

The Degree of Practicing Transformational Leadership among Heads of Academic Departments in Libyan Universities and its Relationship with the Level of Functional Performance from the Viewpoint of Faculty Members

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Abstract

The study aimed to identify the degree of practicing transformational leadership among heads of academic departments at Omar Al-Mukhtar University - Al-Bayda Branch - and its relationship with the level of functional performance from the viewpoint of faculty members. Both researchers adopted the descriptive correlational approach and used a questionnaire to collect data from a sample of (171) faculty members in the study population. The results revealed that the degree of practicing transformational leadership among aforementioned heads of academic departments was moderate in the tool as a whole and in all its fields. The study concluded that the level of functional performance of faculty members from their viewpoint was high. The findings indicated that there were no statistically significant differences in the responses of the study sample due to the variables: (gender and academic rank) whether in the degree of practicing transformational leadership or in the level of functional performance. In the light of the findings, the study recommended providing heads of academic departments with professional development opportunities to enhance their administrative competencies, particularly transformational leadership, and offering professional development opportunities for faculty members to develop their technical and administrative competencies in general.

Keywords: Transformational Leadership, Functional Performance, Libyan Universities, Heads of Academic Departments.

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درجة ممارسة رؤساء الأقسام الأكاديمية في الجامعات الليبية للقيادة التحويلية وعلاقتها بمستوى الأداء الوظيفي من وجهة نظر أعضاء الهيئة التدريسية إعداد

أكرم إبراهيم المجذوب د. بسام عمر غانم

المخلص

هدفت الدراسة إلى التعرف على درجة ممارسة القيادة التحويلية لدى رؤساء الأقسام الأكاديمية بجامعة عمر المختار- فرع البيضاء- وعلاقتها بمستوى الأداء الوظيفي من وجهة نظر أعضاء هيئة التدريس. اعتمد الباحثان المنهج الوصفي الارتباطي واستخدما استبانة لجمع البيانات من عينة قوامها (171) عضو هيئة تدريس في مجتمع الدراسة. أظهرت النتائج أن درجة ممارسة القيادة التحويلية بين رؤساء الأقسام الأكاديمية المذكورة أعلاه كانت متوسطة في الأداة ككل وفي جميع مجالاتها. وخلصت الدراسة إلى ارتفاع مستوى الأداء الوظيفي لأعضاء هيئة التدريس من وجهة نظرهم. أشارت النتائج إلى عدم وجود فروق دالة احصائيًا في استجابات العينة تعزى لمتغيرات (الجنس، والرتبة الأكاديمية) سواء في درجة ممارسة القيادة التحويلية أو في مستوى الأداء الوظيفي. في ضوء النتائج أوصت الدراسة بإتاحة فرص التطوير المهني لرؤساء الأقسام الأكاديمية لتعزيز كفاءاتهم الإدارية، خاصة القيادة التحويلية، وإتاحة فرص التطوير المهني لأعضاء هيئة التدريس؛ لتطوير كفاءاتهم الفنية والإدارية بشكل عام .

الكلمات المفتاحية: القيادة التحويلية ، الأداء الوظيفي ، الجامعات الليبية ، رؤساء الأقسام الأكاديمية.

أكرم إبراهيم إمرامع المجذوب: طالب (خريج) ماجستير في الأصول والإدارة التربوية من جامعة عمان العربية

د. بسام عمر غانم: (المشرف على الرسالة) استاذ مشارك في الأصول والإدارة التربوية، كلية العلوم التروية والنفسية، قسم الأصول والإدارة التربوية- جامعة عمان العربية- الأردن.

1. Introduction

Developed or aspiring countries are keen to develop all their systems, primarily the educational system with its various institutions and departments. They give priority to this system in what they seek to develop and improve permanently through meeting its needs, especially human capital, at the forefront of which is the provision of trained and qualified leaders to manage the work with high quality and make a positive change in these institutions. The success of educational institutions, particularly higher education, and their efficiency in carrying out their functions and achieving their goals is based on the competence of their academic leaders

and the ability to develop the future modernizing visions of their institutions. This requires that the leaders of these institutions be headed by advanced leaderships, including the university president and his deputies, the deans of the faculties and the heads of departments, as they are role models in the development of societies and their continuous progress for the better.

Ibrahim (2013) suggested that one of the foundations on which the innovative education is spread in modern communities is the reform of the administrative system in educational institutions, especially university education. Leading institutions of higher education in an objective way in accordance with modern leadership arts greatly contributes to the development of education in order to become a high-quality innovative education producing graduates to be productive members of their communities.

The information and technological development in the present era has led to the emergence of many styles, trends and modern theories of leadership. They are characterized by a high capacity in leading institutions to face modern challenges and developments through influencing the behavior of subordinates and developing their creative abilities, by offering them opportunities, encouraging them to overcome difficulties and challenges their organizations may face, and enabling them to take the right decisions in the interest of the institution, especially the educational institution and its educational-learning process. (Alsaedi, Male, 2013).

Transformational leadership, as viewed by Northouse in the study of Smairat and Maqableh (2014), is one of the leadership models that satisfy the needs of administrators and teachers and provide them with incentives to perform their duties efficiently and accurately. The transformational leader motivates workers to achieve more than expected through integrating them with the institution's vision, identifying common goals, providing individual support and brainstorming, and providing a role model.

The importance of transformational leadership and its applicability at universities is particularly highlighted as a creative technical leadership consisting of distinct and various administrative methods. It enhances university performance for the better with a degree of responsibility, responds flexibly to changes in the climate and environment of universities, fluctuations in the requirements and needs of workers and individuals

dealing with the university, including students, and community members, raises the level of employee satisfaction with the university and their sense of loyalty and belonging to it, and motivates them to achieve outstanding performance to ensure the quality of the final outputs (Atoum, 2018).

The application of transformational leadership can have significant impacts on organizational performance. Performance is one of the basic administrative elements and one of the sensitive issues that must be given consideration when preparing for development processes in any institution. In this regard, the senior management is able to design and prepare development programs commensurate with the actual capabilities, conditions, and needs of their institutions (Mwafi, 2007).

Through performance appraisal, universities are able to judge the accuracy of implementing the policies and programs they adopt, whether they are recruitment, selection and appointment policies, or development and follow-up programs and policies on their human resources. Therefore, the performance appraisal process ultimately reflects the legal, social and ethical image of the university. (Al- Hiti, 2017).

Accordingly, this study attempts to investigate the degree of practicing transformational leadership among heads of academic departments at Omar Al-Mukhtar University and its relationship with the level of functional performance.

2. Study Problem & Questions

Under the present conditions of political instability in Libya, the deterioration of living conditions as a result of deteriorating the local economy, and its negative implications that have undoubtedly affected the conditions of Libyan educational institutions, this study attempted to take advantage of the transformational leadership style, hoping to improve the performance of Libyan universities, including Omar Al-Mukhtar University – in which one of the researchers was an undergraduate student - as this style of leadership had not been presented before at the university - according to the knowledge of both researchers - to investigate the degree of practicing transformational leadership among heads of academic departments at Omar Al-Mukhtar University - Al-Bayda Branch - and its relationship with the level of functional performance from the viewpoint of faculty members.

This question was divided into sub-questions related to the degree of practicing transformational leadership, the level of job security, and the extent to which the responses of the target group were affected by the variables of gender and academic rank, and then the relationship between the degree of practicing this style of leadership and the level of functional performance. These questions were answered in the discussion of the study results.

3. Significance of the Study

The significance of this study is evident in the subject matter (the degree of practicing transformational leadership among some educational leaders in their administrative work at Omar Al-Mukhtar University and its relationship with the level of functional performance of faculty members), especially since this administrative style has not been widely applied - according to the knowledge of both researchers - at Omar Al-Mukhtar University and its branches in Libya. Therefore, those concerned with universities and their leadership in ministries and institutions can take into consideration the results of this study to redress and improve the existing conditions. This study may also offer both researchers an opportunity to conduct scientific research on the subject matter regarding other aspects and variables.

4. Theoretical Framework

4.1 Libyan Universities:

Marjeen (2017) noted that the historical roots of the university education system in Libya date back to the 1950s. The first Libyan university, under the name of “Libyan University“, was opened in the academic year 1955 - 1956 in Benghazi through establishing the Faculty of Arts in 1955. Then, Law (85) of 1972 on the organization of the Libyan University was issued. The year (1973) witnessed the beginning of the multiplicity of universities as the Libyan University was divided into two universities, one in Benghazi was named “University of Benghazi “ involving the faculties in Benghazi and Al-Bayda, and the other in Tripoli was named “University of Tripoli ” involving the faculties in Tripoli. By the year 2013 AD, there were (13) governmental universities and (211) faculties, while the number of

university programs was (1099), the number of faculty members was about (15,494), and the number of students was about (280,882). The Knowledge Encyclopedia showed a list of (19) Libyan universities, including Omar Al-Mukhtar University.

4.2 Transformational Leadership:

The term transformational leadership was first proposed by Downton in 1973, although Burns (1978) is considered the founder of transformational leadership as mentioned in his Leadership book. He defined it as a process through which the leader and subordinates seek to motivate and support each other to reach the highest level of morale, motivation and morals. It was stated in the Business Dictionary that transformational leadership is a leadership style in which the leader defines the required change and directs individuals towards it through a particular vision so that he inspires the group members to commit to the desired change. Al-Omari (2009) defined it as a leadership that has a superior ability to inspire subordinates to exert the best possible efforts in the interest of the organization in order to improve performance, and the most important characteristic is the exceptional extraordinary impact on subordinates.

4.3 Areas of Transformational Leadership:

Al-Tawil (2019) summarized the areas of transformational leadership as follows:

4.3.1 Idealized Influence (charisma):

Transformational leaders behave in ways that let them serve as role models for their subordinates and followers. They are also keen to gain their trust as the subordinates represent these leaders and want to emulate them greatly. The transformational leader engages his followers in all their institutional matters and ensures that his behavior with them is according to very high standards of ethical behavior and away from authoritarianism and tyranny. He is concerned with doing the right and correct, away from using his authority for personal gain and interests and exercising his authority for the common good and interests.

4.3.2 Inspirational Motivation:

Transformational leaders behave in ways that inspire their followers. They are also concerned with constantly motivating and encouraging them in order to achieve work immersion and deepen the team spirit among them. Abdel-Al (2015) suggested that inspirational motivation refers to the leader's ability to increase a sense of challenge in his followers, raise their motivation and enthusiasm towards achievement, and inspire them with the appropriate motivation through defining his expectations, inspiring their team spirit, and showing their optimism and high expectations.

4.3.3 Intellectual Stimulation:

Transformational leaders are keen to urge and motivate their followers to always exert innovative efforts. They also encourage them to continually reconsider the matters they deal with in order to handle these matters in new innovative ways. Dawani (2013) summarized the characteristics of the influential intellectual activity of a transformational leader. He is able to clarify the vision attractively, enable individuals to accomplish it, boost confidence and optimism at work, use dramatic methods to emphasize values, and lead followers with idealized influence.

4.3.4 Individualized Consideration:

The transformational leader gives special attention to the needs of his followers, and appreciates and respects them. He is also keen on their professional growth and enables them to fulfill the requirements of their role according to their maximum capacities and capabilities in order to achieve the innovation dimension in accomplishing their tasks. The transformational leadership is concerned with educating, advising and guiding workers, providing climates that help them create and innovate, achieving higher levels of performance according to their available capabilities.

4.4 Functional Performance:

Malik, Butt and Choi (2015) defined functional performance as a behavior aligned with organizational goals. It is generally assessed based on employees' achievement of these goals, and refers to the employee's ability and effectiveness to carry out the work. Wagner and Hollenbeck (2015) indicated that the literature of management science has dealt with the concept of functional performance as a result of three factors: mental capacity which refers to the individual's scientific and cognitive ability to accomplish his tasks and responsibilities, motivation which refers to the

desire to accomplish the work, and financial resources which refer to the availability of the necessary means and tools to accomplish those tasks and responsibilities. Therefore, the imbalance in one of these factors leads to a decrease in the level of employee performance, which in turn is reflected in the overall organizational performance.

4.5 Importance of Functional Performance:

The functional performance contributes to the success of the organizational management and the safety of its activities developed and implemented within the organization, determines the strengths and weaknesses of the organization, increases the quality of inputs and outputs of the production process, determines the extent of the organization's ability to invest potential, and employs their ambitions, skills and knowledge as performance is a measure of the individual's ability and motivation towards his work, assists the administrative leaders in the organization in creating systems of promotions, rewards, incentives and wages commensurate with the levels of organizational performance, achieves the organizational objectives, satisfies the needs of individual and achieves his desires, and reduces costs and rationalizes expenses, which leads to creating a competitive advantage for the organization through innovative and creative performance. (Madi, 2014)

4.6 Relationship between Transformational Leadership and Functional Performance:

Some scientific studies suggested that transformational leadership behavior is closely related to performance, improving the quality of outputs, raising the efficiency of the organization as a whole, and achieving job satisfaction. Transformational leadership plays a prominent role in shaping subordinates' values and attitudes, defining their goals, and achieving their aspirations through following their leaders and believing in them. The transformational leader constantly urges his followers to exert effort and perform their best performance, encourages excellence within the scope of their roles, clarifies a clear vision for the future, inspires and motivates them to perform collective cooperative work, supports the personal interests of subordinates and accepts their opinions, and encourages work outside the scope of their specific roles. He is also flexible in granting powers and delegating partial

authorities in order to fulfill the organizational aspirations and achieve the highest level of Mutual respect and trust (Smairat and Maqableh, 2014).

5. Method and Procedures

5.1 Research Methodology:

In order to achieve the objectives of the study, both researchers used the descriptive correlational approach which is the most appropriate scientific method to the nature of this study.

5.2 Study Population and Sample:

The study population consisted of (1083) faculty members at Omar Al-Mukhtar University - Al-Bayda branch - in Libya. The study sample consisted of (171) members selected randomly, which represents approximately (16%) of the aforementioned study population.

5.3 Study Tool:

To collect data from the target group, both researchers developed a tool that was divided into two parts, each of which represented a different questionnaire. One dealt with transformational leadership. It was developed through referring to some studies, such as the studies of Al-Jabri (2018) and Atoum (2018), and distributed according to its four fields: idealized influence, inspirational motivation, intellectual stimulation, and individual considerations. The other dealt with the level of functional performance. It was developed through referring to some previous studies, such as the studies off Al- Suleiman and Maqableh (2017) and Al-Wadian (2016), and it included two fields related to the technical and administrative performance of a faculty member. The 5 Point Likert scale was adopted for the respondents' estimates.

The validity of study questionnaire was verified though calculating the Pearson correlation coefficient between the paragraph and its field and between the paragraph and the questionnaire as a whole for each tool. For the transformational leadership, the correlation coefficients with the field ranged between (0.60 - 0.87) and the correlation coefficients with the total ranged between (0.61 - 0.86), which is statistically significant, and its values are acceptable for conducting this study. For functional performance, the correlation coefficients with the field ranged between (0.46 - 0.69) and the

correlation coefficients with the total ranged between (0.35 - 0.65), which is a statistically significant, and its values are acceptable for conducting this study.

In order to verify the reliability of the study tool, both researchers assessed the reliability in two methods: one is the test and retest method by applying the study tool to survey sample outside its sample consisting of (30) faculty members and extracting the Pearson correlation coefficient among the results of the two applications. The other method is the Cronbach Alpha for internal consistency as the reliability coefficients and internal consistency in each field of the two study tools and in the tool as a whole were acceptable for the purposes of the study.

6. Results and Discussion

Results related to the first question: What is the degree of practicing transformational leadership among heads of academic departments at Omar Al-Mukhtar University from the viewpoint of faculty members?

To answer the question, the arithmetic means and standard deviations of the respondents 'estimates were calculated in the tool fields and in the tool as a whole. Table (1) showed these results.

Table (1): Descriptive Statistics

Sequence in the Tool	Rank	Fields	Arithmetic Means	Standard Deviations	Practicing Degree
1	1	Idealized Influence	3.46	0.85	Moderate
4	2	Individual Consideration	3.24	0.84	Moderate
2	3	Inspirational Motivation	3.15	0.92	Moderate
3	4	Intellectual Stimulation	2.95	0.88	Moderate
Questionnaire as a whole			3.19	0.80	Moderate

Table (1) showed that the degree of practicing transformational leadership among heads of academic departments at Omar Al-Mukhtar University

from the viewpoint of faculty members was generally (moderate) with an arithmetic mean (3.19) and a standard deviation (0.80). The practicing degree was (moderate) in all fields. This result may be due to a possible deficiency in the administrative and professional development of department heads, or a reason that faculty members do not realize that the behavioral practices of department heads are reflected on transformational leadership.

Results related to the second question: What is the level of functional performance of faculty members at Omar Al-Mukhtar University from their viewpoint?

To answer this question, the arithmetic means and standard deviations of the respondents' estimates were calculated in the fields of the questionnaire and in the questionnaire as a whole. Table (2) showed these results.

Table (2): Descriptive Statistics

Rank	No.	Fields	Arithmetic Means	Standard Deviations	Level of Performance
1	2	Administrative Field	3.87	0.47	High
2	1	Technical Field	3.83	0.48	High
Questionnaire as a whole			3.85	0.44	High

Table (2) showed that the level of functional performance of faculty members from their viewpoint was generally (high) with an arithmetic mean (3.85) and a standard deviation (0.44). The level of functional performance was (high) in the two fields. Both researchers attribute this result to the university's efforts to raise the efficiency of the employee performance and reinforce the concepts of functional performance through their policies in creating appropriate working conditions and providing the material and moral capabilities at Libyan universities. This leads to developing the positive attitudes towards work, raising the level of functional performance of faculty members, and thus achieving their job satisfaction.

Results related to the third question: Were there statistically significant differences at the level of significance ($\alpha = 0.05$) among the arithmetic means of the responses of the study sample to the degree of practicing

transformational leadership among heads of academic department at Omar Al-Mukhtar University due to the variables: gender and academic rank?

To answer the question, the arithmetic means and standard deviations of the degree of practicing transformational leadership were calculated according to the variables: gender and academic rank, as shown in Table (3).

Table (3): Descriptive Statistics

Variables	Fields	Levels	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Total
Gender	Male	Arithmetic Mean	3.43	3.12	2.93	3.24	3.17
		Standard Deviation	0.83	0.90	0.86	0.85	0.80
	Female	Arithmetic Mean	3.53	3.22	3.01	3.23	3.22
		Standard Deviation	0.90	0.98	0.93	0.82	0.83
Academic Rank	Lecturer	Arithmetic Mean	3.50	3.15	2.93	3.27	3.20
		Standard Deviation	0.85	0.95	0.90	0.85	0.83
	Assistant Professor	Arithmetic Mean	3.35	3.22	2.99	3.29	3.21
		Standard Deviation	0.97	0.95	0.90	0.92	0.86
	Associate Professor	Arithmetic Mean	3.34	2.88	3.01	3.07	3.05
		Standard Deviation	0.69	0.89	0.79	0.72	0.69
	Professor	Arithmetic Mean	3.47	3.18	2.97	3.02	3.15

		Standard Deviation	0.67	0.67	0.78	0.72	0.60
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Table (3) showed that there were significant differences among the arithmetic means of the degree of practicing transformational leadership among heads of academic departments at Omar Al-Mukhtar University according to the variables of gender and academic rank. To find out whether these differences were statistically significant, the results of the multivariate analysis of variance were extracted in the fields and in the total. Table (4) showed these results.

Table (4): Tests of Between – Subjects Effects

Fields	Source of Variation	Sum of Squares	Degrees of Free	Mean Squares	F	Level of Significance
Gender	Idealized Influence	47.043	1	47.043	1.284	0.259
	Inspirational Motivation	14.484	1	14.484	0.252	0.616
	Intellectual Stimulation	44.456	1	44.456	0.868	0.353
	Individual Consideration	15.813	1	15.813	0.215	0.643
	Total	32.993	1	32.993	0.045	0.833
Academic Rank	Idealized Influence	40.76	3	13.587	0.371	0.774
	Inspirational Motivation	114.261	3	38.087	0.675	0.569
	Intellectual Stimulation	33.161	3	11.054	0.216	0.885
	Individual Consideration	116.440	3	38.813	0.528	0.664
	Total	258.804	3	86.268	0.116	0.950
Error	Idealized Influence	5971.343	163	36.634		

	Inspirational Motivation	9360.815	163	57.428		
	Intellectual Stimulation	8351.322	163	51.235		
	Individual Consideration	11982.003	163	73.509		
	Total	120744.211	163	740.762		
Overall	Idealized Influence	6064.678	170			
	Inspirational Motivation	9557.977	170			
	Intellectual Stimulation	8430.327	170			
	Individual Consideration	12145.977	170			
	Total	121310.327	170			

Table (4) showed that there were no statistically significant differences among the arithmetic means of the responses of the study sample to the degree of practicing transformational leadership among heads of academic department according to the variables of gender and academic rank. Both researchers can attribute this result related to the gender variable to the keenness of all male and female heads of academic departments to perform their job tasks that are closer to homogeneity, especially since the university applies the same conditions when selecting and appointing heads of academic department. As for the academic rank variable, both researchers attributed this result to the faculty members' positive view of change and applying modern leadership methods, regardless of their experience, as they are educators with higher degrees. In addition, the faculty members of all ranks feel the process of practicing transformational leadership among heads of educational departments in their faculties. Although this feeling is not the same, it is rather close.

Results related to the fourth question: Were there statistically significant differences at the level of significance ($\alpha = 0.05$) among the arithmetic means of the responses of the study sample to the level of functional

performance of faculty members due to the variables: gender and academic rank?

To answer this question, the arithmetic means and standard deviations of the level of functional performance of faculty members were calculated according to the variables: gender and academic rank, as shown in Table (5).

Table (5): Descriptive Statistics

Variables	Fields	Levels	Technical Field	Administrative Field	Total
Gender	Male	Arithmetic Mean	3.77	3.85	3.81
		Standard Deviation	0.48	0.48	0.45
	Female	Arithmetic Mean	3.97	3.92	3.95
		Standard Deviation	0.45	0.45	0.41
Academic Rank	Lecturer	Arithmetic Mean	3.85	3.93	3.89
		Standard Deviation	0.48	0.45	0.43
	Assistant Professor	Arithmetic Mean	3.80	3.81	3.81
		Standard Deviation	0.51	0.45	0.45
	Associate Professor	Arithmetic Mean	3.78	3.65	3.72
		Standard Deviation	0.51	0.60	0.50
	Professor	Arithmetic Mean	3.75	3.66	3.70
		Standard Deviation	0.46	0.48	0.41

Table (5) showed that there were significant differences among the arithmetic means of the level of functional performance of faculty members according to the variables of gender and academic rank. To find out whether these differences were statistically significant, the results of the multivariate analysis of variance were extracted in the fields and in the total. Table (6) showed these results.

Table (6): Tests of Between – Subjects Effects

Fields	Source of Variation	Sum of Squares	Degrees of Free	Mean Squares	F	Level of Significance
Gender	Technical Field	92.836	1	92.836	1.550	0.215
	Administrative Field	0.997	1	0.997	0.020	0.888
	Total	74.594	1	74.594	0.395	0.531
Academic Rank	Technical Field	61.155	3	20.385	0.340	0.796
	Administrative Field	407.663	3	135.888	2.717	0.064
	Total	767.039	3	255.680	1.353	0.259
Error	Technical Field	9760.085	163	59.878		
	Administrative Field	8151.225	163	50.008		
	Total	30812.533	163	189.034		
Overall	Technical Field	10208.327	170			
	Administrative Field	8646.012	170			
	Total	32289.520	170			

Table (6) showed that there were no statistically significant differences among the arithmetic means of the responses of the study sample to the level of functional performance of faculty members according to the variables of gender and academic rank. Both researchers attributed this result related to the gender variable to the laws, regulations and instructions that govern administrative work and define job tasks and duties without discrimination between males and females. Therefore, everyone performs what is required duly. As for the academic rank variable, both researchers attributed this

result to the fact that everyone has tasks, duties and burdens according to his academic rank. Therefore, the ranks (professor, associate professor, and assistant professor) has specific required duties. Since university work is considered a trust for those assigned to it regardless of his rank, everyone performs his duties.

Results related to the fifth question: Was there a statistically significant correlation at the level of significance ($\alpha = 0.05$) among the arithmetic means of the responses of the study sample to the degree of practicing transformational leadership among heads of academic department at Omar Al-Mukhtar University - Al-Bayda branch - and the level of functional performance of faculty members from their viewpoint?

To answer this question, the results of the Pearson correlation coefficient between the degree of transformational leadership and the degree of functional performance were extracted. Table (7) showed these results.

Table (7): Correlations

Transformational Leadership Functional Performance	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Total
Technical Field	*0.288	*0.314	*0.329	*0.338	*0.346
Administrative Field	*0.247	*0.314	*0.282	*0.324	*0.312
Total	*0.290	*0.314	*0.331	*0.358	*0.356

* Statistically significant at the level of significance ($\alpha = 0.05$)

Table (7) showed that there was a statistically positive correlation between the degree of practicing transformational leadership among heads of academic departments at Omar Al-Mukhtar University - Al-Bayda branch - and the level of functional performance of faculty members from their view point in all fields and in the total. Both researchers attributed this result to the fact that transformational leadership motivates, inspires and intellectually stimulates workers, has the ability to advise and convince them of the confidence and trust they feel towards their leaders; therefore, they achieve the defined objectives in the spirit of teamwork vigorously and actively.

7. Recommendations

In the light of this study results, the researchers recommended the continuity of:

1. Providing heads of academic departments with professional development opportunities at Omar Al-Mukhtar University in particular and Libyan universities in general to enhance their administrative competencies, particularly transformational leadership.
2. Offering faculty members at Libyan universities professional development opportunities (technical and administrative) to improve their competencies in these two fields in general and in teaching skills and performance appraisal in particular.
3. Activating participatory and cooperative work between heads of academic departments and their subordinates in making decisions concerning academic work and its activities at university faculties.

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