83) and a standard deviation of (0.91), while the percentage of lack of agreement on indicators of this dimension was (12.1%).

2. Strategic Planning: Indicates data distributions repetitive circles, standard deviations for answers to the study sample paragraphs(X29-X34) related complex, recalling that (86.8%) of the respondents agree that these phrases vs. (12.8%)do not agree with the terms of this dimension and (26.3%) are neutral, and that was a mean value of (3.77) and standard deviation (0.9).

3. Focus on beneficiaries: The results indicated that respondents' answers and at the level of the overall index for this dimension through indicatorsX35-X40) tend towards an agreement by (83.6%) with a mean (3.75) and standard deviation (0.85), while the percentage of non-agreement reached (12.4%) and indicates that the adoption of administrative leaders in the surveyed university.

4. measurement, analysis and knowledge management: data indicated that there is agreement among the majority of the study sample and rate (100.4%)about the measurement, analysis and knowledge management in the mechanisms of action and it is available to have whether it be by the nature of the work or not,although the percentage (13.6%) of the respondents did not mean them measurement, analysis and knowledge management as something important through phrases (X41-X47) reached a mean (4.42) and standard deviation of (1.05), while the ratio of the amount of neutral (32.83%) of the study sample.

5. Focus on Human Resources: The results of the distributions repetitive circles, standard deviations for the variables of this dimension(X48 -X53), as the results indicate that (78.7%) of the respondents agree on these termsVs. (19.4%) I do not agree with a mean power (3.74) and a standard deviation ability (1.75) on the contribution of the terms of this dimension in the studied case.

6. Focus on Operations: Results Answers respondents indicated the level of all thecolleges of the study sample on this dimension through indicators(X54-X61) tend towards an agreement by (78.9%) compared to the proportion of non-adult agreement (14.4%), a large proportion, and that was a mean value of (3.74) and a standard deviation of (1.52).

7.Results: Data indicate distributions repeatability and standard deviations of the responses to the phrases (X62-X66) for this dimension, as the results indicated that the percentage (92%) of the respondents agree that these phrases vs. (11.8%) do not agree with the terms of this dimension, and (21.8%) are neutral, with a mean of (3.98) and standard deviation (2.19).

Table no(5)

Distributions repeatability and the percentage circles, standard deviations, to keep the quality of education at the Technical University of Dohuk

variables	The main factors	Symbol	Response scale: Strongly agreed		Agreed		Neutral		I do not agree		I do not agree strongly		Arithmetic mean	standard deviation
			S	%	S	%	S	%	S	%	S	%		
quality of education	University leadership	X23	27	21.4	65	51.6	25	19.8	8	6.3	1	.8	3.8651	.85185
		X24	29	23.0	67	53.2	20	15.9	6	4.8	4	3.2	3.8810	.92613
		X25	30	23.8	63	50.0	22	17.5	10	7.9	1	.8	3.8810	.89091
		X26	27	21.4	56	44.4	25	19.8	17	13.5	1	.8	3.7222	.97684
		X27	26	20.6	56	44.4	32	25.4	10	7.9	2	1.6	3.7460	.92897
		X28	33	26.2	64	50.8	16	12.7	11	8.7	2	1.6	3.8889	.85997
	Total		172	136.4	371	294.4	140	111.1	62	49.1	11	8.8	22.9842	5.4680
	Average		28.666		61.833		23.333		10.333		1.833		3.8307	0.9113
	Strategic Planning	X29	31	24.6	52	41.3	36	28.6	7	5.6	-	-	3.8492	.85853
		X30	25	19.8	62	49.2	30	23.8	9	7.1	-	-	3.8175	.83331
		X31	22	17.5	68	54.0	21	16.7	13	10.3	2	1.6	3.7540	.91814
		X32	27	21.4	66	52.4	16	12.7	13	10.3	4	3.2	3.7857	1.0008
		X33	23	18.3	61	48.4	28	22.2	13	10.3	1	.8	3.7302	.90697
		X34	21	16.7	63	50.0	27	21.4	14	11.1	1	.8	3.7063	.90392
	Total		149	118.3	372	295.3	158	125.4	69	54.7	8	6.4	22.6429	5.4490
	Average		24.833		62		26.333		11.5		1.333		3.773	0.9081

	Focus on beneficiaries	X35	26	20.6	59	46.8	34	27.0	7	5.6	-	-	3.8254	.82053
		X36	22	17.5	59	46.8	35	27.8	8	6.3	2	1.6	3.7222	.8821
		X37	20	15.9	56	44.4	32	25.4	17	13.5	1	.8	3.6111	.9375
		X38	24	19.0	59	46.8	24	19.0	18	14.3	1	.8	3.6905	.6905
		X39	30	23.8	53	41.3	31	24.6	11	8.7	2	1.6	3.7698	.96468
		X40	32	25.4	62	49.2	24	19.0	7	5.6	1	.8	3.9286	.85957
	Total		154	122.2	348	275.3	180	142.8	68	54	7	5.6	22.5476	5.1550
	Average		25.66		58		30		11.33		1.16		3.757	0.859
	Measurement, analysis and	X41	44	34.9	56	44.4	21	16.7	5	4.0	-	-	4.1032	.81809
		X42	31	24.6	66	52.4	18	14.3	10	7.9	1	.8	3.9206	.88185
		X43	21	16.7	62	49.2	32	25.4	9	7.1	2	1.6	3.7222	.88217
		X44	15	11.9	68	54.0	32	25.4	9	7.1	2	1.6	3.6746	.83742
		X45	25	19.8	53	42.1	31	24.6	14	11.1	3	2.4	3.6587	.99730
		X46	35	27.8	46	36.5	31	24.6	11	8.7	3	2.4	3.7857	1.0246
		X47	23	18.3	58	46.0	32	25.4	12	9.5	1	.8	3.7143	.90206
	Total		194	154	409	324.6	179	156.4	70	55.4	12	9.6	26.5793	6.3435
	Average		32.33		68.166		32.83		11.66		2		4.429	1.057
	Focus on human resources	X48	24	19.0	52	41.3	32	25.4	15	11.9	3	2.4	3.6270	1.00187
		X49	24	19.0	57	45.2	25	19.8	16	12.7	4	3.2	3.6429	1.03123
		X50	25	19.8	47	37.3	32	25.4	20	19.9	1	.8	3.9286	3.82242
		X51	24	19.0	56	44.4	24	19.0	18	14.3	3	2.4	3.8571	2.64337
		X52	26	20.6	52	41.3	29	23.0	16	12.7	3	2.4	3.6508	1.02229
		X53	28	22.2	58	46.0	22	17.5	15	11.9	3	2.4	3.7381	1.01334
	Total		151	119.6	322	255.5	164	130.1	100	83.4	17	13.6	22.444	10.5345
	Average		25.16		53.66		27.33		16.66		2.83		3.740	1.755
	Focus on Operations	X54	30	23.8	53	42.1	32	25.4	9	7.1	2	1.6	3.7937	.94079
		X55	26	20.6	60	47.6	28	22.2	11	8.7	1	.8	3.7857	.89984
		X56	26	20.6	51	40.5	34	27.0	14	11.1	1	.8	3.6905	.95049
		X57	17	13.5	54	42.9	33	26.2	18	14.3	3	2.4	3.8333	3.73684
		X58	18	14.3	58	46.0	38	30.2	9	7.1	3	2.4	3.6270	.90097
		X59	21	16.7	54	42.9	36	28.6	13	10.3	2	1.6	3.6270	.93581
		X60	22	17.5	57	45.2	28	22.2	17	13.5	2	1.6	3.6349	.97655
		X61	22	17.5	63	50.0	26	23.0	8	6.3	3	2.4	3.9841	2.84249
	Total		188	144.5	450	357.2	255	205.6	99	78.4	17	13.6	29.9762	12.1837
	Average		22.75		56.25		31.875		12.375		2.125		3.74702	1.5229
	Results	X62	30	23.8	62	49.2	19	15.1	10	7.9	4	3.2	4.2302	4.57675
		X63	29	23.0	65	51.6	19	15.1	7	5.6	5	4.0	4.1667	3.70675
		X64	24	19.0	64	50.8	23	18.3	13	10.3	2	1.6	3.7540	.93541
		X65	33	26.2	59	46.8	25	19.8	7	5.6	2	1.6	3.9048	.90711
		X66	26	20.6	68	54.0	23	18.3	7	5.6	2	1.6	3.8651	.86119
	Total		142	112.6	318	252.4	109	86.6	44	35	15	12	19.920	10.9872
	Average		28.4		63.6		21.8		8.8		3		3.9841	2.1974

3.2. Analysis of correlations between the study variables for (Dohuk Technical University)

Complementing existing operations description and diagnosis data descriptive analysis, been identified correlations between variables of the study, and in particular about the existence of a significant correlation transformational leadership and the quality of education through the use of the correlation coefficient (Spearman) the abstract level ($P \leq 0.05$) and as follows:

3.2.1. Analysis of correlations between transformational leadership and the quality of education

This theme will focus on the test came in the first premise of the link, which stated there were no significant correlation between transformational leadership and the quality of education in colleges study sample in Dohuk Technical University at the macro level, and partial:

a. **The relationship between transformational leadership and the quality of education at the micro level in the faculties of the study sample:**

   table (6), which indicates that there is a statistical link positive relationship significant statistical significance between the variable (transformational leadership) and variable (quality of education), it amounted to the total index's correlation coefficient (0.732 **), a moral value in the abstract level (0.01), and this hypothesis is accepted on the level.

b. **The relationship between transformational leadership dimensions after all of the dimensions of the quality of education at the micro level in the faculties of the study sample:**

   The table illustrates (6) that there was a significant correlation between transformational leadership and every relationship after the quality of education dimensions, even stronger moral correlation was between transformational leadership and strategic planning, as the value of the correlation coefficient (0.729**), while the weakest was the moral relationship between transformational leadership to focus on results, it has reached the degree of correlation (0.280 **), so the first hypothesis of the link has been made in full at the level of the overall index and the level of sub-dimensions has been achieved in part.

As we find that the stronger a significant correlation was between the quality of education and (intellectual considerations) as the value of the correlation coefficient (0.695 **), while the weaker correlation between the quality of education and (intellectual counseling), which reached its correlation coefficient (0.544 **) this underlines the main achievement of the first hypothesis.

Table no(6)

Correlations between the dimensions of transformational leadership and the dimensions of the quality of education at the micro level in the faculties of the study sample

Quality ofeducation / Transformational Leadership	University leadership	Strategic Planning	Focus on beneficiaries	Measurement, analysis	Focus on human resources	Focus on Operations	Results	Overall index
Idealized influence	0.502**	0.503**	0.418**	0.512**	0.532**	0.560**	0.494**	0.609**
Intellectual stimulation	0.478**	0.636**	0.457**	0.517**	0.566**	0.603**	0.487**	0.544**
Intellectual considerations	0.584**	0.637**	0.631**	0.656**	0.658**	0.603**	0.604**	0.695**
Stimulus	0.682**	0.965**	0.637**	0.592**	0.640**	0.548**	0.475**	0.544**
Overall index	0.619**	0.729**	0.572**	0.618**	0.512**	0.517**	0.280**	0.732**

Table prepared by the researcher in the light of the results of the electronic calculator

3.3. Impact analysis study relationships between variables (Dohuk Technical University)

For the purpose of knowledge of the existence of a significant effect of the variables of the study, the model study to determine the effect Asenlzm levels in colleges study sample in whole and in part, as an analysis of the impact of variables of the study and interpretation of statistical implications, and comes as follows:

1. **Analyze the impact of transformational leadership quality of education**

This axis includes a second test the hypothesis which states that the existence of a significant effect of transformational leadership in the quality of education in colleges sample study at the Technical University of Dohuk. And test Theories sub-ups, which states the existence of a significant effect of transformational leadership in every dimension of the quality of education As follows:

A. **The effect of transformational leadership in the quality of education at the macro level in the faculties of the study sample**

The table shows (7) and no significant effect of transformational leadership in the quality of education, This is supported by the value of (F) the calculated amount (135.246) which is greater than the Tabulated value amounting to (3.84) the abstract level (0.05) and the degree of freedom (1.224)Which shows that good curve gradient in the interpretation of the relationship between transformational leadership and the quality of education and at the macro level The coefficient of determination has been reached (R2) value (0.522), which refers to the ability of the independent variable to explain the impact that occurs to the quality of education around (52%) This enhances the value of the regression coefficient (B1) amounted to (0.722)This result agreed to add some authors to prove the significance, if possible This indicates the achievement of the hypothesis.

Table no(7)

The impact of transformational leadership to the quality of education at the level of each faculty of the study sample colleges

Independent Certified	Transformational Leadership		R^2	Values(F)	
	β_0	β_1		Calculated	Tabulated
quality of education	0.637	0.722 (11.630)*	0.522	135.246	3.84

B. The effect of transformational leadership in every dimension of the quality of education at the macro level in the faculties of the study sample

The table illustrates (8) that there is a significant effect of transformational leadership in each dimension of the quality of education dimensions, This confirms the achievement of sub- Theories emanating from the third hypothesis As the table shows that the most powerful moral influence relations were transformational leadership in the post-Strategic Planning. In terms of the value of the coefficient of determination (R2) of $ (0.532%) While the value of (B1) value (0.729), a moral value in terms of value (T) calculated the amount of (11.862) The value of (F) calculated (140.71), the largest of Tabulated value of (3.84) While the less splash relationship of moral leadership in manufacturing after the focus on results. It was the coefficient of determination (R2) value (0.078%) and this indicates that the university leadership has a strategic plan to improve the quality of education And developed to the expected outcomes of the planning going as required. this may be because of the lack of taking into consideration the human resources (teaching staff) and what you want to do as it indicated that the results of human resource was (26%) and it may be because of a lack of understanding of what is required of them.

Table (8)

The impact of transformational leadership in every dimension than the dimensions of the quality of education at the macro level in the faculties of the study sample

Independent Certified	Transformational Leadership		R^2	(F)	
	β0	β1			
University Leadership	**0.632**	**0.619 (8.775)***	**0.383**	**77.003**	**3.84**
Strategic Planning	**0.760**	**0.729 (11.862)***	**0.532**	**140.718**	
Focus On Beneficiaries	**0.592**	**0.572 (7.761)***	**0.327**	**60.225**	
Measurement, analysis and knowledge management	**0.632**	**0.618 (8.65)***	**0.383**	**76.821**	
Focus on human resources	**0.319**	**0.512 (6.644)***	**0.263**	**44.148**	
Focus on operations	**0.418**	**0.517 (6.734)***	**0.268**	**45.347**	
Results	**0.147**	**0.280 (3.247)***	**0.078**	**10.545**	

Table prepared by the researcher in the light of the results of the electronic calculator

P*<0.05. D F (1.124). N=126

3.4. Analysis of variance

This axis respect to selecting the contrast hypothesis and on the extent of the discrepancy between the study sample colleges in the extent of transformational leadership and the quality of education.

A. Analysis of variance in the study sample to the University of Dohuk Colleges of Technology.

1. The study sample colleges vary in Dohuk Technical University depending on the transformational leadership.

The content of the fourth hypothesis refers to the study sample colleges variation in Dohuk Technical University in Transformational Leadership, As shown in the table (9) that there is a clear divergence in the study sample faculties depending on transformational leadership and this is what we see through a model of moral worth (F) Calculated and the amount of (169.371), a moral value at the level of (0.05) and that was a sign that the colleges of varying sample study in how leadership has thus affecting the quality of education in contrast.

Table (9)

The study sample colleges variation depending on the transformational leadership

S. O. V.	S. S.	D. F.	M. S.	F	Sig.
B. G	59.068	124	0.476	169.371	0.000
W. G.	0.03	1	0.03		
Total		125			

$P \leq 0.05$ N = 126

3.5. Conclusions and Recommendations

Conclusions represent the essential foundation for the development of proposals and formulation, and seen by the researcher is necessary for colleges surveyed, and complement the proposed model for the development of the relationship between transformational leadership and the quality of education, it will display the findings, based on the theoretical and field side of the study results, and then offer suggestions for future introduction and visions for the management of colleges study sample, as well as for proposals to researchers about some future studies complementary to the subject, and as follows:

A. Conclusions

The study found a number of conclusions that can be displayed according to each variable separately, as follows:

1- showed academic results there is a clear lack of understanding of the study variables (dynamic capabilities, and activities of the sustainability of the business, and

environmental performance) has researched the organization, as the study contributed to the absorption of the three concepts of the variables of the study while individuals are employees and match concepts theory and practice in the field of study.

2- The study confirmed the important and vital role played by the concept of transformational leadership style in improving the quality of education for higher education organizations.

3- The study confirmed the importance of adopting transformational leadership style by the leaders of education organizations, because of its significant role in promoting the educational culture of the organization.

4- The study confirmed the obvious influence of the components of transformational leadership style in the dimensions of the quality of education, and to this effect a major role in improving the quality of education.

5- drew the results of the current study, the attention of senior management employees in the surveyed organization and individuals to the need for attention to the concept of quality of education and its contents and indicators of success because its switch and the safety valve for its survival and to maintain its competitive position.

6- The results of the correlation analysis between transformational leadership and the quality of education, but there is a strong positive relationship between the leadership and the quality of education dimensions, as I pointed out the results to be a strong correlation was between transformational leadership and strategic planning which shows that successful transformational leadership is characterized by strategic planning effective to achieve the quality of education, as well as the focus after the transformational leadership and the results had a weak role in increasing the proportion of leadership but somehow low.

7- The results showed that there is a proportional correlation between transformational leadership and the quality of education, both at the macro level or partial, the results showed, as we find that the strongest correlation spirits were between the quality of education and (intellectual considerations), while the weakest moral relationship between the quality of education and (intellectual counseling).

8- The results showed that there is a proportional correlation between transformational leadership and the quality of education, both at the macro level or partial, the results showed, as we find that the strongest correlation spirits were between the quality of

education and (intellectual considerations), while the weakest moral relationship between the quality of education and (intellectual counseling).

9- The results of the analysis proved that there is a significant effect between transformational leadership and the quality of education at both levels, it has that in Dohuk Technical University shows that a stronger moral influence relations were transformational leadership in after strategic planning with the teaching staff, and the results showed that less splash relationship spirits transformational leadership in after the results, and the indication that the university leadership has a strategic plan to improve the quality of education and development to be expected from the planned results.

10- The results contrast to the Technical University of Dohuk had a discrepancy between the study sample colleges in transformational leadership, and we find that the colleges of varying sample study in applied leadership style has thus affects the quality of education in contrast.

11- show that there are varying differences in the degree of sense of leadership manufacturing between the faculties of the Technical University of Dohuk in the same university between colleges, due to differences among colleges to differing personal characteristics for teachers, as well as the nature of the tasks and duties to be performed by them in each faculty, as well as age differences.

12- The results indicated that there are varying differences in the degree of the quality of education in colleges sample of the study, since the results of analysis of variance showed that the faculties of University of Duhok technique that vary depending on the quality of education within the university and the colleges themselves.

Hence, we find that both the college environment and the emergence of the teaching staff where and how their understanding and thinking of working conditions and rules and procedures within the same university is different from the other in many aspects in terms of the nature of the relationship between teaching and the university, and in terms of rights and duties, as studies have confirmed that teaching a sense of responsibility towards the quality of education It will create an atmosphere of creativity and excellence leadership methods.

B. Recommendations

Complementing the methodological requirements Based on the findings of the study results, it raised the conclusions can be summarized the most important proposals that will contribute to the benefit of the colleges surveyed sample of the study, as well as give some future studies research projects proposed, taken two proposals:

1. Increase interest from colleges, departments and university researched open the way for faculty to participate and give them the opportunity to express their views and their own ideas in the vital decisions, as well as encourage the effort, since it gives the opportunity for the departments of departments and the University of improving the quality of education, because the routines that reduces the level of quality of education at the faculty.
2. Must the senior management within the academic departments and the university president to take into account the issue of the integration of the teaching staff intellectually and professionally with the job first and with their colleagues II and the university itself Thirdly, because that in turn works to cope with the type of leadership practice and therefore is pushing to improve the quality and follow the leadership and working method within principle (put the right person in the right place).
3. adopt concrete policies for the university, trying to integrate the teaching staff in their jobs through the support and motivation and follow an open-door policy within the university work, helping them to increase interaction between the teaching staff and administrative units and reduces the uncertainty that may affect the educational process.
4. adopt the presidency of the university of new strategies in the development and growth through the moral and emotional commitment, such as through the reduction of supervisory and regulatory levels resolute on the performance of the teaching staff of their duties, but on the contrary they operationalize the concept of self-censorship, which leads to giving faculty confidence in themselves first and agencies the Supreme administrative Second, In addition, senior management should increase the sense of belonging career by promoting the concepts of work teams as the primary source to embrace leadership optimal method by the teaching staff.
5. creative capabilities for teachers development by directing them to self-reliance and take risks and express ideas and solve problems without

reference to senior management, as well as giving them a real opportunity for the acquisition of their surroundings and environmental opportunities without any external influences and helps to encourage creativity and the ability to change on the one hand , on the other hand encourage the commitment and stay away from social isolation through the development of social relations between the teaching staff, which will help in the creation of cooperation among them.

6. Work to involve all the teaching staff in making vital business decisions in order to benefit from their views on how to tackle the obstacles they face as a direct contact with them, as well as granted by this review of a positive feeling positively to their business, but their sense of the possibility of influencing an informed work, which will pay towards the adoption of quality in educational work.
7. Researcher recommends increasing interest in administrative leadership in colleges study sample to participate in conferences and seminars both inside the country or outside, so as to gain knowledge, skills and perceptions about the changes that occur in the educational environment that will increase the teaching interaction with the environment and the university and improve quality to have.

BINGOL University \ Turkey

College of Administration and Economics

Department of Business Administration \ Higher Studies

S\ Questionnaire form

Gentlemen…

Peace and mercy of Allah and his blessings may be upon you…

We are pleased that we present you with the form prepared for the purposes of research in the study tagged (The extent of the practice of university leadership style transformational leadership and reflection on the pattern of education - a prospective study of the opinions of a sample of the teaching staff at the Technical University of Dohuk) and it is part of a master's degree in business management requirements.

I hope your cooperation in providing accurate answer that contribute to the identification of the type of leadership that has been illustrated by the Alqeyadat in your university and reflection on the quality of education, Thankful for your efforts, Note that the answers provided by you will be used only for the purposes of scientific research so you do not need to state your name please.

Please accept our profound thanks and respect

Supervisor	**Researcher**
Prof. Dr. Sait Patir	**Sameer Mohammed Saleh Bazeed**
	Master's student

First: Identifying informations:

- Gender:

  Male ☐ Female ☐

- Age:

  25 – 30 Years ☐ 31 – 40 Years ☐

  41 – 50 Years ☐ 51 years and over ☐

- Educational attainment:

  Higher Diploma ☐

  Master ☐

  Doctorate ☐

- Scientific Title:

- Years of Service:

  5-15 Years and Less ☐ 16 – 21 Years ☐

  22 and over years and over ☐

Second : Transformational Leadership Dimensions :

1. The ideal effect (Charisma):

S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
1	Leaders in our university has a strong vision and a sense of supreme message of the organization					
2	The leaders in our university the ability to instill a sense of proud and pride in the hearts of his subordinates					
3	Leaders in our university is keen to public interests, making it even more impressive in his subordinates					
4	The leaders in our university has the ability to earn the trust and admiration and respect of his subordinates					
5	The leaders in our university the ability to show feelings of respect for others and build mutual trust with subordinates					

2. Intellectual Counseling:

S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
6	Leaders participate. Workers in their ideas and listen to their views when they are trying to solve business problems					
7	Leaders in our university encourages employees to discover solutions to the complex problems facing the Organization					
8	Leaders in our university constantly trying to learn what workers would like to achieve in their careers					
9	Leaders in our university provides the opportunity for workers to think about old problems in new ways					
10	Leaders in our university proposes new ways to accomplish work tasks					

3. Individual considerations:

S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
1	Leaders of our university are interested in listening to the views of employees and respect their views					
12	Leaders in our university deals with each individual of personal a certain way suites with their interests					
13	Leaders in our university are interested in to satisfying personal needs of individuals working					
14	Leaders in our university are showing personal interest in our personally individual people who are working and not receiving acceptance from their peers					
15	Leaders in our university focuses on building confidence and knowledge of the strengths and weaknesses in the performance of individual workers					
16	Leaders in our university give personal interest to the personnel involved. Who have the capabilities differentiate them from others					

4. Stimulus:

S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
17	Leaders in our university directe individual workers to work as a team to achieve the goals and vision of the organization					
18	Leaders in our university are working to raise the emotions and spirit of enthusiasm to work for the personnel, to achieve what is required of them					
19	Leaders practiced in our university communication processes and continuous communication with their subordinates					

20	Leaders in our university enjoys a spirit of tolerance with personnel in cases of failure or default, and this is a way of learning					
21	Leaders in our university are listening to the workers and their interests and desires, and encourage innovation, creativity and continuous development and recognition of their achievements and commend the outstanding					
22	Leaders in our university, directing workers and motivate them to work as a team to achieve the interests of the university					

Third: Quality Standards in Education (Malcolm Baldirij):

1. University leadership

S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
23	Higher management of the university publishes vision and mission for all employees					
24	Higher management of the university promotes compliance with the legal and ethical behavior					
25	Higher management of the university focused on the necessary work procedures that achieve the goal					
26	Higher management of the university take decisions based on the facts and the actual events					
27	Higher management of the university adopts a management style roaming to create a positive atmosphere and open channels of communication with the teaching staff					
28	Higher management of the university is seeking to build an educational environment to support the process of teaching and learning in university					

2. Strategic Planning:

S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
29	There is a close and clear vision of the future of the university and its mission and its goals					
30	Higher management of the university publish it's message, which aspires to achieve them					
31	An element of flexibility and clarity available in the university plan					
32	There is a schedule includes work procedures within the university					
S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
33	Higher management of the university allocates the necessary resources and capacity to support the completion of the Plan of Action					
34	Changes Deals in the plan of action as a result of learning processes					

3.Focus on beneficiaries:

S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
35	Higher management of the university respond to the proposals of the beneficiaries to improve the educational service					
36	Higher management of the university follow the way of interviews to find out the needs of beneficiaries and work to achieve them					
37	Higher management of the university adopts a prediction to determine community needs and aspirations style					
38	Higher management of the university provide a website to communicate with the beneficiaries to improve the educational system					
39	Higher management of the University of Higher Education defines the requirements of the General Education					

	Outcomes					
40	Higher management of the university maintains positive relationships with local higher education and international universities					

4.Measurement, analysis and knowledge management:

S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
41	Higher management relies modern technology to the university in the circulation of information such as computers and the Internet transfer					
42	Higher management of the university allows information to all users (teaching staff, students)					
43	Higher management of the university used performance analysis and understanding of relationships of cause and effect as a basis for direct action					
44	Higher management of the University determine the root causes of the problems and are working to resolve it quickly					
45	Higher management of the universities make decisions depending on the actual facts and not on guesswork					
46	Higher management of the university is working to train employees on how to use knowledge management processes such as knowledge generation and use, storage and retrieval and how to share it					
47	Higher management of the university used the knowledge to establish functional and personal education					

5-.Focus on human resources:

S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
48	Higher management of the university are keen to form a committee to study teaching staff ideas and developing them					
49	Higher management of the university is working to train teaching staff on the skills of the new connection					
50	Higher management at the university seeks to remove barriers to the completion of work					
51	Higher management of the university supports creative initiatives					
52	Higher management of the university pays tribute to teaching staff with outstanding performance					
53	Higher management of the university encourages teaching staff to express their views and suggestions development					

6.Focus on Operations:

S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
54	Higher management of the university educational processes are designed to provide a unique value to beneficiaries					
55	Adopting a program of continuous improvement of the elements of the educational process at the university					
56	Rationing mistakes rate among teaching staff at the university					
57	Higher management of the university employs a method of critical thinking in the curriculum, to achieve quality output					
58	Higher management of the University provides clear indicators and benchmarks to monitor working					

	procedures					
59	Higher management of the university meets the key processes that meet organizational support					
60	Higher management of the university adopts a method implementation of teamwork and consider quality is everyone's responsibility					
61	Assess personnel individuals at the university periodically to achieve continuous improvement in the educational process					

7.Results:

S	Paragraphs	Strongly agree	Agree	Natural	Disagree	Strongly Disagree
62	Higher management of the University provide clear indicators to measure student learning outcomes					
63	Higher management of the university depends on method of comparing performance between them and their corresponding universities					
64	Higher management of the university supports the talents of students and following them and reward outstanding students					
65	Higher management of the university establish the spirit of citizenship among students					
66	Higher management of the university prepare reports on their current activities and comparing current activities performance with the past activities performance					

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ÖZGEÇMİŞ

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YABANCI DİL BİLGİSİ

İngilizce	**KPDS (…..) ÜDS (….) TOEFL (….) EILTS (….)**
Dil	Kürtçe (Ana Dilde), İngilizce, Arapça

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