## ORIGINAL RESEARCH PAPER

**Management**

THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN ACHIEVING MANAGEMENT INNOVATION AN EXPLERATORY STUDY OF THE VIEWS OF SOME OFFICIALS IN THE OFFICE OF IRAQI MINISTRY OF EDUCATION

**KEY WORDS:** Transformational leadership, management innovation

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**ABSTRACT**

The present study examines the correlation between and impact of transformational leadership and administrative innovation variables. The study problem is centered on the extent to which transformational leadership can play a role in achieving administrative creativity in the office of the Ministry of Education in Iraq.For data collection, a questionnaire was used. Thirty two questionnaire forms were distributed to the research sample intentionally selected as general director, assistant to general director, head of department, assistant to head of department and a unit manager. It is hypothesized that there is a significant influential correlation between transformational leadership and management innovation.The data was analyzed using (spss) package and some statistical methods like Pearson's Correlation Coefficient and Simple Linear Regression were employed to check the hypothesis reliability. The research findings conformed to its hypothesis. It was found that there was a significant influential correlation between transformational leadership and management innovation. The research concluded with some recommendations to help those concerned in the field.

### Introduction:

The increasingly rapid changes in business environment have made it essential for business organizations, in particular educational institutions to constantly adapt to such changing demands and explore new innovations to ensure survival. Therefore, it has become important for business sectors to find out new leadership models that go in line with recent developments, discard traditional pyramid hierarchies and adopt more flexible competent future-oriented transformationalmodels.Businesses nowadays need not directors but leaders capable of persuading people around them to accept the visions and mission of such organizations in order to bring about the required change. It is here where new trends in leadership emerged.

Burns (1978)was the first to establish trends in leadership styles and to refer to transformational leadership patterns. Transfor mational leadership is defined as "the leader's ability to clearlyget the organization's message and future vision across to staff, motivate them through good conduct, and build trust and mutual respect between leadership and staff in order to achieve the organization's goals" (Murphy, 2005: 13). The leader can influence his followers' behavior by means of involving them in decisions made and implemented. Such involvement boosts staff's enthusiasm towards the decision taken and abiding by it. It also increasestheir interaction and motivation in terms of organizations' goals. The success of this leadership style can be achieved only by staff's participation and involvement without any clash of decisions made and individuals' interests and aims.(Ash-Shamma'a, 2007: 235).

Since the educational sector in Iraq is still at the start of its historical development in terms of structure and activities owing to political and economic circumstances in Iraq, there is a dire need forleaders with administrative innovation who can play a significant role in reviving the political and economic scenario in the country. This is possible only through transformational administrative leadership by which the a leader can set up a clear vision of his / her organization, convey it to staff, motivate them by means of good conduct, build trust and mutual respect between leadership and staff and work together in accordance with constant change and development in order to achieve the organization's goals. In present day world, leadership and change are the biggest challenges facing organizations. The concept of transformational leadership impact on administrative innovation is highly important and worth attention especially under the increasingly current challenges and changes facing Iraqi organizations.

**Chapter One**

### First: Research Methodology and Previous Studies

### 1.      Research Methodology
#### 1.1.      Research Problem

The study problem is focused on the role played by transformational administrative leadership in the Ministry of Education, Iraq with particular reference to administrative innovation.During field visits to the ministry, it was observed that there wasa decline in administrative innovation due to absence of transformationalleadership style amongst those in charge of the ministry. The problem of the study can be summed up in the following question:

What is the role oftransformational leadership dimensions in achieving management innovation in the office of the Iraqi Ministry of Education?

#### 1.2.  Importance of the Study

The importance of this study is well established in that it draws attention to how important transformational leadership is in the success of administrative organizations and in the achievement of administrative innovation.Moreover, the role of transformational leadership is crucial and at the core of all aspects of the administrative and educational process. It makes administration more efficient, more innovative. Further, it is the tool for achieving goals, improving staff innovative skills in the office of the Ministry of Education in Iraq in particular and in the educational sector in general.
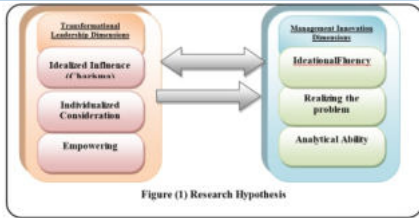
#### 1.3.  Aims of the Research

The present study at:
1.  Identifying the awareness of the study sample individuals of the importance of transformational leadership in achieving administrative innovation and creativity and identifying the level of management innovation of those individuals.
2.  Examining the correlation betweenand the influence of the transformational leadership variable and that of management innovation,
3.  Giving recommendationsthatcould leadto improving management innovation and strengthening the role of transformational leadership.

#### 1.4.  Research Design and Hypothesis
#### 1.4.1. Research  design:

To fulfill the study aims, a hypothetical diagram illustrating the nature of the correlation between the two variables of the study was designedafter consulting a number of references. Figure

Figure (1) Research Hypothesis

(1) below illustrates the hypothetical design of the study.

The two major hypotheses of the research are presented below:

**Hypothesis 1:** There is a correlation of statistical significance between transformational leadershipvariables (idealized influence, individualized consideration, empowering) and management innovation dimensions (ideational fluency, problem sensibility, analytical ability) respectively.

**Hypothesis 2**: there is a significant influence of transformational leadership dimensions (idealized influence, individualized consideration, empowering) on the overall number of management innovation dimensions.

## 1.1. Research Sample & Community

The participants constituting the sample of this study were selected from the educational sector (Office of the Ministry of Education, Iraq). Four directorates were chosen intentionally on grounds of importance, cooperation with researcher, and the nature of activities practiced by there. The sample included (general director, assistant to general director, head of department, assistant to department, and manager of unit) in the directorates affiliated to the office of the Iraqi Ministry of Education. The total number of the study sample was 32 individuals.Since the study variables involve upper and intermediate management levels, the following directorates were selected:

1. General directorate of financial affairs
2. General directorate of administrative affairs
3. General directorate of cultural relations
4. General directorate of legalaffairs

*Table (1) Description and details of research participants*

| 1 | Gender | Male | 13 | 41% |
|---|---|---|---|---|
| | | Female | 19 | 59% |
| Total | 32 | 100% | | |
| 2 | Age Group | Less than 30 | 5 | 15.6% |
| | | 30-40 | 8 | 25% |
| | | 41-50 | 9 | 28.1% |
| | | 51 and above | 10 | 31.3% |
| | | Total | 32 | 100% |
| 3 | Qualification | Preparatory | 4 | 12.5% |
| | | Diploma | 7 | 21.9% |
| | | Bachelor | 18 | 56.3% |
| | | Post Graduate | 3 | 9.4% |
| Total | 32 | 100% | | |
| 4 | Years of Service | Less than 5 | 4 | 12.5% |
| | | 5-10 | 7 | 21.9% |
| | | 1-15 | 4 | 12.5% |
| | | 15 and above | 15 | 46.9% |
| Total | 32 | 100% | | |
| 5 | Training Courses | Not Attended | 5 | 15.6% |
| | | One Course | 2 | 6.3% |
| | | Two Courses | 6 | 18.8% |
| | | Three Courses& More | 19 | 59.4% |
| | | Total | 32 | 100% |

## 1.6. Description of Research Sample

1. By Gender: as shown in Table (1), it is observed that the percentage of male subjects selected for the study was (59%) while female participants' percentage was (41%).
2. By Age: it is noticed that age group (50 and above) is the highest with a percentage of (31.3%), followed by age group (41-50) with a percentage of (28.1%). The age group (30-40)came next with a percentage of (25%) and finally age group (30 and below) reached a percentage of (15.6%).It is noticed that youth age group percentages are somehow equal and represents a good addition of new ideas in the Ministry of Education.
3. By Qualification: Table (1) reveals that the highest number of subjects selected in the study on the basis of qualification was of Bachelor degree holders with a percentage of (56.3%). Diploma holders came next at a percentage of (21.9%) followed by Preparatory certificate at (12.5%) and by Master holders at a percentage of (9.4%). The above percentages indicate that there is an evident lack of higher post graduate certificates holders in the ministry.
4. By Years of Service: it is shown in Table (1) the highest number of subjects selected on the basis of years of service was the group of (15 and more) at a percentage of (46.9%), followed by (10-15) group at a percentage of (21.9%).The groups (11-15) and (less than 5) followed at a percentage of (12.5%) each.
5. By Training Courses:The highest number of subjects selected on the basis of training courses was the group (Three Courses and More) with a percentage of 59.4%). Followed by (Two Courses) category at a percentage of (18.8%). The category (No Attendance at All) followed at a percentage of (15.6%). Finally the (One Course) category followed at a percentage of (6.3%).

## 1.7. Research Tools

For data collection, a questionnaire was designed and used based on similar previous studies.Articles of the questionnaire were structured in accordance with the need of the present study. Likert's 5-point scale was followed in the questionnaire. The five reply points were ordered as follows: (strongly agree, agree, not sure, disagree, and strongly disagree), and were codified to the numbers (5, 4, 3, 2, 1) in a sequence. The questionnaire articles came two sections: the first relates to the (independent) variable of transformational leadership with (9) questions, while the second section deals with the (dependent) variable of innovative management with (9) questions.

## 1.8. Definition of Terms

2. Transformational Leadership: is a pattern of leadership that focuses on long-term objectives, emphasizes a clear vision and motivates staff to implement that vision. Transformational leadership involves the following dimensions:
a. Idealized Influence: this refers to the admiration and trust of staff in the leader as an ideal for them.
b. Individualized Consideration: this means attention of leader to the needs of his staff, and building trust and identifying strengths and weaknesses in staff performance (Al-Ghalelbi& As-Sayyed 2010: 158).
c. Empowering: which means encouraging staff to undertake responsibility and make decisions at the lower level by means of empowering them, providing them with required instructions to carry out their duties without supervision and boosting their abilities.
3. Management Innovation: this involves creating ideas or mixing common things and presenting them as a new component that can be useful for solving a particular problem. It also entails motives and emotions. Researchers agree that innovation has its own elements including the following:
a. Ideational Fluency: it means ability to quickly and easily generate many alternatives, ideas or problems in response to

any stimulus (Al-Awwad, 2005:17).

b. Realizing the Problem: this means envisioning and identifying the problem accurately in all its dimensions. What is important here is factuality and identifying links between facts. Acquaintance with the subject matter of the problem concerning the individual implies innovation (Al-Areefi, 2006:33).

c. Analytical Ability: innovative production involving selecting and dismantling any new task into simple units to be reordered (Al-Laithi, 2008:40).

## 4. Previous Studies (Literature Review)

**a. Ash-Shakha'a (2003)The relation between leadership patterns and management innovation level:**This is a survey study of staff working in the general directorate of immigration and passports in Riyadh which aimed at identifying common leadership practices in Riyadh General Directorate for Passports and Immigration. It also aimed at identifying the relation between leadership practices of leaders and the level of staff management innovation. The important findings of this study were some recommendations emphasizing the need of holding training courses for improving leadership skills and following efficient management practices.

**b. Al-A'azemi (2006) Transformational leadership and management innovation:** The aim of this study was to identify the relation between the qualities of transformational leader and the presence of management innovation with staff of the Office of the Ministry of Interior. The major findings of the study were as follows: innovative skills are present more in civil staff in the Ministry of Interior; there is an extrusive relation between qualities of transformational leader in leadership and innovative skills and abilities in staff.

**Chapter Two**
**Transformational Leadership and Management Innovation**

**First: Transformational Leadership**
**Transformational Leadership: Concept and Significance**
Contemporary organizations nowadays do not require directors or managers but leaders capable of persuading people around them to accept the visions and mission of such organizations in order to bring about the required change. It is here where new trends in leadership emerged.

Burns (1978) was the first to establish trends in leadership styles and to refer to transformational leadership patterns. Transformational leadership is defined as "the leader's ability to clearly get the organization's message and future vision across to staff, motivate them through good conduct, and build trust and mutual respect between leadership and staff in order to achieve the organization's goals" (Murphy, 2005: 13). The leader can influence his followers' behavior by means of involving them in decisions made and implemented. Such involvement boosts staff's enthusiasm towards the decision taken and abiding by it. It also increases their interaction and motivation in terms of organizations' goals. The success of this leadership style can be achieved only by staff's participation and involvement without any clash of decisions made and individuals' interests and aims. (Ash-Shamma'a, 2007: 235).Based on the foregoing, the researcher holds that transformational leadership is a continuing process through which the leader can bring about a change in the values and motives of staff and employs that for the good of the organization and formulates its future vision.

## 2. Management Innovation and its Importance
Innovation is a complex phenomenon with several varied dimensions. Scholars have different opinions in giving a clear definition of innovation due to its complexity.In its simple terms,

innovation involves creating ideas or a mixture of common things and presenting them as a new component that can be useful for solving a particular problem. It also entails motives and emotions. Therefore, innovation is one of the major functions that the management should take into account, set up its goals in short and the long terms, assume responsibility for making its chances available and offer motivations and bonuses for those exhibiting it.The management should also know how to integrate constructive talents in the organization and directs it well (Al-Awwad, 2005:11).

## 3. The Relation Between Transformational and Managem ent Innovation
The world witnesses unprecedented change in all walks of life, Business organizations and public sector institutions especially educational ones are no exception.The change can happen through either internal or external environmental changes. Such change requires wise leaders who can live up to the demands of the present and future scenarios through building sound successful ideas. In order to achieve a drastic change in the functioning of Iraqiorganizations, there should exist a leadership modelcapable of achieving these changes as existing leadership models focus only on conduct and ignores leadership influence (Az-Zaidi, 2007:117). In other words,we need the model that is focused on achieving management innovation and interaction between manager and staff.

Today, organizations function under an increasingly changing environment that needs leaders and not traditional managers. The focus is on innovative leaders capable of empowering organizations to overcome challenges and encounter constant hardship especially in the past few decades. This necessitates investing opportunities at times and facing challenges at other times by means of competent leaders and their innovative practices in making decisions that address and change present influence the future.

**Chapter Three**
**Discussion and Analysis of Findings of the Responses**
**First: Discussion of Transformational Leadership and Analysis of Responses Given**
To measure the value of transformational leadership in the Ministry of Education as demonstrated in the sample responses, frequency distribution of the responses, their percentages, mean and standard deviation will be used. Since the study makes use of the 5-point Likert Scale in the questionnaire responses, the values of each variable will be within four levels between (5-1) as illustrated in Table (2) below. There are twovalues considered as higher than the average (3), if the value comes at (3-4) it is strong, and when the value is higher than (4), it is deemed highly strong. There are two values lower than the average: weak and very weak when the values are less than (3). When it ranges between(3-2), it is weak. If it below (2), it is very low.

*Table (2) Mean Values*

| Scale Points | Very Good | Good | Average | Weak | Very Weak |
|---|---|---|---|---|---|
| Mean Values | 5 | 4 | 3 | 2 | 1 |

## 1. Transformational leadership
## a. Idealized Influence
As per the hypothetical design of the study, individualized influence was considered as a dimension of transformational leadership. Table (3) shows frequency distribution of the sample responses, their percentages, arithmetic mean and coefficient deviation. The table shows a mean of (3.99) which is a good indication, and a standard deviation of (1.02). This reveals that the management leadership in the Education Ministry under study enjoys the ability of making sound decisions in their managerial practices, and focuses on building self-confidence and mutual trust with the staff.

**Table (3) Frequency Distribution of Respondents' Responses (Idealized Influence)**

| Articles | Responses' Scale | | | | | | | | | | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Not Sure | | Disagree | | Strongly Disagree | | | |
| | t | % | t | % | t | % | t | % | t | % | | |
| 1..Transformational leader is highly capable of persuading in his sound ideas | 12 | 37.5 | 13 | 40.6 | 5 | 15.6 | 1 | 3.1 | 1 | 3.1 | 4.06 | 0.98 |
| 2..Transformational leader instills self-confidence and mutual trust to overcome work difficulties | 12 | 37.5 | 17 | 53.1 | 1 | 3.1 | 1 | 3.1 | 1 | 3.1 | 4.19 | 0.90 |
| 3..Transformational leader works for the general interest of his staff without focusing on personal interests. | 12 | 73.5 | 5 | 15.6 | 10 | 31.3 | 4 | 12.5 | 1 | 3.1 | 3.72 | 1.19 |
| Mean | | | | | | | | | | | 3.99 | 1.02 |

### a. Individualized Consideration

It is found that individualized consideration in the Ministry of Education under study scored a mean of (3.85) at a good point and with a standard deviation of (0.98) which indicates less dispersed responses in the sample. There is an agreement that leadership in the Ministry of Education takes care of staff, meets their needs and aspirations and extends the scope of human relations between the higher management and staff. Table (4) illustrates this aspect.

**Table (4) Frequency Distribution of Respondents' Responses (IndividualizedConsideration)**

| Articles | Responses' Scale | | | | | | | | | | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Not Sure | | Disagree | | Strongly Disagree | | | |
| | t | % | t | % | t | % | t | % | t | % | | |
| 4..Transformational leader considers his staff and meets their | 5 | 15.6 | 17 | 53.1 | 8 | 25.0 | 1 | 3.1 | 1 | 3.1 | 3.75 | 0.88 |
| needs and aspirations | | | | | | | | | | | | |
| 5..Transformational leader offers advice to his staff and strengthens human relations with them | 10 | 31.3 | 17 | 53.1 | 2 | 6.3 | 2 | 6.3 | 1 | 3.1 | 4.03 | 0.96 |
| 6..Transformational leader enhances the his staff's performance through training courses and continuing professional education | 10 | 31.3 | 11 | 34.4 | 6 | 18.8 | 4 | 12.5 | 1 | 3.1 | 3.78 | 1.12 |
| Mean | | | | | | | | | | | 3.85 | 0.98 |

### a. Empowering

The analysis revealed that the dimension of empowering scored a mean of (3.43) at a good level, and with a standard deviation of (1.13) which indicates that the management encourages empowering staff as illustrated in Table (5). However, it is observed that there is a decline in empowering staff with some particular capacities and involving staff in taking part in the organizations' plans. Hence, it is important to adopt a pattern of involvement and consultation with staff in order to make them take part in formulating the organizations' plans.

**Table (5)Frequency Distribution of Respondents' Responses (Empowering)**

| Articles | Responses' Scale | | | | | | | | | | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Not Sure | | Disagree | | Strongly Disagree | | | |
| | t | % | t | % | t | % | t | % | t | % | | |
| 7..Transformational leader empowers his staff with some authorities | 5 | 15.6 | 10 | 31.3 | 8 | 25.0 | 8 | 25.0 | 1 | 3.1 | 3.31 | 1.12 |
| 8..Transformational leader encourages staff involvement and participation in decision making and discards traditional practices | 11 | 34.4 | 9 | 28.1 | 4 | 12.5 | 7 | 21.9 | 1 | 3.1 | 3.69 | 1.25 |
| 9..Transformational leader an overall perspective for | 3 | 9.4 | 13 | 40.6 | 8 | 25.0 | 7 | 21.9 | 1 | 3.1 | 3.31 | 1.03 |

| work and staff implement it all. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Mean** | | | | | | | | | | | 3.43 | 1.13 |

Based on the responses provided in the study with reference to (transformational leadership), this variable scored a mean of (3.75) and a standard deviation of (1.13). This indicates that the higher management in the ministry under study possesses transformational leaders who run the ministry from time to time with the participation of staff and preparing future leaders out of them when possible. Figure (2) depicts this change.



| | Empowering | Individualized Consideration | Idealized Influence |
|---|---|---|---|
| Mean | 3.43 | 3.85 | 3.99 |
| Standard Deviation | 1.13 | 0.98 | 1.02 |

## Second: Discussion of Management Innovation and Analysis of the Responses Given

### 1. Management Innovation
#### a. Ideational Fluency

The analysis showed that the level of ideational fluency was good with a mean of (3.80) and a standard deviation of (0.91) as illustrated in Table (6).This suggests agreement among respondents that the leadership exhibits a sense of innovation that creates new ideas and changes the routine work pattern in such a way thatconform to current needs and developments.

*Table (6)Frequency Distribution of Responses with reference to (Ideational Fluency)*

| Articles | Responses' Scale | | | | | | | | | | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Not Sure | | Disagree | | Strongly | | | |
| | t | % | t | % | t | % | t | % | t | % | | |
| **10.** Transformational (innovative) leader is able to provide new ideas to improve work patterns with ease. | 11 | 34.4 | 16 | 50.0 | 2 | 6.3 | 3 | 9.4 | 0 | 0 | 4.09 | 0.89 |
| **11.** Transformational (innovative) leader is capable of providing more than one idea within a short period of time | 5 | 15.6 | 10 | 31.3 | 11 | 34.4 | 6 | 18.8 | 0 | 0 | 3.44 | 0.98 |
| **12.** Transformational(innovative) leader has the ability to provide new solutions to problems that encounter functioning of organizations. | 7 | 21.9 | 16 | 50.0 | 8 | 25.0 | 0 | 0 | 1 | 3.1 | 3.88 | 0.98 |
| **Mean** | | | | | | | | | | | 3.80 | 0.91 |

#### a. Realizing the Problem

In this research, it is found that the dimension of realizing to problems scored a mean of (3.82) and came with a standard deviation of (1.00). This indicates the awareness of higher management in the Ministry of Education of problems and working towards finding immediate ways and plans to encounter such problems and tackling weakness and strength points in order to fully solve the problem and prevent its occurrence in the future. Table (7) is an illustration.

*Table (7)Frequency Distribution of Responses with reference to (Realizing the Problem)*

| Articles | Responses' Scale | | | | | | | | | | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Not Sure | | Disagree | | Strongly Disagree | | | |
| | t | % | t | % | t | % | t | % | t | % | | |
| **13.** Transformational (innovative) leader predicts work problems ahead of time. | 6 | 18.8 | 10 | 31.3 | 9 | 28.1 | 6 | 18.8 | 1 | 3.44 | 4.09 | 1.10 |
| **14.** Transformational(innovative) leader plans to encounter problems ahead of their occurrence. | 10 | 31.3 | 13 | 40.6 | 3 | 9.4 | 6 | 18.8 | 0 | 0 | 3.84 | 1.08 |
| **15.** Transformational(innovative) leader has keen interest in identifying weaknesses in your performance | 13 | 40.6 | 13 | 40.6 | 5 | 15.6 | 1 | 3.1 | 0 | 0 | 4.19 | 0.82 |
| **Mean** | | | | | | | | | | | 3.82 | 1.00 |

#### a. Analytical Ability

As for the dimension of analytical ability, it is found that it scored a mean of (3.96)which is good and a standard deviation of (0.89). This indicates less dispersion in respondents' responses. It emphasizes that leaders have the ability to analyze internal and external events of the organization and how to deal with such events as the profession dictates.The following table is an illustration.

*Table (8) Frequency Distribution of responses with Reference to (Analytical Ability)*

| Articles | Responses' Scale | | | | | | | | | | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Not Sure | | Disagree | | Strongly Disagree | | | |
| | t | % | t | % | t | % | t | % | t | % | | |
| 16..Transformational (innovative) leader has the ability to organize considered views. | 9 | 28.1 | 17 | 53.1 | 6 | 18.8 | 0 | 0 | 0 | 0 | 4.09 | 0.70 |
| 17..Transformational(innovative) leader specifies the details of work prior to implementation and in line with time duration. | 9 | 28.1 | 16 | 50.0 | 6 | 18.8 | 0 | 0 | 1 | 3.1 | 4.00 | 0.88 |
| 18..Transformational (innovative) leader has the ability to decompose and analyze work tasks | 9 | 28.1 | 14 | 43.8 | 4 | 12.5 | 4 | 12.5 | 1 | 3.1 | 3.81 | 1.09 |
| Mean | | | | | | | | | | | 3.96 | 0.89 |

Based on the responses given in the study with reference to (management innovation), this variable has scored a mean of (3.86) with a standard deviation of (0.93)which is good and above the hypothetical mean for the study community. This is indicative of a good level of management innovation in the higher leadership in the Ministry in terms of ideational fluency, sense of problems and analytical capability. The arithmetical means as well as standard deviations are convergent with the variable of management innovation as illustrated in Figure (3) below

*Figure (3) Convergence of Arithmetical Means and Standard Deviations with Reference to Management Innovation*



**Third: Testing Correlation Hypotheses**
To identify and test the correlation link between the study variables (independent variables) of transformational leadership and its dimensionsand the variable of management innovation, Pearson correlation coefficient was used and the findings were as follows:

**1. Overall Correlation between Transformational Leadership and Management Innovation:**
To test the first main hypothesis that reads (there is a significant correlation between transformational leadership and management innovation), the following findings were arrived at:

The value of correlation coefficient between transformational leadership and management was (0.828) which is highly significant, and at (0.01) indicating that transformational leadership plays a vital role in fostering and maintaining innovation in the Ministry of Education.

**2. Overall Correlation between Idealized Influence (Charisma) and Management Innovation:**
In testing the first sub-hypothesis stipulating that "there is a significant correlation between individualized (charisma) and management innovation" arising from first main hypothesis, it was found that the value of correlation coefficient of idealized influence and management innovation was (0.513) which is good and with a significance of (0.01). This indicates there is a pivotal role played by idealized influence in enhancing management innovation in the staff of the Ministry of Education.

**3. Overall Correlation between Individualized Consideration and Management Innovation:**
Testing the second sub-hypothesis arising from main hypothesis that says "there is a significant correlation between individualized consideration and management innovation, it was found that the value of correlation coefficient between individualized consideration and management innovation reached (0.854) which is highly good and significant at (0.01) indicating that taking care of individual staff and trusting them contribute to the enhancement of management innovation in the organization as depicted in Table (9) below.

*Table (9) Pearson's Correlation Coefficient between Transformational Leadership and Management Innovation*

| Transformational Leadership Dimensions | | R Correlation | SIG | Significance |
|---|---|---|---|---|
| Idealized Influence | Management Innovation | 0.513 | 0.01 | Significant |
| Individualized Influence | | 0.854 | 0.01 | Significant |
| Empowering | | 0.843 | 0.01 | Significant |
| Transformational Leadership | | 0.828 | 0.01 | Significant |

**4. Overall Correlation between Empowering and Management Innovation**
In testing the third sub-hypothesis arising from main hypothesis stating that (there is a significant correlation between empowering and management innovation, it was found that the value of correlation coefficient between empowering and management innovationreached (0.843) which is a high value and at a significance of (0.01). This reveals that empowering staff enables them to embark on innovative thinking and performance. With these findings, the first main hypothesis stating that (there is a significant correlation between transformational leadership and management innovation) is proved confirmed.

As for the other sub-hypotheses, the following findings were arrived at:

There is a significant correlation between idealized influence (charisma) and management innovation.

There is a significant correlation between individualized consi dera tion and management innovation.

There is a significant correlation between empowering and management innovation.

## Chapter Four
## Testing and Analyzing Study Variables Influence
The focus of this section is on testing the study hypotheses to see whether they can be accepted or rejected. The main influence hypothesis stated that (there is a significant influence of transformational leadership on management innovation).To this end, the following simple linear regression equation is used:

$$\beta 1X1 + Y = a$$

where (a) isits constant. This relation means that management innovation (Y) is a function of the actual value of transformational leadership dimensions (X1, X2, X3). The statistical indicators of these values were calculated on the level of study sample with (32) subjects in the Ministry of Education. Influence levels among variables were analyzed as follows:

The statistical values used to show results are illustrated in Table (10)

## 1. Testing the Second Main Hypothesis
Attention is paid here to testing the first sub-hypothesis arising from second main hypothesis (1-a) which states that (there is a significant impact of idealized influence on management innovation). Table (10) illustrates values of simple linear regression to assess the impact of idealized influence (X) on management innovation (Y).

$$(1X)\beta + a = Y$$
$$(X1)\,0.60 + 1.651 = Y$$

## Table (10) reveals the following:
a. The (F) value calculated in the sample reached (10.72) and it is higher than the (F) value in the Table which is (4.16) at a significant level of (0.05). Accordingly, the hypothesis is accepted indicating that there is a significant statistical impact of idealized influence on management innovation as a whole in the Ministry of Education at (5%) and a confidence rate of (95%). Thereveals that idealized influence plays a vital role in influencing management innovation.

b. With $R^2$ Determination Coefficient value of (0.26), it is found that idealized influence accounts for (26%) of the changes that take place in the staff performance variablewhile the other (74%) accounts for other variables not included in the study sample and design.

c. In the value of Beta Coefficient (⊠)that reached (0.60), it is revealed that an increase of just one level in idealized influence will result in (60%) increase in management innovation.

d. The (t) value calculated for idealized influence and management innovation was (3.27) which is higher than the (t) value in the table at (2.04). This indicates that there is a high influence level between idealized influence and management innovation.

F   Table value is at a significance of 0.05and an ease level of 31 = 4.16

F   Table value is at a significance of 0.05 and an ease level of 31 = 4.16

As for second sub-hypothesis (1-B) stating that (there is a significant influence of individualized consideration on management innovation), Table (10) shows the following findings:

$$(X2)\beta + a = Y$$
$$(X2)\,0.96 + .121 = Y$$

| Independent Variable & Dimensions | (R2)Determination Coefficient | (β) Linear Regression Coefficient Value | Calculated (F) Value | Calculated (t) Value | Dependent Variable |
|---|---|---|---|---|---|
| Idealized Influence | 0.26 | 0.60 | 10.72 | 3.27 | Management Innovation Y |
| Individualized Consideration | 0.73 | 0.96 | 80.90 | 8.99 | |
| Empowering | 0.71 | 0.94 | 73.68 | 8.58 | |
| Transformational Leadership | 0.68 | 0.82 | 65.36 | 8.08 | |

In Table (10), it is found that:

a. The calculated (F) value in the sample reached (80.90) and is higher than the (F) value in the Table of (7.53) at a significance of (0.01). Hence, the hypothesis is accepted. This indicates that there is a significant statistical influence of individualized consideration on management innovation at (1%) level and at (99%) confidence rate.

b. Considering the(R2) Determination Coefficientvalue of (0.73), it is found that individualized consideration accounts for (73%) of the changes in management innovation. The other (27%) belong to other variables outside the scope of this study.

c. In the value of Linear Regression Coefficient(☐)which reached (0.96), it is found that an increase of individualized consideration in one point will lead to (96%) increase in management innovation.

d. The (t) value calculated for individualized consideration and management innovation reached (8.99), higher than the (t) value in the table at (2.04) indicating that there is a high influence level between individualized consideration and management innovation.

As for the second sub-hypothesis (1-C) stating that (there is a significant influence of empowering on management innovation), Table (10) shows the following findings:

$$(X2)\beta + a = Y$$
$$(X2)\,0.94 + .196 = Y$$

a. The calculated (F) value in the sample reached (73.68) and is higher than the (F) value in the Table of (7.53) at a significance of (0.01). Therefore, the hypothesis is accepted. This means that there is a significant statistical influence of empowering on management innovation at (1%) level and at (99%) confidence rate.Besides, this indicates that empowering staff influences their performance level. The reason is that empowering provides freedom to staff to take part in solving problems and providing ideas for promoting innovation in the organization.

b. With reference to the (R2) Determination Coefficientvalue that reached (0.71), it is observed that empowering dimension accounts for (71%) of the changes in management innovation. The remaining (27%) concerns other variables not included in the sample of this study.

c. In the value of Linear Regression Coefficient(☐)which reached (0.94), it is found that an increase of one point in empowering dimension results in (94%) increase in management innovation.

d. The (t) value calculated for empowering and management innovation reached (8.99)rankling higher than the (t) value in the table at (2.04) which reveals that there is a high influence level between empoweringand management innovation.

In testing the second main hypothesis which states that (there is a significant influence of transformational leadership on management innovation), the following findings were arrived at as illustrated in Table (10):

*Table (10) Analysis of Transformational Leadership Impact on Management Innovation*

$(X3) \beta + a = Y$

$(X3) \, 0.82 + 0.785 = Y$

a. The calculated (F) value in the sample was (65.36) and is higher than the (F) value in the Table of (7.53) at a significance of (0.01). Therefore, the hypothesis is accepted. This means that there is a significant statistical influence of transformational leadership on management innovation at (1%) level i.e., at (99%) confidence rate. This reveals that transformational leadership plays a vital role in directing the organization towards success and culture of innovation.

b. With reference to the (R2) Determination Coefficient value that reached (0.68), it is found that empowering dimension accounts for (68%) of the changes in management innovation while (27%) concerns other variables not included in the sample of this study.

c. Through the value of Linear Regression Coefficient(□)which reached (0.82), it is found that an increase of one point in transformational leadership results in (82%) increase in management innovation.

d. The (t) value calculated for transformational leadership and management innovation was (8.08)which ishigher than the (t) value in the table at (2.04). This is a clear indication that there is a highly significant influence between transformational leadershipand management innovation.

Thus, the second hypothesis was acceptable according to the followings findings and facts:

(There is an overall significant influence of transformational leadership on management innovation).

Of this, the following sub-hypotheses were acceptable:
(There is a significant influence of charisma on management innovation)
(There is a significant influence of individual consideration on management innovation)
(There is a significant influence of empowering on management innovation)

### Chapter Five
### The research concluded with the following important findings

1. The higher leadership in the Ministry of Education was able to bring forward ideas and proposals from time to timeto solve the problems that happen in the Ministry.

2. Leadership of the Ministry of Education focuses on motivating and supporting staff in terms of human relations on grounds that the success of any organization can be attained only by means of taking care of human resources and relations.

3. Empowering staff does not happen in well-studied and practical ways. It takes place at times of need only.

4. There was a decline in the process of staff empowering, in particular involving them in decision making. It was found that staff execute orders most frequently without taking into account their views and proposals for solving problems in the Ministry which maynegatively create a huge gap between upper leadership and staff in case of continuing indifference to staff.

5. There was a correlation influence of transformational leadership on management innovation where the transformational leader plays an influential vital role in the creation and continuation of innovation in the Ministry.

### Recommendations:

1. The philosophy of change management should be adopted in the Ministry in order to help leadership in improving performance in line withpresent day requirements. This is particularly true for higher leadership where the transformational leader achieves success under change management concept.

2. Empowering staff should be taken care of. This can be done through adopting succession maps that include qualified individuals to fill higher posts in future and empowering them

so that the ministry will not face shortage in distinguished qualified leaders to carry out important duties in the ministry in future.

3. To promote excellence and innovation in the Ministry, monthly financial prizes should be allocated for distinguished model employees. The exemplary employee should be announced in a display screen in order to encourage him/her and others to be more innovative and exceptional.

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