

Impact of Transformational Leadership on Organizational Culture in the Higher Education Institutions of Libya

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Abstract

This research seeks to investigate the effect of various components of transformational individualized Consideration, Inspirational Motivation, Idealized Influence, and Intellectual Simulations on the organizational culture among employees of public universities in Tripoli-Libya. This study utilizes quantitative research methodologies and techniques including SPSS software and AMOS SEM software to conduct analyses on the primary data that was obtained from selected employees from the Libyan Public Universities. This research aims at the Libyan public university workforce, which is all workers that are employed at Libyan public universities. However, the research selects three universities by performing a purposive sampling process that results in the universities with the greater number of students and that are situated in Tripoli, the capital of Libya, being the study's collection of participants. For data collection, the final valid sample size used is 224 participants. In the experiment performed, Idealized Influence was found to have the highest effect, Inspirational motivation was found to have the second impact, Intellectual simulations were found to have the third impact, and individualized consideration was found to have the least impact. Most research from around the field of education show that transformational leadership has a positive significant effect on organizational culture in Libyan higher education institutions, which has been shown by various studies within the same field of education but from different countries. The suggestion is that more study is required to examine whether or not the same paradigm may be used in various contexts, as well as to discuss any potential variations between countries. Additionally, the model can be expanded to include other leadership types, and, to that end, models other than transformational leadership can explore the differences between leadership types.

Keywords: Transformational Leadership, Individualized Consideration, Inspirational Motivation, Idealized Influence, Intellectual Simulations, Organizational Culture, Libya.

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I. INTRODUCTION

The implementation of leadership theory within organisations has happened over the past decade as a consequence of the advent of transformational leadership, and so a rise in the value of contextual variables (MPM Chong, 2018) is now apparent. Burns (1978) posited transformational and transactional leadership as distinct ideas, and as a result, subsequent thinking has expanded the principles of these methods that extend to enterprises in the current workplace (Andersen, 2018). According to the latest literature, anything throughout the business has the ability to be used. Although this

analysis found clear links between leadership style and corporate culture, they have discovered these connections in organizational context (Scott-Young, Georgy, & Grisinger, 2019).

Perspectives of organizational culture are profoundly affected by the actions of organizational leaders and how this behavior either promotes or goes against people's perceptions of organizational principles (Ingelsson, Bäckström, & Snyder, 2018). Culture can be described as a mentality that is prevalent in an organisation and that is expressed in how people view their representatives (Law, 2009). Finally, additional study on the effect of leadership on

corporate culture is needed, primarily with the aim of recognizing the internalization of a company's principles and beliefs by adherents (Demirtas, Hannah, Gok, Arslan, & Capar, 2017). Some researchers studied the association between transformational leadership and corporate culture and found a strong link between employee consideration and activities that are in effect to help the organisation adapt to various cultures (Snyder, Ingelsson, & Bäckström, 2018b). Many of the unexplored terrain in this field remains undiscovered since there isn't a commonly recognized concept of corporate culture and an acceptable tool to model it.

Over the last decade, transition in the education industry in Libya has arisen as a consequence of a rising number of new entrants and the increased demands of customers (Bhaduri, 2019). Another aspect adding to this shift in leadership style is that modern legislative systems, intensified competitiveness, multinational integrations, and evolving consumer expectations have all necessitated the usage of a leadership style that allows one to respond to change (D. Yu, 2019). It's important to have strong higher educational institutions in Libya, since they are primarily based on the leadership style employed (Zheng, Wu, Xie, & Li, 2019).

This research intends to look into the results of various components of transformational; Individualized Consideration, Inspirational Motivation, Idealized Influence, and Intellectual Simulations; on the culture of workplace in the public universities of Tripoli, Libya.

younger leaders supported trait theory. Skogdill concluded that it would be necessary to view leadership as a relationship between people in a social setting than as a set of characteristics possessed by the leader based on the extent to which traits differ (Al-Sada, Al-Esmael, & Faisal, 2017). It was further stressed that the extent of the pattern of personal qualities of the leader should have some links to the characteristics, goals and activities of the followers. Leadership was also considered to have interactions of variables and changes. In 1949, Nixon and Carter published a study, which was influential in discrediting universal trait theory. The study was on high school students who were members of a particular group. They were assigned three tasks on grounds of intellectual, clerical and the last one;

II. REVIEW OF LITERATURE

Trait Theory

In the past, researchers and theorists in leadership focused on the features of leaders. This belief was probably due to the belief that leadership ability stemmed effective leadership (Snyder, Ingelsson, & Bäckström, 2018a). In turn this emanated from personality characteristics, which are either innate or acquired. This reasoning method lost favor during the first part of this century. In fore front of explaining this reasoning is “great man” theory and personality theory. According to (Ahmad, Busaibe, Singh, & Gaur, 2017), Great man’s theory was explained to be a theory supported by some people who were of the opinion that history should be explained by impacts of great men or heroes. It was believed that great men influence individuals through their charisma, virtues, intellect or political will. It was further explained that progress could be accounted for by individual efforts and that accomplishment of these great men who have some special personal trait makes them suitable as effective leaders (Al-Nahyan, Al-Ali, Singh, & Sohal, 2017).

Studies in leadership were dominated by researches into traits studies between the end of World War I and after World War II. However, results produced by various researches in this area were inconsistent. As early as 1948, Skogdill reviewed about 124 studies of leadership traits and found out that leaders are fluent, more popular and know how to fix their jobs. Other characteristics revealed that the results were not clear and uncertain. In light of this, six studies revealed that

mechanical. It was discovered that students who emerged as leaders on ground of intellectual test tend to be leaders in clerical tests too. Other leaders emerged on the mechanical tasks (Frantz & Jain, 2017). These results were not in agreement with the expectations of trait theory because the leaders ought to have the same tasks assigned. In recent years, with the neglect of those discrediting trait theories, leadership theory and researches have changed to other framework and approaches. Though this may sound unfortunate, however, it may be said that universal leadership trait does not exist; some evidences suggest that different traits may lead to leadership effectiveness in different situations (Mahadevan, 2017).

Organizational Culture

In an attempt to come to terms with the difficult topic of corporate culture, different viewpoints have been suggested on the subject, but there are few known meanings or recognized definitions. These are two of the most critical principles for comprehending conceptual factors within the workplace (Yahaya & Ebrahim, 2016). According to corporate culture, a major impact on an organisation's practices and procedures is the internal culture, which includes tasks, traditions, and principles that may be taken for granted but in reality dramatically influence how an organization works (Ogbonna & Harris, 2000).

The key questions regarding organizational culture as it relates to leadership, principles, and overall success were elucidated by Ogbonna and Harris (2000), who pinpointed how all three of these elements are related (Ogbonna & Harris, 2000). When it is viewed as a single unified term, it is challenging to get an accurate estimate on the quantitative and qualitative dimensions of examining culture and its consequences. Culture has a greater meaning than merely being a part of a political ideology, and it provides a range of possible subcultures around the enterprise. Furthermore, third, the rigidity of corporate culture means that it is not something that is simple or directly controllable (Teräsväinen, Junnonen, & Ali-Löytty, 2018).

As an apparent relation to common beliefs, the idea of corporate culture is often thought of as having the potential to affect appropriate attributes within an organization (Ndlovu, Ngirande, Setati, Zaiman, & Rachidi, 2016). In several cases, it is challenging to determine. As a consequence, corporate culture is sometimes related to financial success in an attempt to get a stronger grip on the connections that occur between various kinds of culture (Alao & Aina, 2020). Although the majority of scholars agree that conviction and value sharing is a critical relation between corporate culture and performance, the empirical literature maintains that the widespread recognition of commonly shared principles and convictions is the most important correlation (Corritore, 2018).

Transformational Leadership

Leadership Philosophy has developed steadily over the past 30 years, integrating developments in technology, societal principles and the shifting

environment of the workplace. Early theories investigated the characteristics and actions of leadership, but the relation between situational demands and follower success was inconsistent (Rudolph, Rauvola, & Zacher, 2017). Burns' suggestion in 1978 and Bass' follow-up model theory in 1985 offered systematic concepts and a structure for transactional and transformational leadership research (Berkovich & Eyal, 2019).

Transformational leadership consists of four components: idealized influence, individual consideration, intellectual stimulation and inspiration, which reflect a continuum of empirically defined, successful leadership characteristics and behavior (Berkovich & Eyal, 2019). Transformational leadership, often referred to as a full-range leadership paradigm, has been strongly developed as the prevailing leadership philosophy today, encompassing the continuum of leadership models from laissez-faire (absent leadership) to transactional (contingent-reward) to transformational (inspirational leadership) (Turner, Barling, Eitropaki, Butcher, & Milner, 2002).

(Verdu-Jover, Alos-Simo, & Gomez-Gras, 2017) utilized a mixture of ideas that derive from the philosophy of characteristics, behavioral theory, and created a final paradigm with a major impact on charismatic leadership. Importantly, this principle merged the assessment of leadership characteristics with the desired result of "transforming" followers to accomplish corporate goals more successfully and efficiently (Jamal, 2014). This model has provided a collection of characteristics that are helpful for more developmental study of leadership contexts by observing organizational and job results (e.g. efficiency, commitment) dependent on levels of transformational leadership perceived at various levels inside the organization (Hoch, Bommer, Dulebohn, & Wu, 2018).

High levels of transformational leadership have been shown to produce positive ratings of psychological empowerment and organizational commitment; scores were significantly higher when compared to transactional leaders (Tseng, 2017). This model provides an established relationship to explore the additional effects of organizational culture, its interaction with leadership, and the potential influence it would have on feelings of empowerment or commitment, as called for in earlier studies

(Pradhan, Panda, & Jena, 2017). Findings from previous studies indicate that empowered employees are given more opportunity to create significance in their working environment, which would lead to higher levels of organizational commitment (Pawirosumarto, Sarjana, & Gunawan, 2017). With this interplay demonstrated at the leadership level, it is reasonable to assume that a culture that empowers employees should produce similar results, also assuming that a lack of congruency between leadership and culture does not negatively alter the commitment levels.

Early studies of leadership utilized work settings that varied in task structure and settings to account for organizational culture and climate as it affected leadership behavior (Yaghi, 2017). In order to account for the interplay between leadership and organizational culture, a set of contextual factors will be developed using suggested methods in literature based on the most applicable culture models and leadership characteristics. The inner context of organizational culture is the most applicable based on the internal policies and working environment needed to shape perceived structure, culture, and strategy of the organization manipulated within this study (Al Musadieq, Sihombing, Astuti, Hamied, & Rahardjo, 2018). Outer context elements, such as external constituents, and socioeconomic environment will not be included, as these are typically beyond control of immediate leadership within an organization.

While the transactional style of leadership is hypothesized by (Gil, Rodrigo-Moya, & Morcillo-Bellido, 2018) to be more congruent with a bureaucratic organizational culture, the interaction of that leadership type and culture is not congruent with perception of empowerment or the characteristics that build organizational commitment. Therefore, the combination of transactional leadership and stable culture, both of which separately score lower in levels of commitment and empowerment (Howell & Shamir, 2018) is likely to be the combination with the lowest scores of organizational commitment and psychological empowerment.

Transformational Leadership and Organizational Culture

Schein (1985) said, "Leadership and community are so central to recognizing organisations and keeping

them successful that we cannot afford to be complacent with one" (Zaki, Rashidi, & Syed, 2015). Today, this argument continues to hold weight as companies seek to become more successful in an ever-changing world (Howladar & Rahman, 2020). Although the philosophy of leadership has significantly developed since Schein's comment, the analysis of corporate culture has lagged (Uddin, Rahman, & Howladar, 2017). However, one of the key drawbacks of leadership philosophy is that it is impossible to account for social situations when assessing leadership attributes. Organizational culture represents a background centered on common beliefs, thereby offering an incentive to evaluate leadership in a wider organizational context (Reiche, Bird, Mendenhall, & Osland, 2017).

For example, a transformational leader might have a conflicting vision that is inconsistent with the organisation and its tradition, which may contribute to ambiguity among workers and frustration among followers (Porter, Bigley, & Steers, 2003). The immediate boss becomes a mirror by which workers see the atmosphere of the organization (Eissa & Lester, 2017). If the assumed principles of the boss clash with the values reflected by the ethos of the organisation, the subordinates can be adversely influenced by the meaning incongruence of the results (Hewlin, Dumas, & Burnett, 2017).

In order to investigate forces that can clash, or may be compatible, the dynamics of how each variable affects the other must be understood (Thompson & Aarset, 2012). For example, shifts in the essence and effect of corporate culture may be related to behavior done by any type of leadership inside the organization (Thompson & Glasø, 2015). Thus, the idea of transformational vs transactional leadership styles supports the partnership between leadership capacity to impact organizational culture and the ability of organizational culture to influence leadership attitudes (Thompson & Glasø, 2018). Conversely, if the actions of the leaders are viewed as being motivated by the organization, then the leaders are assumed to be modeled on society, and culture is the motivating force for progress within the organization (Kritzinger, Amankwa, & Look, 2018).

This relationship between leadership and culture produces a complex mechanism of leaders influencing culture and, in exchange, shaping culture; a process decided upon in both leadership and

corporate culture literature (Thompson & Glasø, 2018). In its initial implementation of transformational leadership, Bass (1985) concluded that transactional leaders were more suitable for organisations with rigid, centralized societies, whereas transformational leaders were more adapted to resilient, agile cultures (Morris & Laipple, 2015). Hennessey (1998) endorsed the idea of leadership/culture congruence, proposing that the most successful leaders function inside the current corporate culture to promote and improve

performance and productivity inside the organizational culture framework (Hennessey & Amabile, 1998).

Suggested Model and Theory

Depending on the topics discussed above, this study explores the interaction between the four dimensions of transformational leadership and organizational culture as the following figure.

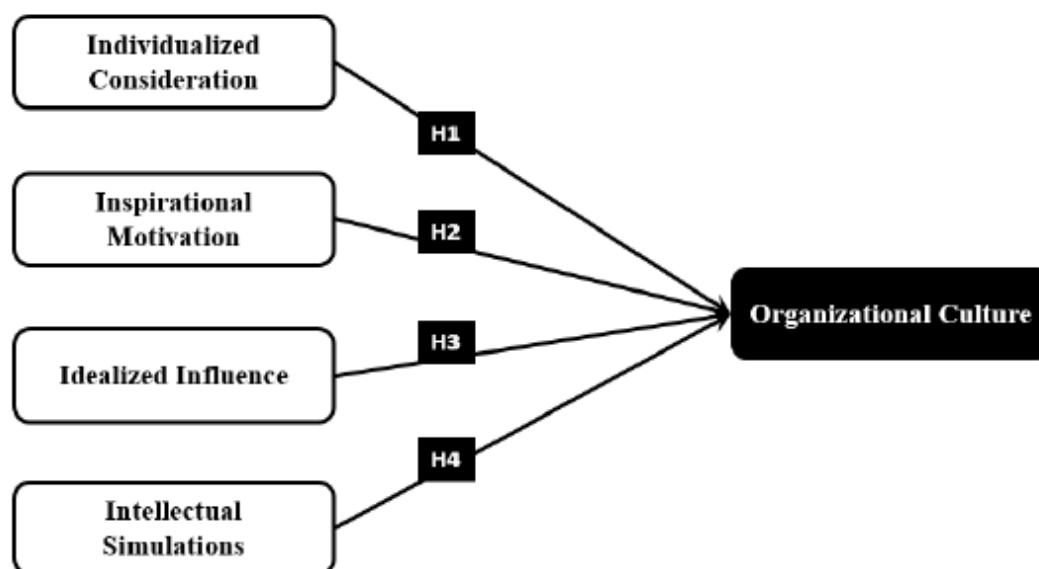


Fig 1: Conceptual Model and Research Hypotheses

H1: Individualized Concentration positively influences organizational culture.

- H2: Inspirational Motivation positively influences organizational culture.

- H3: Idealized Influence positively influences organizational culture.

- H4: Intellectual Simulations positively influences organizational culture.

IV. STUDY METHODOLOGY

This study is a quantitative method analysis and used the SPSS software program and the AMOS SEM software to evaluate the primary data obtained by selected workers from Libyan Public Universities.

Quantitative study is linked to concepts that have relationships between variables that can be evaluated scientifically, whereas qualitative research explores problems of sense, perception, comprehension and socially generated reality (Huyler & McGill, 2019). Quantitative approach is used to rationalize positivism in order to investigate hypothetic-deductive generalizations to the simplest possible fundamentals in order to promote analysis (Dionne, Yammarino, Atwater, & Spangler, 2004).

This research used closed questions for the questionnaire, since they could be addressed more easily. The questionnaire is the most popular analysis method used to gather quantitative data. A generic concept of a questionnaire is a collection of questions created by a researcher to collect relevant data on a

given topic. The questionnaire used Likert-5 form to gather respondents' impressions in a well-structured questionnaire. There is a demographic query in the questionnaire, such as age and ethnicity, and a further five sets of questions relevant to the five variables in the sample. Questions have been modified from previous research.

The community of the sample is all workers employed in Libyan public universities. However, the research utilizes a purposeful sampling method to choose a particular institution. All public universities in Libya have the same administrative structure. The field work of this thesis was undertaken at three Libyan universities in 2019. These three universities are the most famous, with the largest number of students, and are based in Tripoli, Libya's capital. The

final valid sample size used for the processing of data is 224 participants.

V. RESULTS AND DISCUSSION

The analysis targeted 500 workers employed at three chosen Libyan public universities in Tripoli. Of the 500 questionnaires administered, 224 replied, suggesting a response rate of 44.3 per cent. The efficacy of the individual considerations, Inspirational motivation, Intellectual stimulus and Organizational culture was measured by measuring the total alpha reliability coefficient of Cronbach. Reliability for each configuration was shown as the average Cronbach alpha statistic was 0.918, 0.812, 0.941, 0.927, and 0.924, respectively, higher than the 0.7 threshold. Table 1 shows the profile of respondents of the study.

Table 1 Profile of participants of study

Variables	Frequency	Percent	Valid Percent
<i>Age Group</i>			
26-30	26	10.4	10.4
31-35	81	36.7	36.7
36-45	53	24.0	24.0
41-45	40	18.1	18.1
45-50	15	6.8	6.8
Above 50	9	4.1	4.1
Total	224	100.0	100.0
<i>Gender</i>			
Male	113	51.1	51.1
Female	108	48.9	48.9
Total	221	100.0	100.0
<i>Education</i>			
Bachelor	149	67.4	67.4
Post Graduate	72	32.6	32.6
Total	221	100.0	100.0
<i>Position</i>			
Senior Management	80	36.2	36.2

Middle Management	65	29.4	29.4
First Line Management	76	34.4	34.4
Total	221	100.0	100.0

Correlation matrix establishes a correlation between the two factors. Individualized consideration was found to be favorably and substantially linked to the organizational culture of the Libyan public institution. ($r = 0.674$, $p\text{-value} = 0.001 < 0.05$ with significance). Intellectual stimulation was shown to be strongly and substantially linked to

organizational culture in Libyan public institutions ($r = 0.637$, $p\text{-value} = 0.013 < 0.05$). Inspirational motivation was shown to be strongly and substantially linked to organizational culture in Libyan public institutions ($r = 0.762$, $p\text{-value} = 0.000 < 0.05$ degree of significance) as seen in Table 2.

Table 2 Correlation Analysis between Independent and Organizational Culture

		Correlations				
		IC	IM	II	IS	Organizational Culture
IC	Pearson Correlation	1	.824**	.789**	.544**	.674**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	224	224	224	224	224
IM	Pearson Correlation	.824**	1	.623**	.726**	.762**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	224	224	224	224	224
II	Pearson Correlation	.789**	.623**	1	.443**	.335**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	224	224	224	224	224
IS	Pearson Correlation	.544**	.726**	.443**	1	.637**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	224	224	224	224	224
Organizational Culture	Pearson Correlation	.674**	.762**	.335**	.637**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	224	224	224	224	224

** . Correlation is significant at the 0.01 level (2-tailed).

The fitness indices showed that the results matched well with the data from the survey. Both total goodness-of-fit figures is within a reasonable fit. The Normed Chi-square was below 5 and the RMSEA and RMR were less than 0.11 and 0.07 respectively. This finding was confirmed by the values of the uniform fit index and other fit indices far above the target amount, suggesting support for the logical model. As a consequence, these findings indicate that the conceptual paradigm is well and properly adapted.

Individualized consideration was shown to have a positive linearly relevant influence on the organizational culture of Libyan public institutions ($\beta=0.351$, $p=0.000<0.05$). Here one unit shift in individualized consideration results in an

improvement of 0.351 units in the organizational culture of Libyan public organisations. Intellectual stimulation has been seen to have a strong linearly meaningful influence on the organizational culture of Libyan public institutions ($\beta=0.381$, $p=0.000<0.05$). This indicates that a single unit improvement of Intellectual Stimulus would contribute to a rise of 0.381 in the organizational culture of Libyan public organisations. Inspirational motivation was shown to have a strong and important impact on the organizational culture of Libyan public institutions ($\beta=0.431$, $p=0.000<0.05$). This indicates that one-unit improvement in inspirational motivation results in a 0.431 unit rise in operational culture in Libyan public organizations.

Table 3 Final Model Evaluation

Standardised regression weight				S.E.	P value	C.R.
IC	←	Organizational Culture	.351	.052	0.000	7.169
IM	←	Organizational Culture	.431	.043	0.000	6.428
II	←	Organizational Culture	.481	.039	0.000	6.135
IS	←	Organizational Culture	.381	.065	0.000	7.796
Chi-Square (x2)				1.236		
Degree of Freedom (df)				2		
P				.524		
Normed chi-square (CMIN/DF)				.613 (< 5.0)		
Root mean square residual (RMR)				.045 (< 0.07)		
Root mean square of error of estimation (RMSEA)				.000 (< 0.11)		
Goodness-of-fit index (GFI)				.988 (> 0.9)		

Adjusted of goodness-of-fit index (AGFI)	.978 (> 0.8)
Normed fit index (NFI)	.987 (> 0.9)

Idealized Influence has been identified to have the greatest effect on organizational culture in Libyan higher education institutions, mapped out in previous studies in a number of fields, such as nursing and education (Khuwaja, Ahmed, Abid, & Adeel, 2020). Inspirational inspiration was found to have a second effect on organizational culture in Libyan higher education institutions, mapped out in previous studies in a number of fields, such as nursing and education (Anwar, Chandrarin, Darsono, & Respati, 2017). Intellectual simulations have been described as having a third effect on the organizational culture of Libyan higher education institutions, mapped out in previous studies in a number of fields, such as family firms (Chirico & Nordqvist, 2010). Individualized consideration has been shown to have the least effect on organizational culture in Libyan higher education institutions, which are mapped with previous studies in a number of fields, such as logistics (Acar, 2012) and banking (Kimeto, k Aol, & Njenga, 2017). In general, the research indicates that transformational leadership has a positive effect on the organizational culture of Libyan higher education institutions, which is mapped out by several studies in the same area of education but in separate countries such as Jordan (Llantos & Estuar, 2019) and Indonesia (Anwar et al., 2017).

The study found that individual consideration has a positive and significant influence on organizational performance in the Higher education institution of Libya. These findings agree with (Richards, Chong, Shang, & Zhu, 2018) argument that individual consideration is a good example of leaders who give a listening ear to their followers and support them accordingly. They also make sure those issues troubling their subjects are well tackled, hence endearing themselves more to those being led. Such leaders are keen listeners, because they understand that it is through listening, they are able to learn new ideas and also develop themselves and their followers intellectually. However, the study found that most of

According to (Howell & Shamir, 2018), counseling and mentoring of employees helps to

the staff working in the headquarters of the Higher education institution of Libya were not aware that the organization's leadership uses individualized consideration when dealing with employees. The study also found that leaders in the National Higher education institution of Libya support a flexible work schedule. This is in agreement with (Saheb & Maamari, 2018) findings that finding the perfect balance between work and their private life is of high importance to every employee. Therefore, it is important that an employer provides allowances for employees to plan their time effectively to accommodate both responsibilities where possible. The study established that leaders were not keen to acknowledge and attend to employee needs and concern. These findings concur with (Samo, Bhutto, Li, Nasiri, & Shaikh, 2018) findings that it is up to the leaders to identify all these needs and demands of their employees and make sure they have been fulfilled in the best way possible. The study revealed that leaders do not pay close attention to the needs of followers. In addition, leaders in the organization do not listen fully to understand the perceptions of followers. These findings are contrary to (Frantz & Jain, 2017) argument that intelligent leaders are always keeping a close ear so as to understand what their followers are saying and things they would like done differently. Similarly, (Saheb & Maamari, 2018) argues that for them to come up with the correct judgment, leaders may be required to have interactive sessions with the subject. If leaders do not meet the needs of their subjects, it may lead to lack of motivation and fulfillment among employees, which can significantly affect the organization. Unsatisfied employees negatively affect the performance of the organization. When people lack fulfillment in their workplaces they are compelled to come up with ways to change their situation. However, according to (Panuwatwanich, Wipulanusat, & Stewart, 2018) satisfaction of workers translates to customer fulfillment which effectively leads to a profitable organization.

sharpen individual skills in a way that traditional ways of training cannot achieve. These aspects are

vital in establishing the weakness of each and every employee and subsequently creating a system in which each individual can be guided to the required level of performance. The study found that leaders in the National Higher education institution of Libya act as coaches and advisors to individuals. These findings agree with (Kritzinger et al., 2018)) argument that coaching can positively influence the employee in realizing their role in the organization, devotion to work and also their job satisfaction. However, the study found that there was no formal coaching program in the organization to enhance personal skills. In addition, the study established that leaders mentor the junior staff to improve personal and professional growth. These findings concur with organizations which were adopting mentoring programs to improve physical skills, professional growth and personal growth of the employees.

The study found that intellectual stimulation has a positive and significant influence on organizational performance in the National Higher education institution of Libya. The study also found that leaders in the organization moderately stimulate the intellect and imagination of the followers or subordinates. These findings concur with (Yaghi, 2017) argument that leaders who are open-minded tend to intellectually influence their subjects, which subsequently influences their performance. Such leaders will want to challenge the norm and make a case out of every argument; this encourages their subordinates to intellectually challenge themselves more. In addition, the study found that leaders in the National Higher education institution of Libya encourage imagination and creativity. According to (Tseng, 2017) without unique ideas, innovation cannot take place. It is through these unique ideas that the organization can create a product in the market which introduces new services and products satisfactory to customer demand. Further, the relationship between the staff and the leaders was considered good. According to (Pradhan et al., 2017), the relationship between the management and employees together with internal factors such as job complication determine the level of creativity in the organization. The management should therefore come up with a model that tackles all the components of higher education system, this will in turn challenge employees to be more innovative. In addition, leaders should offer moral support to the employees and

create guidelines that further encourage workers to be more creative.

The study also found that employees in the organization were involved in problem solving. These findings concur with (Monsen & Boss, 2018) argument that employees should be involved in organization's problem solving so as to ensure that there will be no resistance to change. When one applies critical thinking in coming up with solutions, he/she becomes more empowered and knowledgeable. The study further revealed that employees in the organization participated in decision-making. These findings agree (Hassan, Gallear, & Sivarajah, 2018) who highlight the importance of employee involvement in decision making. The findings also agree with (Kozielski, 2017) argument that participation of workers in decision making greatly affects the overall performance of the company. (Otter, Smeland, & Ringstad, 2017) categorized employee participation in decision making into several levels namely informal, short term, consultative, employee ownership and work decision participation. However, the study also found that the leaders in the organization do not provide creativity-relevant activities. These findings are contrary to (Ahad Abdullah, Islam, Sumardi, & Rahman, 2018) findings that leadership is one of the most critical factors that influence creativity in any organization. Transformational leadership, in particular, has been singled out as the effective mode of management in promoting creativity. The study established that leaders in the National Higher education institution of Libya do not support critical thinking. These findings disagree with (Abdullah, Rahman, & Islam, 2017) argument that transformational leadership definitely promotes creativity which in turn leads to innovative minds. The study further revealed that leaders do not appreciate creativity and innovation. These findings are contrary to (Fairholm, Binda, & Dzordzormenyoh, 2018) findings that the leadership of the higher education institutioning sector players in Pakistan was appreciating creativity and innovation by the staff members. Also, the study found that there was no supportive supervision of employees in the organization that enhances creativity and innovation. These findings are contrary to (P.-L. Yu, 2017) argument that the management creates an open environment where employees are encouraged to

work under minimal supervision that encourages and enhances creativity in employees.

The study established that there is a positive and significant relationship between inspirational motivation and organizational performance in the National Higher education institution of Libya. These findings agree with (Soares, Nazarian, & Lottermoser, 2017) argument that there exists a positive relationship between the inspirational motivation of employees and the effectiveness and performance of the organization. The study also found that leaders motivate confidence among the staff in the National Higher education institution of Libya. These findings concur with (Willis et al., 2016) argument that leaders play a major role in motivating their employees. The study also found that the leaders in the National Higher education institution of Libya were responsive to employee ideas and thought. These findings agree with (Hoogland, Smith, & Floyd, 2016) argument that one way of motivating employees is by being responsive to their ideas and thoughts. In addition, the study found that the leaders have articulated a clear vision for the future. These findings agree with (Aslam, Ubaid-Ur-Rahman, Imran, & Ilyas, 2016) argument that a transformational leader comes up with a vision that is clear, meets the group expectations and is also committed to meeting the laid out group objectives. Further, the study established that leaders exhibit a commitment to the goals that have been laid out. These findings agree with (Fairholm et al., 2018) argument that transformational leaders exhibit a commitment to the goals that have been laid out. Also, the study found that the leaders in the National Higher education institution of Libya develop team spirit in employees and align individual and organizational goals. According to (Ahad Abdullah et al., 2018) the followers are encouraged by their leader to have a teamwork spirit which makes them eager and cheerful when articulating their firm's goals. The study also found that the employees in the organization were not motivated through incentives. These findings differ with (Otter et al., 2017) argument that any firm's or enterprise's success depends largely on the motivation of its employees. Motivated employees achieve their optimal performance since they enjoy the environment they are working in. Employees are different and each one

of them has different incentives that motivate them to work hard. While some prefer cash incentives, others are motivated by recognition. The employer should seek to understand and further provide incentives so as to promote employee productivity. It was also established that employee motivation in the organization did not promote workplace harmony. These findings differ with (Snyder et al., 2018b) findings that transformational leaders' inspirational appeal encourages the followers to put in their best effort in terms of good work, harmony and charity in their tasks. When employees are motivated, their performance increases and the workplace harmony is boosted.

VI. Conclusion and Recommendations

Transformational leadership has proven to have an effect on the background of the organisations. However, this research applies extra information to two subjects; first, to the study of social science in Libya and especially to higher education institutions; and, second, to the empiric and generalization of transformational leadership impacts on organizational culture. Not much research explores the proposed partnership, since most studies looked at involvement variables such as satisfaction, commitment, and performance.

Based on the findings of the study, transformational leadership has a strong influence on the organizational culture; thus, Libyan education system practitioners can take charge of growing leadership in Libyan universities. Human resource management in universities can change their teaching to enhance the leadership of their leaders.

Further research is recommended to examine the same model in various settings for generalization and interpretation of variations between countries. In addition, expanding the paradigm to incorporate other types of transformational leadership is welcome to determine the variations between styles of leadership.

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