

The Effectiveness of Applying Transformational Leadership within the Roles of Administrative Leaders in Palestinian Universities/Comparative Approach

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Abstract: The purpose of the study is evaluating the effectiveness of applying transformational leadership within the role of administrative leaders in Palestinian universities as perceived by beneficiaries such as faculty members in Beirzait University and Al-Quds University, to spread awareness and increasing faculty member's knowledge of transformational leadership traits as it contributes in instilling excellence principles in the institutional work through applying the domains of transformational leadership, consequently, exploring similarities and differences between them. The sample contained two groups, the first was faculty members from Beirzait University totaling (100) faculty members as they are the most important beneficiaries and able to determine the application of transformational leadership within the role of administrative leaders in Palestinian universities, the second was a group of faculty members from Al-Quds University totaling (100) faculty members. In general, the findings related to individual consideration showed that there were no differences in the opinions of both universities about the application of transformational leadership within the role of administrative leaders in Palestinian universities except for the second item provided that (the administrative leadership in the university cares about the feelings of employees through encouragement and advise) in favor of faculty members in Beirzait universities. Moreover, item 970 provided that (administrative leadership spends time in training others), item (10) provided that (administrative leadership works on training and developing the abilities of employees in favor of Beirzait University; this indicates the decrease in job satisfaction of Al-Quds University faculty members especially in training and development; this goes with inspiration domain for item (3) related to the inspiring of employees by the administrative leadership and intellectual simulation domain for item (60) related to the determination of weakness and strength points by administrative leadership to treat them, this indicates the accuracy and agreement of respondents answers.

Key words: Palestinian universities, administrative leadership, encouragement, institutional work, domain, training

INTRODUCTION

The concept of transformational leadership emerged by James Downtown in 1973, however, it emerged as a leadership concept through the works of leadership experts James Burns in 1978. According to Burns transformational leadership is associated with strong personal identification with the leader, the creation of a shared vision of the future and a relationship between leaders and followers based on far more than just the simple exchange of rewards for compliance (Lowe *et al.*, 1996).

In 1985, Bass issued his theory in transformational leadership, base don this theory he had designed MLQ leadership scale including three items or domains of transformational leadership, those are: Charisma, inspirational motivation and individual consideration (Bass, 2000).

In 1991, Bass and Avolio added a fourth domain, therefore, the domains of transformational leadership are idealized influence, intellectual simulation, inspirational motivation and individual consideration (Bass and Avolio, 1994).

Transformational leaders, the leaders who really touch other's lives and totally transform them are charismatic and inspiring and they create excitement at work. They motivate others to do much more than what anyone thought was possible. On the other hand, leadership that is merely characterized by transactions or exchanges promise and reward for good performance or threat and discipline for a poor performance is a prescription for mediocrity (Beaver, 2011).

Scheilts stated the importance of transformational leadership, since, its affects the development of individuals positively, through increasing their self confidence to achieve the needs and requirements for

developing their performance. Moreover, it enhances team work far from personal interests and therefore, the organization can form teams and guide them to achieve its vision and goals (Schielt, 2016).

Moreover, the leaders transfer the subordinates by making them more knowledgeable of the importance and values of the job outputs and satisfy the needs and demands of the subordinates and persuading them with the sacrifice with their individual interests for the favor of the organization. As a result, the subordinates fee confidence and respect towards the leader and become motivated to complete works more than expected (Schielt, 2016).

The transformational leadership includes domains such as the use of suitable administrative styles as well as the personal and social interaction between the leader and his followers, within the skills and expertise of the leader that enable them to accept change (Robinson and Harvey, 2008).

Effective transformational leadership requires the ability to initiate change, challenge the current situation, recognize the opportunities for the organization and work to obtain them with the ability to manage the risks associated with change and ensure that all members of the organization participate in the desired change process. Therefore, many studies in the last decades dealt with the different aspect of transformational leadership, to deepen understanding of this concept and design training programs for employees in different sectors (Bass and Avolio, 1994).

In this context, the current study seeks to evaluate the effectiveness of applying transformational leadership within the roles of administrative leaders in Palestinian Universities/comparative approach.

Study objectives: The study seeks to achieve the following objectives: discussing and analyzing the degree of Administrative leaders application of transformational leadership domains as perceived by faculty members in Beirzait University and Al-Quds University in a comparative view within the following:

- Analyzing and discussing the extent of applying transformational leadership within idealized influence domain
- Analyzing and discussing the extent of applying transformational leadership within intellectual simulation domain
- Analyzing and discussing the extent of applying transformational leadership within inspirational motivation domain
- Analyzing and discussing the extent of applying transformational leadership within individual consideration domain

Study hypothesis: Administrative leaders don't apply the domains of transformational leadership within idealized influence at the level of ($\alpha = 0.05$) as perceived by faculty members in Beirzait University.

Administrative leaders don't apply the domains of transformational leadership within intellectual simulation at the level of ($\alpha = 0.05$) as perceived by faculty members in Beirzait University.

Administrative leaders don't apply the domains of transformational leadership within inspirational motivation at the level of ($\alpha = 0.05$) as perceived by faculty members in Beirzait University.

Administrative leaders don't apply the domains of transformational leadership within individual consideration at the level of ($\alpha = 0.05$) as perceived by faculty members in Beirzait University.

Administrative leaders don't apply the domains of transformational leadership domains at the level of ($\alpha = 0.05$) as perceived by faculty members in Beirzait University according to gender, scientific qualification, post and years of experience.

Study importance: The increase in transformational leadership importance in determining the strategic options of educational institutions such as the continuous improvement of organizational performance through applying transformational leadership domains.

Increasing awareness of faculty members about the advantages of transformational leadership in instilling excellence principles in organizational performance through applying transformational leadership.

The study may contribute in helping educational organizations to adapt with new challenges and moving its resources towards the required change. It is hoped that the findings of the study may be an indicator for universities to select transformational leaders and qualifying them through training.

Previous studies: Manansala (2015) study aimed to asses the transformational leadership behavior skills of presidents and vice presidents of state-owned universities and colleges in the Philippines. The study used the combination of quantitative and qualitative method of research. The main tool for data gathering was the survey questionnaire. An interview was also conducted that added up to the veracity of the responses obtained from the questionnaire. The respondents of the study were (275) individuals (7 presidents, 25 vice-presidents, 116 managers, 52 deans and 58 students affairs employee). A questionnaire of (40) items distributed in idealized influence, intellectual simulation, individual consideration and inspirational motivation, then interviews were conducted. The finding of the study showed that the state-owned universities

and college's presidents and vice-presidents received a very satisfactory rating in their transformational leadership skills. The study recommended the need of developing leadership skills of leaders in universities through training programs to enable them from managing their responsibilities in each section.

Sadeghi and Pihie (2013) studied the influence of transformational leadership style employed by department's heads on improving lecturer's job satisfaction. To achieve this aim a survey approach was used through a random sample of (305) male and female lecturers from (3) public universities. Multi factor questionnaire consisted of (40) items distributed into transformational leadership domains developed by Avolio and Bass 2004 and job satisfaction scale developed by Word 1974 were applied. The findings of the study showed that the application of transformational leadership came in an average degree except for idealized influence and inspirational motivation which came in a high degree. Moreover, there is a significant relationship between the application of transformational leadership in all domains and achieving job satisfaction for lecturers. The study recommended the need of conducting training programs for department's heads and deans to enable them from being more effective when applying transformational leadership.

Moreover, Gittens (2009) conducted a study in the United States of America to assess the perceptions of faculty and chairs regarding the applicability of transformational leadership behaviors. The study used a cross-sectional survey design to collect quantitative data. Data were collected from a stratified random sample of 86 department chairs, 11 of them working in administrative posts and 302 faculty members from the three institutions. A questionnaire consisted of (40) items were administered containing the domains of transformational leadership. The findings of the study showed that all transformational leadership applied in a high degree on their practices. There were no statistical differences between the perceptions of faculty and chairs of the applicability of the themes to the leader role of chairs. The study recommended the need to conduct more studies in this field according to empowerment and performance effectiveness variables.

Chipunza and Gwarinda (2010) aimed to establish an understanding of 'transformational leadership' and to determine the extent to which it was employed by leaders in an institution of higher education which had incorporated another institution. The population of the study consisted of 350 full-time employees of the institution who had experienced the incorporation process. Two samples-one consisting of six executive

management leaders and the other consisting of 153 employees were used. Both qualitative and quantitative research approaches were employed using the case study method. Results showed that transformational principles of idealized influence, intellectual stimulation and inspirational motivation principles were used more than others and that employees were generally, not satisfied with how the incorporation process had taken place.

Yacoub and Shwaqra (2011) conduct a study aimed at investigating the degree of applying transformational leadership dimensions on private Jordanian universities, from their administrative leader's point of view. To achieve this goal, private Jordanian universities and their administrative leaders were chosen. To collect data from the subject of the study sample, a transformational leadership questionnaire was used. Means, standard deviations, to manipulate data. The findings of testing null hypothesis showed that the private Jordanian universities apply the dimensions of transformational leadership in a very high degree, on the following dimensions: idealized influence, intellectual stimulation and inspirational motivation. The degree of applying Consideration dimension was high from administrative leader's point of view. Among the recommendations of the study: designing programs for developing leaders in higher education institutions, including technical curriculum, taking into consideration the best practices of transformational leadership.

Definition of terms

Transformational leadership: A process in which leaders and followers help each other to advance to a higher level of morale and motivation (Bono and Judge, 2004). Moreover, it is transforming all employees to leaders, in order to be agents of change through idealized influence, inspirational motivation, intellectual stimulation and individual consideration (Northouse, 2004). It is a processes of activating followers and enabling them from achieving goals through spreading morals and joint goals to ensure attraction and influence (Beaver, 2011).

Idealized influence: The degree to which the leader behaves in admirable ways that cause followers to identify with the leader.

Inspirational motivation: The degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goal attainment and provide meaning for the task at hand.

Intellectual simulation: The degree to which the leader challenges assumptions, takes risks and solicits follower's ideas. Leaders with this trait stimulate and encourage creativity in their followers.

Individual consideration: The degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs.

MATERIALS AND METHODS

The methodology selected by the researcher is the way to collect data and obtain results from its resources (Aqha and Ostath, 2003). The researcher identified the aspects of this subject through reviewing the related literature and previous studies related to the effectiveness of applying transformational leadership domains by leaders and then selected the comparative approach in order to reveal similarities and differences between two cases; namely, Beirzait University and Al-Quds University in Palestine.

Study population and sample: The population of the study consisted of all academic staff in Beirzait University and Al-Quds University in Palestine, through a purposive sample of (100) faculty members on each university, the following tables show the main characteristics of the sample.

RESULTS AND DISCUSSION

This part contains a description for the findings of the study in order to explain the results according to percentages.

First-findings of the first question: What is the extent of applying the domains of transformational leadership within the roles of administrative leaders in Palestinian Universities? To answer this question Means, standard deviations, t-value and statistical; significance for all domains were calculated, according to the tables.

It is clear from Table 1 that there is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within idealized influence domain as calculated t-value is (1.575) at the level of ($\alpha = 0.117$) which is not significance at ($\alpha = 0.05$). Moreover, there is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within idealized influence domain in all items except for item (6) provided that (Administrative leadership in the University provides the needs of the employees before providing their personal needs) as t value totaled (2.561) at the level of ($\alpha = 0.011$) which is not significance at ($\alpha = 0.05$) in favor of the administrative staff in Beirzait University.

Table 1: Means, standard deviations, t-value and sig. of idealized influence domain

Universities	Leadership	No.	M	SD	t-values	df	Sig.
Beirzait Uni	Administrative leadership in the university goes far from its own interests to the group interest.	100	3.90	0.98	1.857	198	0.065
Al-Quds Uni		100	3.64	1.00			
Beirzait Uni	Administrative leadership in the university is strong and diplomatic.	100	3.71	0.90	0.717	198	0.474
Al-Quds Uni		100	3.62	0.87			
Beirzait Uni	Administrative leadership in the university is trusted by employees	100	3.58	0.87	0.696	198	0.487
Al-Quds Uni		100	3.49	0.96			
Beirzait Uni	The administrative leadership in the university takes into consideration the ethical and professional results of the decisions it issues	100	3.6	0.94	0.984	198	0.326
Al-Quds Uni		100	3.47	0.93			
Beirzait Uni	The administrative leadership in the university is appreciated and respected by employees	100	3.55	0.89	1.069	198	0.286
Al-Quds Uni		100	3.40	1.08			
Beirzait Uni	Administrative leadership in the university provides the needs of the employees before providing their personal needs	100	3.17	0.89	2.561	198	0.011
Al-Quds Uni		100	2.82	1.04			
Beirzait Uni	The administrative leadership in the university is interested in setting common goals among the various working groups and stresses their necessity	100	3.44	0.80	-0.081	198	0.936
Al-Quds Uni		100	3.45	0.95			
Beirzait Uni	Administrative leadership in the university behaves in ways that lead to respect for others	100	3.45	0.87	0.959	198	0.338
Al-Quds Uni		100	3.33	0.90			
Beirzait Uni	The administrative leadership in the university focuses on providing valuable work models.	100	3.44	0.85	1.233	198	0.219
Al-Quds Uni		100	3.28	0.99			
Beirzait Uni	Idealized influence domain	100	3.54	0.66	1.575	198	0.117
Al-Quds Uni		100	3.39	0.68			

Table 2: Means, standard deviations, t-value and sig. of inspirational motivation domain

Universities	Leaderships	M	SD	t-values	df	Sig.	No.
Beirzait Uni	The administrative leadership in the university emphasizes the importance of a collective sense of the university's mission	100	3.79	0.82	0.797	198	0.427
Al-Quds Uni		100	3.69	0.95			
Beirzait Uni	Administrative leadership in the university shows the future vision of the university	100	3.57	0.92	1.769	198	0.078
Al-Quds Uni		100	3.31	1.14			
Beirzait Uni	The administrative leadership in the university is working to raise the spirit of challenge among the employees	100	3.14	0.91	-0.273	198	0.785
Al-Quds Uni		100	3.18	1.15			
Beirzait Uni	Administrative leadership in the university has the ability to clarify and communicate their expectations to employees	100	3.28	0.90	0.074	198	0.941
Al-Quds Uni		100	3.27	1.00			
Beirzait Uni	The administrative leadership in the university speaks with enthusiasm about what needs to be done	100	3.44	0.88	-2.529	198	0.012
Al-Quds Uni		100	3.80	1.12			
Beirzait Uni	The administrative leadership in the university speaks with enthusiasm about what needs to be done.	100	3.44	0.74	-0.160	198	0.873
Al-Quds Uni		100	3.46	1.01			
Beirzait Uni	The University's administrative leadership focuses on teamwork and teamwork	100	3.31	0.88	-1.179	198	0.240
Al-Quds Uni		100	3.46	0.92			
Beirzait Uni	Administrative leadership at the university speaks optimistically about the future	100	3.32	1.01	-2.231	198	0.027
Al-Quds Uni		100	3.65	1.08			
Beirzait Uni	Administrative leadership in the university has the ability to provide advice and persuasion.	100	3.23	0.90	-0.311	198	0.756
Al-Quds Uni		100	3.27	0.92			
Beirzait Uni	The administrative leadership in the university trusts the abilities of the employees to achieve the goals set	100	3.48	0.81	0.321	198	0.748
Al-Quds Uni		100	3.44	0.95			
Beirzait Uni	The university's administrative leadership has an optimistic view of its future vision	100	3.46	0.87	-1.411	198	0.160
Al-Quds Uni		100	3.65	1.03			
Beirzait Uni	Inspirational motivation domain	100	3.41	0.59	-0.699	198	0.485
Al-Quds Uni		100	3.47	0.73			

It is clear from Table 2 that there is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within inspirational motivation domain as calculated t value is (-0.699) at the level of ($\alpha = 0.485$) which is not significance at ($\alpha = 0.05$). Moreover, there is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within inspirational motivation domain in all items except for item (5) provided that (The administrative leadership in the university speaks with enthusiasm about what needs to be done) as t value totaled (-2.529) at the level of ($\alpha = 0.012$) which is not significance at ($\alpha = 0.05$) in favor of the administrative staff in Al-Quds University. Moreover, this goes for item (7) provided that (The University's administrative leadership has an optimistic view of its future vision) as calculated t value is (-2.231) at the level of ($\alpha = 0.027$) which is not significance at ($\alpha = 0.05$) which is significance at ($\alpha = 0.05$) in favor of the administrative staff in Al-Quds university.

It is clear from Table 3 that there is no disagreement in the views of the sample in both universities about the

effectiveness of applying transformational leadership domains within intellectual simulation domain as calculated t-value is (0.021) at the level of ($\alpha = 0.983$) which is not significance at ($\alpha = 0.05$). Moreover, there is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within intellectual simulation domain.

It is clear from Table 4 that there is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within individual consideration domain as calculated t-value is 1.763 at the level of ($\alpha = 0.079$) which is not significance at ($\alpha = 0.05$). Moreover, there is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within some individual consideration domain. However, there are differences in opinions in both universities on item (1) provided that (Administrative leadership in the university treats others more than just members of a group) as calculated t-value is (2.232) at the level of ($\alpha = 0.027$) which is significance at ($\alpha = 0.05$) in favor of the

Table 3: Means, standard deviations, t-value and sig. of intellectual stimulation domain

Universities	Leadership	M	SD	t-values	df	Sig.	No.
Beirzait Uni	Administrative leadership in the university is looking for different perceptions when solving problems	100	3.54	0.87	-0.504	198	0.615
Al-Quds Uni		100	3.61	1.08			
Beirzait Uni	Administrative leadership in the university is always looking for new ideas to solve problems that may result in work	100	3.48	0.89	-0.144	198	0.885
Al-Quds Uni		100	3.50	1.06			
Beirzait Uni	Administrative leadership in the university suggests new ways to consider how tasks are completed	100	3.38	0.89	-1.179	198	0.240
Al-Quds Uni		100	3.54	1.03			
Beirzait Uni	Administrative leadership in the university encourages employees to provide innovative ideas and ideas to solve problems	100	3.32	0.90	0.634	198	0.527
Al-Quds Uni		100	3.23	1.10			
Beirzait Uni	Administrative leadership in the university urges others to look at problems from different aspects	100	3.30	0.92	0.510	198	0.611
Al-Quds Uni		100	3.23	1.02			
Beirzait Uni	Administrative leadership in the university is working to identify strengths and weaknesses and give them importance in addressing and promoting them	100	3.30	0.92	0.510	198	0.611
Al-Quds Uni		100	3.25	0.99			
Beirzait Uni	The administrative leadership in the university works to enhance the employee's awareness of understanding problems and finding appropriate solutions.	100	3.34	0.87	1.445	198	0.150
Al-Quds Uni		100	3.15	0.99			
Beirzait Uni	Administrative leadership in the university re-examines critical assumptions to determine whether they are appropriate or not	100	3.22	0.79	-0.146	198	0.884
Al-Quds Uni		100	3.24	1.12			
Beirzait Uni	Administrative leadership at the university authorizes staff to do some non-routine work	100	3.36	0.91	-1.106	198	0.270
Al-Quds Uni		100	3.51	1.01			
Beirzait Uni	Intellectual stimulation domain	100	3.36	0.66	-0.021	198	0.983
Al-Quds Uni		100	3.47	0.73			

Table 4: Means, standard deviations, t-value and sig. of individualized consideration domain

Universities	Leadership	M	SD	t-values	df	Sig.	No.
Beirzait Uni	Administrative leadership in the university treats others more than just members of a group	100	3.28	0.88	-2.232	198	0.027
Al-Quds Uni		100	3.55	0.83			
Beirzait Uni	The administrative leadership in the university cares about the worker's feelings in terms of encouragement, guidance and advice	100	3.23	0.99	2.429	198	0.016
Al-Quds Uni		100	2.86	1.16			
Beirzait Uni	The administrative leadership in the university cares about the individual because he has different needs, abilities and aspirations than others	100	3.11	0.99	1.400	198	0.163
Al-Quds Uni		100	2.90	1.12			
Beirzait Uni	The administrative leadership in the university listen to the workers and take care of their needs	100	3.06	1.00	2.485	198	0.014
Al-Quds Uni		100	2.67	1.21			
Beirzait Uni	Administrative leadership in the university helps others to support their strengths	100	3.17	0.92	2.249	198	0.026
Al-Quds Uni		100	2.86	1.03			
Beirzait Uni	The administrative leadership in the university adopts a strategy of appreciation and positive reinforcement	100	3.29	0.94	1.809	198	0.072
Al-Quds Uni		100	3.02	1.16			
Beirzait Uni	University administrative leadership takes time to develop and train others	100	3.16	0.94	2.259	198	0.025
Al-Quds Uni		100	2.82	1.18			
Beirzait Uni	Administrative leadership in the university depends on open and direct communication with the staff	100	3.20	0.92	-0.617	198	0.538
Al-Quds Uni		100	3.29	1.13			
Beirzait Uni	Administrative leadership in the university assigns hard work to individuals who have the ability to accomplish it	100	3.10	0.88	-0.133	198	0.895
Al-Quds Uni		100	3.12	1.23			
Beirzait Uni	The administrative leadership in the university is working on training and developing the capabilities of the employees	100	3.23	0.89	1.220	198	0.224
Al-Quds Uni		100	3.07	0.97			
Beirzait Uni	The administrative leadership in the university pays attention to all subordinates without prejudice or exception	100	3.11	0.91	2.923	198	0.004
Al-Quds Uni		100	2.70	1.07			
Beirzait Uni	Individualized consideration domain	100	3.18	0.69	1.763	198	0.079
Al-Quds Uni		100	2.99	0.82			

Table 5: Means, standard deviations, calculated t-values and sig. level for all domains according to gender variable

Universities	Genders	No.	M	SD	t-values	df	Sig.
Beirzait Uni							
Idealized influence	Male	61	3.63	0.71	1.705	98	0.091
	Female	39	3.40	0.55			
Inspirational motivation	Male	61	3.46	0.60	1.208	98	0.230
	Female	39	3.32	0.57			
Intellectual simulation	Male	61	3.38	0.67	0.287	98	0.775
	Female	39	3.34	0.65			
Individual consideration	Male	61	3.25	0.67	1.381	98	0.170
	Female	39	3.06	0.71			
Domains as whole	Male	61	3.43	0.60	1.328	98	0.187
	Female	39	3.28	0.48			
	Female	39	3.28	0.48			
Al-Quds Uni							
Idealized influence	Male	73	3.34	0.72	-1.126	98	0.263
	Female	27	3.51	0.55			
Inspirational motivation	Male	73	3.42	0.77	-1.071	98	0.287
	Female	27	3.60	0.61			
Intellectual simulation	Male	73	3.33	0.86	-0.555	98	0.580
	Female	27	3.44	0.66			
Individual consideration	Male	73	2.92	0.88	-1.317	98	0.191
	Female	27	3.16	0.63			
Domains as whole	Male	73	3.26	0.74	-1.107	98	0.271
	Female	27	3.43	0.55			

administrative staff at Al-Quds University. Moreover, the same for item (2) provided that (The administrative leadership in the university cares about the worker's feelings in terms of encouragement, guidance and advice) as calculated t-value is (2.429) at the level of ($\alpha = 0.016$) which is significance at ($\alpha = 0.05$) in favor of the administrative staff at Beirzait University

Table 5 shows that there are no disagreement in the sample's view in Beirzait University according to gender regarding the application of transformational leadership domains as t-value totaled (1.328) at the level of ($\alpha = 0.187$) which is not significant at the level of ($\alpha = 0.05$). Moreover, there are no disagreement in the sample's view in Al-Quds University according to gender regarding the application of transformational leadership domains as t-value totaled (-1.107) at the level of ($\alpha = 0.271$) which is not significant at the level of ($\alpha = 0.05$).

Table 6 shows that there are no disagreement in the sample's view in Beirzait University according to education regarding the application of transformational leadership domains as t-value totaled (-0.513) at the level of ($\alpha = 0.609$) which is not significant at the level of ($\alpha = 0.05$). Moreover, there are no disagreement in the sample's view in Al-Quds University according to education regarding the application of transformational leadership domains as t-value totaled (2.021) at the level of ($\alpha = 0.046$) which is not significant at the level of ($\alpha = 0.05$), except for idealized influence as t-value totaled (-0.513) at the level of ($\alpha = 0.609$) which is significant at the level of ($\alpha = 0.05$) in favor of Master degree holders at Al-Quds University.

Table 9 shows that there are no disagreement in the sample's view in Beirzait University according to experience variable regarding the application of transformational leadership domains as t-value totaled (0.196) at the level of ($\alpha = 0.603$) which is not significant at the level of ($\alpha = 0.05$). Moreover, there are no disagreement in the sample's view in Al-Quds University according to experience regarding the application of transformational leadership domains as t-value totaled (1.172) at the level of ($\alpha = 0.061$) which is not significant at the level of ($\alpha = 0.05$), except for idealized influence as t-value totaled (1.598) at the level of ($\alpha = 0.013$) which is significant at the level of ($\alpha = 0.05$) in favor of 4-9 years experience individuals in Al-Quds University as well as for them too in individual consideration domain.

Table 10 shows that there are no disagreement in the sample's view in Beirzait University according to post variable regarding the application of transformational leadership domains as t-value totaled (0.513) at the level of ($\alpha = 0.609$) which is not significant at the level of ($\alpha = 0.05$). Moreover, there are disagreement in the sample's view in Al-Quds University according to post regarding the application of transformational leadership domains as t-value totaled (1.948) at the level of ($\alpha = 0.061$) which is not significant at the level of ($\alpha = 0.05$), except for idealized influence as t-value totaled (1.598) at the level of ($\alpha = 0.013$) which is significant at the level of ($\alpha = 0.05$) in addition to idealized influence in favor of professor post.

Analysis of the findings: The findings showed that with regard to idealized influence domain, there is no

Table 6: Means, standard deviations, calculated t-values and sig. level for all domains according to education variable

Universities	Education	No.	M	SD	t-values	df	Sig.
Beirzait Uni							
Idealized influence	Master	45	3.50	0.67	-0.568	98	0.571
	PhD	55	3.57	0.65			
Inspirational motivation	Master	45	3.33	0.60	-1.240	98	0.218
	PhD	55	3.47	0.57			
Intellectual simulation	Master	45	3.39	0.65	0.377	98	0.707
	PhD	55	3.34	0.68			
Individual consideration	Master	45	3.14	0.71	-0.432	98	0.667
	PhD	55	3.20	0.67			
Domains as whole	Master	45	3.34	0.57	-0.513	98	0.609
	PhD	55	3.40	0.55			
Al-Quds Uni							
Idealized influence	Master	55	3.51	0.64	2.021	98	0.046
	PhD	45	3.24	0.70			
Inspirational motivation	Master	55	3.55	0.77	1.233	98	0.220
	PhD	45	3.37	0.67			
Intellectual simulation	Master	55	3.46	0.85	1.353	98	0.179
	PhD	45	3.24	0.75			
Individual consideration	Master	55	3.13	0.84	1.951	98	0.054
	PhD	45	2.81	0.77			
Domains as whole	Master	55	3.41	0.72	1.789	98	0.077
	PhD	45	3.17	0.64			

Table 7: Means, standard deviations, calculated t-values and sig. level for all domains according to years of experience variable-Beirzait University

Uni/Post	No.	M	SD
Beirzait			
Idealized influence			
<5 year	27	3.67	0.49
4-9 year	20	3.61	0.66
10-14 year	13	3.37	0.59
+15	40	3.47	0.77
Total	100	3.54	0.66
Beirzait			
Inspirational motivation			
10-14 year	13	3.39	0.59
+15	40	3.38	0.61
Total	100	3.41	0.59
<5 year	27	3.40	0.50
4-9 year	20	3.47	0.69
Intellectual simulation			
10-14 year	13	3.29	0.71
+15	40	3.30	0.74
Total	100	3.36	0.66
<5 year	27	3.28	0.69
4-9 year	20	3.31	0.52
Individual consideration			
10-14 year	13	2.99	0.71
+15	40	3.10	0.74
Total	100	3.18	0.69
Total			
<5 year	27	3.46	0.40
4-9 year	20	3.43	0.56
10-14 year	13	3.26	0.54
+15	40	3.31	0.65
Total	100	3.37	0.56

Table 8: Means, Standard deviations, calculated t-values and sig level for all domains according to years of experience variable-Al-Quds University-Abu Dais

Uni/Post	No.	M	SD
Beirzait			
Idealized influence			
<5 year	7	2.84	1.02
4-9 year	23	3.64	0.58
10-14 year	27	3.52	0.58
+15	43	3.26	0.66
Total	100	3.39	0.68
Inspirational motivation			
<5 year	7	3.09	0.97
4-9 year	23	3.59	0.74
10-14 year	27	3.60	0.69
+15	43	3.39	0.70
Total	100	3.47	0.73
Intellectual simulation			
<5 year	7	3.02	0.90
4-9 year	23	3.59	0.77
10-14 year	27	3.43	0.83
+15	43	3.26	0.79
Total	100	3.36	0.81
Individual consideration			
<5 year	7	3.32	0.59
4-9 year	23	3.22	0.79
10-14 year	27	3.13	0.88
+15	43	2.88	0.78
Total	100	2.99	0.82
Total			
<5 year	7	2.82	0.83
4-9 year	23	3.51	0.67
10-14 year	27	3.42	0.69
+15	43	3.20	0.66
Total	100	3.30	0.70

disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within idealized influence domain. Moreover, there is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within idealized influence domain in all items

except for item (6) provided that (Administrative leadership in the university provides the needs of the employees before providing their personal needs) in favor of the administrative staff in Beirzait University. The same for item (2) provided that (The administrative leadership in the university cares about the worker's feelings in terms of encouragement, guidance and

Table 9: One way analysis of variance of all domains in the roles of administrative leaders in palestinian universities according to experience

Universities	Variance	Squares sum	df	Square means	F-values	Sig.
Beirzait						
Idealized influence	Between groups	1.13	3	0.378	0.870	0.460
	Out groups	41.70	96	0.434		
	Total	42.83	99			
Inspirational motivation	Between groups	0.28	3	0.093	0.263	0.852
	Out groups	33.78	96	0.352		
	Total	34.06	99			
Intellectual simulation	Between groups	0.49	3	0.162	0.363	0.780
	Out groups	42.75	96	0.445		
	Total	43.24	99			
Individual consideration	Between groups	1.34	3	0.448	0.947	0.421
	Out groups	45.37	96	0.473		
	Total	46.71	99			
Total	Between groups	0.59	3	0.196	0.621	0.603
	Out groups	30.24	96	0.315		
	Total	30.83	99			
Al-Quds						
Idealized influence	Between groups	4.79	3	1.598	3.755	0.013
	Out groups	40.85	96	0.426		
	Total	45.64	99			
Inspirational motivation	Between groups	2.10	3	0.701	1.330	0.269
	Out groups	50.58	96	0.527		
	Total	52.68	99			
Intellectual simulation	Between groups	2.63	3	0.877	1.360	0.260
	Out groups	61.90	96	0.645		
	Total	64.53	99			
Individual consideration	Between groups	5.39	3	1.798	2.796	0.044
	Out groups	61.73	96	0.643		
	Total	67.12	99			
Total	Between groups	3.52	3	1.172	2.539	0.061
	Out groups	44.34	96	0.462		
	Total	47.85	99			

Table 10: Means and standard deviations of independent samples test of all domains in the roles of administrative leaders in Palestinian universities according to post

Universities	Posts	No.	M	SD	t-values	df	Sig.
Beirzait							
Idealized influence	Lecturer	45	3.50	0.67	-0.568	98	0.571
	Prof	55	3.57	0.65			
Inspirational motivation	Lecturer	45	3.33	0.60	-1.240	98	0.218
	Prof	55	3.47	0.57			
Intellectual simulation	Lecturer	45	3.39	0.65	0.377	98	0.707
	Prof	55	3.34	0.68			
Individual consideration	Lecturer	45	3.14	0.71	-0.432	98	0.667
	Prof	55	3.20	0.67			
Total	Lecturer	45	3.34	0.57	-0.513	98	0.609
	Prof	55	3.40	0.55			
Al-Quds							
Idealized influence	Lecturer	56	3.53	0.64	2.325	98	0.022
	Prof	44	3.21	0.69			
Inspirational motivation	Lecturer	56	3.56	0.77	1.334	98	0.185
	Prof	44	3.36	0.67			
Intellectual simulation	Lecturer	56	3.48	0.85	1.691	98	0.094
	Prof	44	3.21	0.73			
Individual consideration	Lecturer	56	3.13	0.84	1.936	98	0.056
	Prof	44	2.81	0.78			
Total	Lecturer	56	3.42	0.72	1.984	98	0.050
	Prof	44	3.15	0.64			

advice in favor of the administrative staff at Beirzat University. This shows the constancy of respondents in both domains.

There is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within inspirational motivation domain. Moreover, there is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within inspirational motivation domain in all items except for item (5) provided that (The administrative leadership in the university speaks with enthusiasm about what needs to be done). Moreover, this goes for item (7) provided that (The university's administrative leadership has an optimistic view of its future vision) in favor of the administrative staff in Al-Quds University. This indicates the agreement in responses and the researchers attributed this to the reality elements existed in Beirzat University planning compared to Al-Quds University that adopted the optimistic view in setting future goals.

There is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within intellectual stimulation domain. Moreover, there is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within intellectual stimulation domain; this shows an agreement in responses.

There is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within individual consideration domain. Moreover, there is no disagreement in the views of the sample in both universities about the effectiveness of applying transformational leadership domains within some individual consideration domain. However, there are differences in opinions in both universities on item (1) provided that (Administrative leadership in the university treats others more than just members of a group) in favor of the administrative staff at Al-Quds University. Moreover, the same for item (2) provided that (The administrative leadership in the university cares about the worker's feelings in terms of encouragement, guidance and advice) in favor of the administrative staff at Beirzat University. This indicates the decrease in job satisfaction among faculty member in Al-Quds University regarding individual consideration especially in training and development, this goes with the inspectional motivation domain findings, showing an agreement in respondents answers.

CONCLUSION

Therefore, the findings of the study showed that the administrative leadership in Al-Quds University should listen to its employees and take careful attention to their needs and goes over its personal interests to the interests of the group. Moreover, the determination of weakness and strength points by administrative leadership to treat them through adopting evaluation and positive enforcement strategy.

RECOMMENDATIONS

The administrative leadership in Al-Quds University should listen to the employees and take careful attention to their needs before their personal needs and goes far from its own interests. The administrative leadership in Al-Quds University must work on determining weakness and strength points and take careful consideration to deal with these points through adopting appreciation and positive reinforcement strategy.

The administrative leadership in Al-Quds University must spend more time in developing and training others without any discrimination. The administrative leadership in Beirzat University must have an optimistic vision for the future during the preparation of plans and setting future goals.

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