

Investigating the relationship between educational managers' thinking style and their transformational leadership style based on Bess and Olivio model

Mostafa Rezaei Tarshizi

Secondary education expert of Taftan education management

Corresponding author: Mostafa Rezaei Tarshizi

ABSTRACT: Managers' thinking styles and views on the issues around them can play an important role in relation to organizational development and growth and organizational leadership. The present study emphasizes the relationship between the thinking style of educational administrators and their transformational leadership style based on the Bus and Olivier model. This study is a cross-sectional and correlational study. The statistical population in this study was 120 high school principals in Zahedan, from which 100 people were selected as a statistical sample using simple random sampling using Morgan and Krejcin sample table. Questionnaire data were analyzed using descriptive statistics and one-group t-test, Pearson correlation coefficient and multiple regression. The results of multiple regression also showed that ideal influence and mental motivation predict 34% of the variance of self-efficacy of high school principals. Provides teacher self-efficacy whenever the principal conveys a sense of idealism to the teachers under his or her leadership and motivates teachers to discover new solutions and rethink.

Keywords: Management Style, Educational Management, Leadership Style, Bus Model and Olivo.

INTRODUCTION

Management and leadership in educational environments is one of the most difficult and sensitive types of management in public and governmental organizations. In educational organizations, in terms of the type of activity, implementation methods and its complex goals, educational management and leadership has a special place (Haghighatjoo, 2008). Therefore, managers can not create, control, synchronize and exploit change by relying on traditional assumptions and management methods; Rather, they need innovation and creativity to survive and develop. One of the effective factors in creating innovation and creativity, in other words, styles in the organization, thinking styles of people (Sternberg) Different thinking is an important component and element in relation to leadership, management and communication approaches, because according to Sternberg They are in organizations. Maloney uses their mental abilities, and this allows people to manage their daily activities and tasks and relate them to each other. (Sternberg, 1998, quoted in 3, Chen, 2011). The sensitivity and importance of management and leadership in primary schools is higher because of the beginning of education and its effect on the continuation of the educational process in other courses, and principals interact with their colleagues every day, in other words, principals in schools to succeed in work. They need the support of the manager. The principal, as an educational leader in schools, while distancing himself from traditional approaches (direct control and supervision and exchange view) should provide the necessary motivation for principals, pay attention to their needs and encourage them to higher level activities and new methods. Encourage the creator to do their job and provide a way to guide the efforts of all principals to achieve the school's goals. According to Smith, managerial thinking directly manifests its impact on decisions, plans, behaviors, how to deal with various issues and conditions of the organization, and from this type of results can be traced how to formulate and regulate managerial thinking (Zarei, 2006 The title has been the driving force in the management, business, government, countless groups and

organizations that shape or work in our lives, and the developed countries of the world have paid special attention to this category. The need for more serious attention to leadership is inevitable, as leadership is the ability to influence a group and push it toward its goals. The source of this power or influence has a formal aspect, such as relying on a managerial position, in a Organization. (Stephen P. Robbins, 1999, pp. 217-218)

Leadership and motivation and commitment in managers is one of the important tasks of managers and supervisors. Leadership is achieved when one person wants to influence another person in order to achieve the set goals. Leadership, unlike some management tasks such as planning and organizing, is a purely behavioral task that involves a lot of conflict in personal relationships. Humanities thinkers have discussed the concept of leadership from different dimensions. Some see leadership as the ability to motivate others to work diligently for certain goals. If the subject of leadership in a particular organization is then organizational leadership ("influence under subordinates and colleagues to achieve organizational goals").

George Terry sees leadership as the act of influencing people to strive for group goals out of desire. Examining the relationship between leadership styles and managers' performance requires examining the process of changing attitudes toward leadership in the scientific management movement of Frederick Taylor, who considers the leader's duty to implement performance criteria to achieve organizational goals. And the Elton Mayo Human Relations Movement, which focuses on providing opportunities to facilitate the achievement of common goals as well as the personal growth and development of followers.

Theoretical Foundations

According to many management and organizational experts, leadership style is one of the most important elements of managers' success, which over time and is based on experience, education, training and its value and belief system (Hersey and Blanchard, 1993). Leadership style and decisions made by managers affect the performance [3] of the organization from top to bottom. This factor causes the failure or success of the organization because in addition to other internal factors of the organization, it also affects and controls the external factors of the organization. (Lassier and Achua, 1993). By examining the work of Bales and Slater, Atzioni [4] identified two types of leadership in the organization and stated that organizational needs determine what kind of leadership will be successful (Tennibum and Smith, 1986).

The problem with most leadership style typologies is absolutism; most stylists tend to label in the process of measurement and diagnosis, while placing managers in an absolute value style is quite logical. And it does not seem human. Therefore, in recent years, extensive efforts have been made for spectral stylistics. In this view, after conceptualizing the diversity of styles, each manager in each of the styles can earn a certain amount of points. As a result, these types of stylistics will definitely require a more complex interpretive system than past simplifications. Some of the concepts of leadership can be attributed to Weber's charismatic, traditional and bureaucratic styles, authoritarian, democratic and free-spirited Levin, Lipit & White styles, Fidler's individualistic and task-oriented styles, Greenleaf service-oriented styles, and exchange styles. He also referred to the Bronze Age, Mazi Kar's environmental leadership style [7], Vicker's formal leadership style [8], and Macobi's narcissistic leadership style [9] to further illustrate the point.

Henry Pierre [10] in his dissertation entitled "Excellence in Leadership" believes that there are three issues that no faculty has been able to write about properly. These issues are love, intelligence and leadership. Of these three issues, leadership is the most mysterious and unpredictable. (Bagheri, 1373) Most of the research conducted in the field of leadership style and its consequences on task-oriented and relationship styles They had a tamarind circuit. One of the newest theories of leadership is transformational and transformational leadership theories, which is relatively more comprehensive and this style has attracted the interest and attention of many management professionals and experts.

Hershey and Blanchard have introduced four leadership styles:

Dilective Leadership Style: This style is very pro-work and much less focused on the employee, managers know exactly what the organization expects from them and in this regard, clear instructions are issued by the leader.
Supplier or Supportive Leadership Style: In this style, the leader pays close attention to the category of work and employee at the same time, and the relationship between the leader and the employee is friendly.
Participative Leadership Style: In this style, the leader is very supportive of the employee and pays little attention to the work, and the employee is asked to be considerate, so he is not delegated to make final decisions.
Surrender option Leadership style: In this style, the leader does not interfere in the affairs and the authority is completely transferred to the subordinates because it is assumed that the subordinates are competent enough to identify the position and perform tasks. This style is based on Theory Y. In modern theories, the emphasis is on the effects of leadership and the study of the legal position of the leader in the bureaucracy, but in the modern theory, the focus is on how the leadership

process divides leadership into pragmatic and transformational leadership styles. Maintaining a legal position, improving the quality of performance through boss-subordinate exchanges and the goal is to increase the motivation of managers. It influences transformational leadership through a system of shared values and beliefs, forcing followers to look new, even at old issues, and redouble their efforts to achieve goals. Fiedler [11] believes that the successful performance of the group depends on the fact that the leadership style should be appropriate to the situation and circumstances in which the person is placed and prepare a questionnaire and call it the most unpleasant colleague questionnaire [12] and the goal It was the leader who paid attention to man or production and work. And three situational indicators with the titles of the boss-subordinate relationship, the structure or type of work to be done, and the degree of power of the leader. Path Theory - The goal of one of the most important leadership discussions is that the leader's job is to help his followers achieve their goals and to guide them to make sure their goals are in line with the overall goals of the group and the organization. It is consistent and effective leaders show the way and overcome obstacles. According to Robbins, performance is what people do in the organization and how people affect the performance of the organization. Porter, Lawler, Campbell, and Brichard defined performance as a function of aptitude, task comprehension skills, effort, choice, perseverance, and avoidance of situations that are out of control.

Dessler has classified the factors affecting performance into four groups: individual, occupational, organizational, and organizational change. Performance is affected by changes in the structure and strategies of the organization, which means that changes in organizational strategies require that the structure change and as a result, performance will be affected by these changes. The structure should be designed in organizations that facilitate the implementation of strategies, and as a result, the performance of individuals will be in line with these changes. This study examines the relationship between leadership style and performance of high school principals in the cities of western Gilan and wants to assess the relationship between leadership style and performance of school principals. And to measure their difference, in other words, wants to know whether there is a significant difference between the leadership style and the level of performance of school principals or not? Is there a direct or indirect relationship between the leadership style of the school principal and his performance or not? In line with this research, the researcher will seek the level of satisfaction and commitment of individuals to their work, which means that school principals will have job satisfaction and work commitment in performing their job duties or not? The ambiguous point in this study is the existence of a significant relationship between leadership style and the level of performance of school principals. In this research, leadership style will be considered as an independent variable and the performance of school principals will be considered as a dependent variable. The researcher intends to find answers to questions such as whether leadership style such as transformational, servant or interactive style improves performance. Forgive or what other conditions will be involved? Or what style can education use to improve the performance of line managers that achieve desirable results to achieve educational goals. Today, one of the main concerns of organizational officials is to improve the performance of managers. Recognizing the ways to improve the performance of managers has always been the main concern of managers of organizations and benefiting from what style of leadership in order to achieve this goal has always been one of the needs that has been felt. The most obvious reason for reviewing and evaluating an individual's performance is to ensure its own development, and the second reason that follows the first reason is that certainly improving the performance of any employee will develop the organization's performance and thus lead to growth and development (Harrison and others, 1997) Clarification of some aspects of the issue, in this research, other aspects will certainly be revealed by the efforts of others, and considering that this issue has not been studied in education in Gilan province, it was necessary to consider the importance and position of the education system. Education in the training of human resources of the country The mentioned issue can be studied and researched in different dimensions. Many researchers believe that new leadership behaviors and styles play an effective role in increasing the motivation and performance of followers and also improving their performance (Chorley, 2005).

Background Research

Every research needs a theoretical framework, the theoretical framework is the model based on which the researcher theorizes about the relationships and factors that have been identified in creating the important problem. In general, it can be said: the theoretical framework is the basis on which all research is placed (Khaki, 2008, p. 163). In most researches related to the relationship between managers' leadership styles and their performance to different aspects of this relationship and also its effect on the result of work and performance of subordinates has been emphasized, including these aspects, establishing favorable human relationships The work is emphasized. In Herzberg research, motivating and promoting factors of managers' performance, establishing mutual relations between supervisors and subordinates and paying attention to working conditions, position, status and importance of desirable relations between managers and subordinates have been considered and paying attention to these factors has prevented job dissatisfaction. Affects the hands. Contrary to the expectations of Western Electric plant

owners, who considered material and physical factors to be the cause of satisfaction and performance improvement, Hawthorne's experiments showed that other factors such as human relations, friendly organizational climate, participation and application of acceptable human methods, etc. Increase production and improve the performance of subordinates. According to Grace R. Grace, the leader's job is to create a coherent or homogeneous atmosphere in which people can express their feelings, emotions, and attitudes with relative freedom. According to Mirkamali, a homogeneous atmosphere is very important in educational management and creates a context between the characteristics of the environment and the characteristics of the individual and the compatibility between them in which the principal has a key role. In a study conducted in 2009 by Dr. Taher Roshandel Arbatani, Assistant Professor and Faculty Member of the Faculty of Management, University of Tehran, the Department of Management, entitled "Study of Factors Affecting the Performance of Public Library Managers in Tehran", found that high levels of job belonging Among CEOs, it is considered a key in determining their level of performance because in a person who does not have a positive attitude towards their job, good performance and productivity can not be expected and job managers consider themselves as their representative and are interested in it.

And the results of Spearman correlation test showed that there is a significant direct relationship between the existence of customer-oriented attitude in the managers of the studied libraries, their job affiliation, the amount of in-service training of managers and high per capita reading in the community and the performance of library managers. While there is no significant relationship between the amount of dedicated budget and the social status of librarians in society and the performance of these managers. The results of analysis of variance showed that the "content" dimension such as human factors and human relations in organizations such as attitudes, perceptions and everything related to human resources has been the most important dimension on the performance of public library managers in Tehran. In a study entitled Behavior of prominent managers in the executive organs of the country by Dr. Mohammad Saeed Taslimi and Zein Al-Abedin Rahmani - published in the journal Knowledge Management, No. 50, 2000 - entitled A study of behavioral characteristics of prominent managers, presenting a local management model In this study, the methods of successful local management, training of human managers, their correct selection and appointment, and as a result of their progress and improvement of performance have been investigated and an attempt has been made to test the relationship between managers' behavior and success and effectiveness with local model. The results are as follows: 1- Outstanding managers have a special ability to motivate human resources 2- Transfer of perfection and moral virtues of outstanding managers to people far and wide causes them to stand out and there is a significant relationship between their moral model and prominence 3- Prominent managers with a localization pattern have an essential role in increasing the morale of their subordinates. In 1963, Blocker Richard Sonn examined the impact of school principals' leadership styles on teacher job satisfaction and found that participation in decision-making increased teacher job satisfaction. In this regard, Blasco and Oluto (1972) and Morman and Cook (1974) in relation to decision-making and job satisfaction obtained similar results to the research of Blasco and Richard Sean (Bagheri 1383).

Javadani (2002) in examining the relationship between transformational leadership and organizational commitment found that there is a significant relationship between the rate of managers' transformation with teachers' organizational commitment, but there was no significant relationship between interactionism and teachers' organizational commitment and receiving Farahmand leadership from The dimensions of transformational leadership have the greatest impact on teachers' organizational commitment (Farazja, 2007). Barner et al. (1978) believe that transformational leaders change the values and culture of the organization and have the ability to influence their followers and increase their commitment to the organization. (Bagheri 1383). Alan Koff (2002) in a study with 253 managers and 498 followers on the effect of transformational and exchange leadership on managers' performance, the modulatory effects of supporting typology on the relationship between transformational leadership behaviors and organizational performance and group effects on transformational leadership behaviors in Russia performed and concluded that transformational behaviors affecting the organizational commitment of managers ultimately lead to high performance of managers of Russian companies. Findings also showed that the relationship between exchange leadership and the studied variables of transformational style is weaker (Bagheri, 2004).

Research Methods:

The present research is based on the purpose, among applied researches and in terms of method is of survey type and correlational method. The total statistical population of high school principals in Zahedan is 120 people, so high school principals in Zahedan are both principals and leaders and follow their superiors and management. The division of the high school community into a number of specific leaders and a number of specific followers does not apply here, so principals have answered both the Transformational Leadership Style Questionnaire and Self-Efficacy. Therefore, the statistical population in this study was all high school principals in Zahedan to 120 people. From this population, using Morgan and Krejcie table, a sample of 100 people was selected as a statistical sample by simple

random sampling. Data collection was the standard questionnaires of transformational leadership of Bass and Olivier (2000) and self-efficacy of Sherro Maddox [19] (1982), in order to adapt the questionnaires to the situation of secondary schools and to increase the content validity of the questionnaires from the views of the tutor and advisor. Specialists and experts in research and a number of high school principals were used and final questionnaires were developed for implementation. The reliability coefficient of the Sherrow Maddox (1982) self-efficacy questionnaire and the transformational leadership of Bass and Olivier (2000) were calculated by Cronbach's alpha method, which was 0.85 and 0.87, respectively. Demographic characteristics of the study sample were analyzed using descriptive statistics. Normal distribution of transformational leadership data of principals and self-efficacy of high school principals in Zahedan were calculated by Kalmogorov-Smirnov test. Hypotheses and general research question Analyzed using Pearson correlation coefficient and multiple regression. Also, the observed mean of transformational leadership of principals and self-efficacy of high school principals in Zahedan with the expected mean was compared using one-group t-test.

Findings

There is a significant relationship between the transformational leadership style of principals and the self-efficacy of high school principals in Zahedan. The results showed that the Pearson correlation coefficient calculated between the transformational leadership style of principals and the self-efficacy of high school principals (0.58) was significant at the error level of $\alpha = 0.01$ ($P < 0.01$), so it is inferred that with 99% There is a positive (direct) and significant relationship between the transformational leadership style of principals and the self-efficacy of high school principals in Zahedan. That is, with the increase of the scores of the transformational leadership style of the principals, the self-efficacy scores of the high school principals also increase, so the above hypothesis is confirmed.

Sub-hypothesis No. 1: There is a significant relationship between the ideal influence of principals and the self-efficacy of high school principals in Zahedan

The results showed that the calculated Pearson correlation coefficient between the ideal influence of principals and the self-efficacy of high school principals (0.51) was significant at the error level of $\alpha = 0.01$ ($P < 0.01$), so it is inferred that with 99% statistical certainty There is a positive (direct) and significant relationship between the ideal influence of principals and the self-efficacy of high school principals. That is, with increasing the scores of ideal influence, the self-efficacy scores of high school principals in Zahedan also increase, so the above hypothesis is confirmed.

Sub-hypothesis No. 2: There is a significant relationship between inspiring motivation of principals and self-efficacy of high school principals in Zahedan. The results showed that the calculated Pearson correlation coefficient between the motivational motivation of principals and the self-efficacy of high school principals (0.45) was significant at the error level of $\alpha = 0.01$ ($P < 0.01$), so it is inferred that with 99% There is a statistical certainty between positive inspiration of principals and self-efficacy of high school principals, a positive (direct) and significant relationship. That is, by increasing the scores of inspirational motivation, the self-efficacy scores of high school principals in Zahedan also increase, so the above hypothesis is confirmed.

There is a significant relationship between mental motivation of principals and self-efficacy of high school principals in Zahedan. The results showed that the Pearson correlation coefficient calculated between the transformation of principals with the self-efficacy of high school principals (0.49) was significant at the error level of $\alpha = 0.01$ ($P < 0.01$), so it is inferred that with 99% confidence Statistically, there is a positive (direct) and significant relationship between mental motivation of principals and self-efficacy of high school principals. That is, with the increase of mental motivation scores, the self-efficacy scores of high school principals in Zahedan also increase, so the above hypothesis is confirmed.

- There is a significant relationship between individual considerations of principals and self-efficacy of high school principals in Zahedan. The results showed that the Pearson correlation coefficient calculated between the individual considerations of the principals and the self-efficacy of the high school principals (0.38) was significant at the error level of $\alpha = 0.01$ ($P < 0.01$), so it is inferred that with 99% confidence There is a statistically positive (direct) and significant relationship between individual considerations of principals and self-efficacy of high school principals. That is, with the increase of individual consideration scores, the self-efficacy scores of high school principals in Zahedan also increase, so the above hypothesis is confirmed.

- Regression analysis of self-efficacy of high school principals in Zahedan city from the components of transformational leadership style of principals

Stepwise multiple regression analysis was used to predict the self-efficacy of high school principals in Zahedan based on the components of the transformational leadership style of principals.

Multiple correlation coefficient ($R = 0.58$) Coefficient of determination ($R^2 = 0.34$) indicated that the components of ideal influence and mental motivation explain about 34% of the variance of self-efficacy scores of high school principals.

The values obtained for F statistic were 25.15 at the error level of $\alpha = 0.01$ ($P < 0.01$). Also, the results of the Watson camera test were between minus 2 plus 2. > 2 -) These calculations showed the appropriateness of the regression model related to predicting the self-efficacy of high school principals from the components of transformational leadership style of principals.

Table 1. Standard regression coefficients and relevant significance test

sig	t	Beta	Predictive variables	model
0.000	79.3	0.36	Ideal influence	Step 2
0.001	43.3	0.32	Mental persuasion	
0.06	94.1	0.19	Inspirational motivation	External variables
0.26	-13.1	-0.36	Individual considerations	

Results 1- show that among the components of transformational leadership style of principals, the effect of components of ideal influence and mental motivation in predicting self-efficacy of high school principals were significant ($P < 0.01$) and remained in the regression equation. Therefore, by increasing a standard deviation of the change in the scores of these two components, the self-efficacy scores of high school principals increase by 0.58 standard deviation. But the effect of motivational motivational components and individual considerations were not significant ($P < 0.05$) and were excluded from the regression equation. Therefore, it can be said that the ideal influence and mental persuasion predict 34% of the variance of self-efficacy of high school principals in Zahedan and have a stronger role in the growth and self-efficacy of high school principals in Zahedan.

Conclusion

According to the results, it was concluded that among the components of transformational leadership style of principals, ideal influence and mental motivation have the ability to predict the self-efficacy of high school principals and by increasing a standard deviation change in the scores of this Two components of transformational leadership style of principals, self-efficacy scores of high school principals increase by 0.58 standard deviation. Therefore, it can be said that ideal influence and mental motivation predict 34% of the variance of self-efficacy of high school principals in Zahedan Therefore, the ideal influence and mental persuasion of principals have a stronger role in the growth and development of self-efficacy of high school principals in Zahedan. , (2012) Hoshyar and Bahramzadeh (2015), Mirkamali et al., (2013), Karaminia, Salimi and Amini (2010) Taji and Bordbar (2014), Abdollahi, Safari and Sabouri (2015) Kameli, Ismaili and Haji Taghi Zadeh, (2016) Akbari and Salehi (2014) Salimzadeh, Wise, Mohammadi and Abedini (2015) Abdi Pourfard (2016), Rezazad Azizi (2012), Booger, Akar and Brown (2006), Avalio, Zhou, Kou Batia (2004), Dwyer et al. (2002), Kim (2002), Masi and Koki (2000) are consistent. This can be argued because ideal influence includes ideal traits such as "instilling pride and pride in members for cooperation and partnership with the leader, abandoning individual desires for the sake of the group, acting in ways that earn respect for others." To show a sense of power and competence "and idealistic behavior such as" talking about the most important values and beliefs, paying attention to the spiritual and moral consequences of decisions "(Hutter [20], 1988: 695), so the leader and management Being able to convey this sense of ideal to the managers under his leadership can provide self-efficacy, agility, pride, and managerial satisfaction, and this desirable influence makes leaders a good role model and behavior for followers. Also when the leader helps managers to achieve constructive initiatives and creativity. In this way, it motivates managers to discover new solutions and rethink about solving organizational problems. Or it challenges them to try again and again at what they can do. In fact, it mentally motivates managers (Stone, Russell and Patterson [21], 2004: 352), which in turn leads to innovation, self-efficacy and individual and organizational excellence of managers. Finally, based on the findings and results of the research, the most important practical suggestions of the research are as follows: High school principals should pay more attention to the factors of transformational leadership style and avoid behavioral factors contrary to transformational leadership style; Principals with very high tolerance thresholds and resilience should be at the forefront; high school officials at high levels of decision-making, through courses, programs, and workshops on transformational leadership to inform principals. Update and improve their skills in transformational management and leadership; managers question traditional ways of doing things and welcome different perspectives, new hypotheses, and challenging strategies when problems arise;

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