

Transformational Leadership

as an approach of creation

in the

University Activities Officials

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Introduction

Transformational leadership is one of the management concepts that emerged after the second half of the fifties and received attention from the experts of management, especially when many organizations perceived the need to make essential changes in the performance method to encounter the changes in the environment. (Bass) suggested a more detailed theory to describe the transformational operations in the organizations to distinguish the transformational leadership, charismatic leadership, transactional leadership. Transformational leadership was defined as the leader that transforms the vision into reality and motivates the advocates to transfer their personal interest to the group interests (Bass). On this basis, 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 .(2:33)(3:39)

Through his background experiences in the field of work and supervision of many students activities in the Youth Welfare in the university and his contact with many of the staff of youth welfare in the Egyptian universities, the researcher finds that creation is one of the factors that many staff in the youth welfare lack, which by itself has significant effect on the performance of the youth welfare staff. Therefore, the researcher tries through this research to use one of the leadership approaches, which is transformation leadership that can have a great role in the development of creation in the staff of youth welfare in the Egyptian universities.

Objective of the Research:

This research aims at identifying the effect of transformational leadership as approach of creation in the university activities officials.

Methodology of the research:

The research used the descriptive methodology because it is suitable to the nature and goal of the research.

Community and sample of the research:

The community of the research included specialists of youth welfare departments in the Egyptian universities. They were selected based on the random deliberate method from (6) Egyptian universities, namely, (Cairo, Ain Shams, Helwan, Alexandria, South Valley, Assiut) and they were (114) specialists.

Data collection tools:

Questionnaire was used as a tool for data collection according to the following steps:

The researcher analyzed the available specialized references and studies in the field of transformational leadership and creativity to reach a set of scientific information and knowledge related to the variables of the research, to define the suitable sides and sentences for them. Accordingly, (4) sides were defined. These sides include (20) sentences. In addition, five-part estimation scale was defined (strongly agree- agree- not sure- disagree- strongly disagree).

The researcher conducted some interviews with the experts (n=4) to review their opinion on the suitability of the parts to the subject matter of the study and the nature of sentences that belong to every side and the method of their formulation, and their view to determine the suitable scale of the form.

Scientific Treatments:

The researcher conducted reliability and stability of the questionnaire by the following scientific means:

1- Reliability

A- Content Reliability: the questionnaire was shown to a group of experts ($n=4$) in the field of recreation and sports management in the Faculty of Physical Education, Helwan University, to identify their views on the suitability of the sides to the subject matter of the study and the nature of the sentences that belong to every side and the approach of drafting them, and consulted their views on the determination of the suitable estimation scale for the form, appendix (1)

B- Internal Coherence Reliability: The internal coherence was calculated by calculating the significance of the correlation coefficient between every side and the total score of the sides of questionnaire using the Pearson Correlation Coefficient. Table (1) indicates this:

Table (1)

Correlation coefficient between the degree of every side and the total score of the questionnaire
($n=30$)

dimension	Correlation Value
Leadership attraction	0.921
Inspiration motivation	0.870
Encouragement of creativity	0.825
Humanitarian Relations	0.910

Table Value of (R) at statistic significance of (0.01) = 0.463, (0.05) = 0.361

Table (1) indicates that the value of correlation between the score of every side and the total score of the questionnaire sides is statistically significant at (0.05) which signifies the reliability of internal coherence of the questionnaire.

2- Stability

The researcher defined the stability using the half partition by Alpha Coefficient of stability according to Kuder and Richardson. The Alpha coefficient represents the average transactions arising out of the partition of the test into parts by different means. As a result, it represents the correlation coefficient between any two parts of the questionnaire form. Table (2) indicates the stability coefficient by Alpha method.

Table (2)

Alpha coefficient values for the sides of the questionnaire form
($n=30$)

Side	dimension	Alpha Coefficient Value
First	Leadership attraction	0.924
Second	Inspiration motivation	0.905
Third	Encouraging creativity	0.901
Fourth	Humanitarian Relations	0.924

Table (2) indicates the values of transactions for stability by the «Alpha» Method that vary between (0.901, 0.924). This emphasizes that the questionnaire form is acceptable in terms of stability.

Table (3)

Frequencies and Chi 2 items for the of the side of leading personality

N=114

Items	Frequencies					Total estimated scores	percentage	Chi 2
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree			
A- Management leadership in the Youth Welfare in the university is characterized by:								
Personality and fluency	86	14	5	2	7	512	89.8	222.4
Confidence and trust in dealing with others	8	15	86	1	4	364	63.9	223.8
Quick crisis resolution with realistic solutions	5	18	7	84	0	296	51.9	147.5
Gaining the esteem, respect and confidence of workers	94	12	7	1	0	541	94.9	202.8
Satisfying the needs of personnel before their personal needs	6	7	79	8	14	325	57.0	174.8

Chi 2 value at (0.05) = 9.49

Table (3) indicates that the percentages of the first side sentences ranged between (51.9: 94.9%) as the agreement percentage of the following sentences increased: the sentence is

“gaining esteem, respect and confidence of the staff” in the first order, by agreement percentage of (94.9%), followed by “power of personality and fluency” in the second standing by percentage of (89.8%), while the percentages of agreement on the following sentences

increased: the sentence “reliability and confidence in dealing with the staff” as it came in the third standing by agreement percentage of (63.9%). In the four standing, the sentence “satisfying the personnel needs before their personal needs” by agreement percentage of (57%). The sentence “resolution of crises quickly and by realistic solutions” in the fifth standing by agreement percentage of (51.9%) which is the least agreement percentage.

Table (4)

Frequencies and Chi2 for the sentences of the second side inspiration motivation

N=114

Items	Frequencies					Total estimated scores	percentage	Chi 2
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree			
B- Management leadership in the Youth Welfare of the University shall be able to:								
Arousing the love of challenge in the staff	2	6	7	0	99	154	27.0	233.0
Ability to indicate and communicate their expectations to the staff.	16	92	5	1	0	465	81.6	192.8
Define the objectives and comply with their achievement.	3	13	96	2	0	465	63.0	215.7
Working in the team and group spirit continuously	16	91	4	1	2	458	80.4	261.3
Our follow up and providing advice in educational methods	80	16	10	1	7	503	88.2	184.5

The Chi2 value at (0.05) = 9.49

Table (4) indicates that the percentages of the second side ranged between (27: 88.2%) as the percentage of agreement of some sentences increased as follows: “our follow up and providing advice in educational methods” was in the first standing, by agreement percentage of (8.2%), while the sentence “ability to indicate and communicate their expectations to the staff” was in the second standing by agreement percentage of (81.6%). In the third standing, the sentence “work-

ing in the team and group spirit continuously”, by agreement percentage of (80.4%) while the agreement percentage of the other sentences of this side decreased as follows: the sentence “determination of the objectives and complying with their achievement” ranked the fourth by agreement percentage of (95.6%). In the fifth standing, the sentence “stimulating the love of challenge in the staff” by agreement percentage of (27%) which is the lowest agreement percentage.

Table (5)

Frequencies and Chi 2 of the sentences of the third side, encouraging creativity

Items	Frequencies					Total estimated scores	percentage	Chi 2
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree			
C- Management leadership in the University Youth Welfare works to:								
Look for the new ideas in pursuit of problem solving	1	14	10	84	5	242	42.5	150.7
Encourage the staff to provide the probable solutions	7	14	83	5	5	355	62.3	201.8
Assure the presentation of creative ideas and opinions to solve problems	10	11	83	5	5	358	62.8	200.0
Define the opportunities, threats, strengths and weaknesses and express them	5	12	9	4	84	192	33.7	207.1
Help perceive the problems and find high quality solutions to them easily and smoothly	5	57	14	2	36	335	58.8	229.4

The Chi2 value at (0.05) = 9.49

Table (5) indicates that the percentages of the third side sentences ranged between (33.7, 62.8%), while the percentage of agreement in all sentences decreased as follows: the sentence “assurance of providing the creative ideas and views for problem solving” ranked the first by agreement percentage of (62.8%). The second standing, the sentence “encouraging the personnel to provide the probable solutions” by agreement percentage of (62.3%). The sentence “helping to

perceive the problems and find high quality solutions to them easily and smoothly” ranked the third by agreement percentage of (58.8%), while the decrease of the agreement percentage of the two sentences “looking for new ideas in work to solve the problems” and “define for us the opportunities, threats, strengths and weaknesses and express them” ranked the fourth by (42.5%) and the fifth by (33.7%) respectively.

Table (6)

Frequencies and Chi 2 for the fourth side sentences, human relations

N = 114

Items	Frequencies					Total estimated scores	percentage	Chi 2
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree			
D- Management Leadership in the University Youth Welfare works to:								
Attention to the staff feelings in terms of encouragement, direction and advice	4	10	94	2	4	350	61.4	279.5
Listening to the staff and paying attention to their needs and their achievements	5	21	9	77	2	292	51.2	170.2
Adopting the strategy of esteem and praise	5	17	6	86	0	283	49.6	157.7
Approval of open and direct communication with the personnel	4	7	4	98	1	257	45.1	310.8
Assignment of the difficult works to the individuals who are entitled to them	8	98	3	5	0	451	97.1	226.4

The Chi2 value at (0.05) = 9.49

Table (6) indicates that the percentage of the fourth side sentences ranged between (45.1, 97.1%) as the percentage of agreement on the sentence "assigning difficult works to the individuals entitled to them" by agreement percentage of (94.9%) in the first standing, while the percentage of agreement of the other sentences of this side decreased as follows: the sentence "attention to the feelings of personnel in terms of encouragement, direction and advice" came in the second standing by

agreement percentage of (61.4%), and the sentence "listening to the staff and attention to their needs and achievements" ranked the third, by agreement percentage of (51.2%). The sentence "adopting the strategy of esteem and praise" ranked the fourth by percentage of (49.6%), and in the fifth standing, the sentence "adoption of open and direct communication with the staff" by percentage of (45.1%) which is the least agreement percentage.

Conclusions

The results of tables (3)(4)(5)(6) indicate the following:

- 1- The percentage of agreement of the sample of the research on the sentences of the first side "leading personality" ranged between (51.9: 94.9%). From the point of view of the officers of youth welfare activities of the university, we find that the heads of youth welfare departments were able to gain the respect and esteem from the staff, and they were characterized by strong personality and fluency, while their ability to confidence and reliability in dealing with others decreased, and their provision of the staff needs before their personal needs and the ability to solve crises quickly and with realistic solutions decreased.
- 2-The percentage of the research sample agreement on the sentences of the second side "inspiration motivation" ranged between (88.2: 27%), and from the point of view of the activities officers in the University Youth Welfare indicates the distinction of the heads of youth welfare departments with the ability to follow up the staff and provide advice in educational methods, and to indicate and communicate their expectations to the personnel, and the ability to work in the team or group spirit continuously, while their ability to define the objectives and comply with their achievement and stimulation of love of challenge in the staff decreased.
- 3- The percentage of the sample agreement on the sentences of the third side "encouragement of creation" ranged between (33.7, 62.8%). On the point of view of the activity officers in the university youth welfare, we find decrease of the ability of the heads of youth welfare departments to emphasize the provision of creative ideas and opinions to solve the problems, and to encourage the personnel to provide the probable solutions, help the perception of problems and find high quality solutions easily and smoothly, and to look for the new ideas in working to solve the problems, and the ability to define the opportunities, threats, weaknesses and strengths, and to express them.
- 4- The percentage of agreement of the respondents to the sentences of the fourth side "human relations" ranged between (45.1, 97.1%). From the point of view of the activities officers in the university youth welfare, we found that the heads of youth welfare departments are characterized by ability to assign the difficult works to the individuals who are worthy of them, while their ability to pay attention to the feelings of the staff in terms of encouragement, direction, advice, listening to the staff and attention to their needs and achievements and adoption of esteem and praise and the ability to depend on open and direct communication with the staff decreased. .

Recommendations:

- Researcher recommends relevant agencies SCU and public administrations to take care of young people applying this questionnaire because of its importance in the identification of the leadership level and the extent of the application of the principles of transformational leadership and which in turn helps raise elements of creativity among employees and thus elevate performance in system care youth.
- _ Control and the development of the administrative system Youth Welfare departments at Egyptian universities.
- _ Researcher hopes that there will be training sessions for youth welfare workers appointed to work a transformational leadership style to start care activities for the aspirations of the youth of this administration.

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