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The role of Transformational Leadership in enhancing the Psychological Empowerment of Employees

"A field study on private educational institutions in Lebanon."

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Abstract:

The study aimed to explore the role of transformational leadership in enhancing the psychological empowerment of employees in private educational institutions in Lebanon. To achieve the study's objectives, a descriptive analytical approach was adopted, and a simple random sample of 600 coordinators, teachers, and administrators from all Lebanese regions was used. The survey was distributed to all targeted respondents, and all were returned with a 100% response rate.

After collecting and processing the data using the statistical program (SPSS), the study reached a set of conclusions, the most important of which are: the samples had a high level of psychological empowerment and a moderate level of transformational leadership. The need for supporting and expanding knowledge about transformational leadership theory and its wider practice in educational institutions was highlighted, to develop rules and regulations that allow exceptional individuals to rise and occupy leadership positions, as well as granting workers the freedom to organize in order to exploit bureaucracy in the institution's work. Similarly, leaders demonstrated high levels of ethics and virtue, a broad interest in modern horizontal organizational structures instead of vertical ones (flat organizational charts), adopting leadership styles that support delegation, teamwork, encouraging creativity and innovation, and establishing effective training programs to improve their ability to manage workloads and build self-confidence.

Keywords: Transformational leadership, psychological empowerment of employees.



The Methodological Framework of the Study

Introduction

Management leadership styles have shifted from the traditional model based on the leader-follower relationship to a more contemporary style that involves shared power and responsibility. The fundamental concepts of this approach are reflected in transformational leadership and psychological empowerment. Transformational leadership focuses on creating an emotional connection between the leader and the followers, forming values and priorities that help achieve autonomy and competence. The impact of transformational leadership on followers' performance is typically explained by the leader's ability to develop their performance and empower them psychologically, which leads to an improvement in their abilities and motivation. (Qahiri, 2019, p. 131)

Several previous studies have increasingly focused on the role of leaders in encouraging employees to take initiative, accept risks, resist change, and adapt to a hesitant environment by instilling organizational trust, such as delegating responsibilities, enhancing their ability to think independently, encouraging innovation and creativity, and transforming their ideas and vision into reality while maintaining them.

Despite skepticism from classical management theories regarding the validity of trust, such as the scientific, organizational, and bureaucratic schools, which emphasize strict adherence to action plans, policies, and procedures (Shibl B., 2021, p. 240), modern theories have shown otherwise. Trust is a fundamental human need according to Maslow, where an individual needs to trust others and be trusted by them. Theory Y adopts the principle of trust as a method of working by authority, which positively impacts both management and employees. Trust is a key requirement for transitioning from control and oversight to knowledge and information-based management. Ouchi's Theory Z, a Japanese management approach, emphasizes that organizational trust makes everything possible, especially increasing productivity, which is directly linked to it. (Tawiriet, 2006, p. 57)

Thus, the idea of the study emerged as a modest attempt to delve into and understand this role in depth through investigating the role of transformational leadership in enhancing psychological empowerment among employees in



private educational institutions in Lebanon. This represents a significant challenge through scientific research to solidify trust and establish empowerment amidst the ongoing collapse, which is attributed to several factors, the most prominent being the multiple crises that Lebanon has experienced due to severe deterioration in the economic, living, health, and educational conditions, pushing the country into a perilous situation that is on the brink of an existential crisis.

The Importance of the Study and the Reason for Its Choice

1-1- Scientific Importance

The importance of the study stems from the significance of the research it employs and the selection of the study locations, in addition to the crucial role played by employees in their administrative performance, which requires them to be at a high level of psychological empowerment. This study is considered one of the few distinctive studies that highlight the relationship between employees' psychological empowerment and transformational leadership, mediated by organizational trust. Its results will help identify the factors that support psychological empowerment for employees, and since this topic has not been previously addressed, the study serves as an important source of information for Lebanese libraries in this field.

1-2- Practical and Applied Importance

The study title requires field research on a sample of leaders and employees at various levels, specifically within private educational institutions in Lebanon across all departments. The choice of this study is due to the researcher's work in private educational institutions in Lebanon and her exploratory educational background on some shortcomings of applying research ideas to practice. It also aims to explore research concepts and implement them in private educational institutions and beyond. Furthermore, Lebanon's education sector is currently suffering from multiple crises and needs to adapt its philosophy and curricula and find suitable ways and solutions. This leads to the following question: Why do some private educational institutions in Lebanon thrive while others decline? Researchers believe this is due to the latter's lack of wise leadership, which strongly affects the psychological empowerment of employees.



1- The Problem of the Study

What role does transformational leadership play in enhancing the psychological empowerment of employees in private educational institutions in Lebanon?

Main question: Is there a role for the dimensions of transformational leadership in enhancing the psychological empowerment of employees in private educational institutions in Lebanon?

This leads to the following sub-questions:

- What role does the desired impact play in enhancing the psychological empowerment of employees in private educational institutions in Lebanon?
- What role does motivational drive play in enhancing the psychological empowerment of employees in private educational institutions in Lebanon?
- What role does intellectual stimulation play in enhancing the psychological empowerment of employees in private educational institutions in Lebanon?
- What role do personal considerations play in enhancing the psychological empowerment of employees in private educational institutions in Lebanon?

3- The Objectives of the Study

- Reviewing theoretical literature on the study variables, such as organizational trust, transformational leadership, and employee psychological empowerment.
- Studying the relationship between the research variables according to the research model.
- Proposing dimensions for organizational trust, transformational leadership, and employee psychological empowerment, which are widely accepted and supported by researchers in this study.
- Presenting a theoretical model for the relationships between organizational trust, transformational leadership, and employee psychological empowerment.
- Identifying the dimensions of organizational trust that have the most significant impact on organizational commitment and transformational leadership.



- Providing a set of recommendations for the studied environment to improve its realism and performance.

2- Research Hypotheses

Main Alternative Hypothesis:

There is a statistically significant role at the significance level $\alpha = 0.05$ for the dimensions of transformational leadership in enhancing the psychological empowerment of employees in private educational institutions in Lebanon.

The following alternative sub-hypotheses stem from the main hypothesis:

- There is a statistically significant role at the significance level $\alpha = 0.05$ for idealized influence in enhancing the psychological empowerment of employees in private educational institutions in Lebanon.
- There is a statistically significant role at the significance level $\alpha = 0.05$ for inspirational motivation in enhancing the psychological empowerment of employees in private educational institutions in Lebanon.
- There is a statistically significant role at the significance level $\alpha = 0.05$ for intellectual stimulation in enhancing the psychological empowerment of employees in private educational institutions in Lebanon.
- There is a statistically significant role at the significance level $\alpha = 0.05$ for individual consideration in enhancing the psychological empowerment of employees in private educational institutions in Lebanon.

5- Previous Studies

5-1- Studies in Arabic

1. **Ramidi and Talahi (2019)** highlighted the mediating role of psychological empowerment in the relationship between transactional leadership, transformational leadership, and the strategic performance of Egyptian tourism companies. The study concluded that psychological empowerment plays a complete mediating role in the relationship between transactional leadership and strategic performance, and a partial mediating role between transformational leadership and strategic performance in Egyptian tourism companies.



2. **Atteibi (2016)** examined the role of transformational leadership on psychological empowerment in employees of private sector companies in Riyadh. The study found statistically significant effects of three dimensions of transformational leadership, ranked in terms of impact strength as follows: inspirational motivation, idealized influence, and individual consideration, while intellectual stimulation was found to be statistically insignificant.
3. **Arbab (2022)** agreed with the previous study regarding the relationship between transformational leadership and its dimensions (idealized influence, inspirational motivation, intellectual stimulation, individual consideration, and empowerment) and employee performance at the company under investigation. The study concluded that Kofetti Food Company has leadership characterized by these dimensions.
4. **Aqabi (2020)** aimed to reveal the practice of transformational leadership dimensions by the leader. The results indicated that there is a practice of these dimensions from the perspective of employees at the Sabador institution, including idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.
5. **Chekhi, Dahou, and Barzouq (2021)** explored the relationship between psychological empowerment and job performance by examining the effect of each dimension of psychological empowerment (impact, significance of work, autonomy, and competence) on job performance at the Algerian Telecom Directorate in Saida. The results indicated that the four dimensions of psychological empowerment do not have the same effect on job performance, with the dimension of the significance of work being the most important, followed by competence, while autonomy and impact had no effect on job performance at the institution under study.
6. **Ramidi and Talahi (2019)** again explored the impact of psychological empowerment as a mediating variable in the relationship between transactional and transformational leadership and strategic performance in Egyptian tourism companies. The study found that psychological empowerment plays a complete mediating role in the relationship between transactional leadership and strategic performance, and a partial mediating



role in the relationship between transformational leadership and strategic performance.

5-2- Foreign Studies

1. **Islam, Idris, & Furuoka (2020)** examined the role of trust in leadership during organizational change and other uncertain and volatile work environments. The study found that transformational leadership enhances work participation, and the effect of transformational leadership on work participation is contingent on the degree of trust employees have in their leader. The study emphasizes the need to strengthen the bond between leaders and followers and give attention to the key antecedents of trust in leadership.
2. **Sanchez & Ugwu (2014)** studied the relationship between organizational trust, psychological empowerment, and employee engagement. The results showed that organizational trust and psychological empowerment predicted work engagement, with psychological empowerment acting as a moderate mediator between trust and engagement. The study highlights that organizational trust is crucial for interventions to promote positive work behaviors, and psychological empowerment programs are important for developing engaged employees.
3. **Reza (2014)** explored the relationship between transformational leadership styles and organizational confidence among middle school teachers in Ardabil. The study found a meaningful relationship between transformational leadership styles and organizational confidence. The multiple regression analysis revealed that, among the components of transformational leadership, idealized influence had the most significant effect on teachers' organizational trust.
4. **Anthony & Schneider (2003)** investigated the central role of organizational trust in building effective learning communities. The study used a descriptive-analytical methodology, employing a survey as the primary tool. The results showed that respect and personal appreciation from leaders were crucial for engaging employees in the group, with managers playing a foundational role in establishing trust and avoiding secondary behaviors.



5-4- Research Gap (Distinctive Features of the Current Study)

The current study stands out from previous studies in addressing an issue that has not been explored before—the **role of organizational trust** in the relationship between **transformational leadership** and **psychological empowerment** among employees. There has been no previous local study in Lebanon that directly connects these variables (psychological empowerment, transformational leadership, and organizational trust), nor clarifies the relationship between them in terms of how the independent variable and the moderating variable affect the dependent variable. This gap highlights the unique contribution of this study to the existing literature and its potential impact on understanding the dynamics within Lebanese institutions, especially in the educational sector.

7- Study Terminology

- **Transformational Leadership:** Transformational leadership is practiced by leaders who move their subordinates from their current state to a higher, innovative, and new level that exceeds expectations. Such leaders possess distinctive traits that inspire and motivate their followers to achieve common goals (Masri, 2016, p. 32).

Dimensions of Transformational Leadership:

- **Idealized Influence:** Idealized influence refers to the leader's ability to gain admiration, respect, and trust from followers by acting ethically, prioritizing the needs of followers over their own, and demonstrating high levels of self-confidence, self-esteem, and autonomy. These leaders often use storytelling and symbols effectively to convey their vision and goals (Jouda, Ali, & Khashaba, 2016, p. 691).
- **Inspirational Motivation:** Inspirational motivation describes the leader's ability to motivate followers and inspire enthusiasm within the team. Transformational leaders strive to inspire their followers to be more committed to the team's shared goals and future vision, using symbols, metaphors, and strong emotional appeals to raise awareness and mutual understanding of the desired objectives (Abdellatif & Dabbouq, 2018, p. 15).



- **Intellectual Stimulation:** Transformational leaders encourage new ideas and innovative approaches to problem-solving. They support creative ways of performing tasks, helping followers to think about old problems in new ways and to develop their discovery and analytical skills. This dimension helps followers to work more independently and tackle rapid environmental changes in the organization (Rousan, 2017, p. 166).
- **Individual Consideration:** This trait refers to the leader's attentive and compassionate approach to the needs of individual followers. By adopting strategies of appreciation and praise, transformational leaders act as mentors or coaches, focusing on the personal and professional development of their followers, fostering mutual trust, and encouraging participation (Mansour & Qanouh, 2016, p. 177).
- **Psychological Empowerment:** Psychological empowerment is the intrinsic motivation that emerges through behaviors reflecting employees' attitudes toward the tasks they are assigned. It refers to the psychological states and feelings that employees experience, which make them feel capable of performing their work freely due to empowerment from their direct leader within the organization (Badawi, 2017, p. 209).

Dimensions of Psychological Empowerment:

- **Competence:** Refers to an individual's confidence in their ability to successfully perform assigned tasks (Arogundada & Arogundade, 2015, p. 29).
- **Autonomy:** Refers to the extent to which an individual perceives they can initiate and organize their tasks. The core element of this dimension is the feeling of freedom in decision-making regarding their work, fostering a sense of responsibility for the outcomes (Quinones, Broeck, & Witte, 2013, p. 128).
- **Impact:** Refers to the feeling that an individual can make a difference in achieving the task's goals through their performance (Quinones, Broeck, & Witte, 2013, p. 129).
- **Meaning:** This dimension focuses on the individual's sense of the significance and relevance of the work they perform, reflecting a



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connection to their personal values and the greater purpose of the task (Ozaralh, 2015, p. 181).

These definitions and dimensions outline the conceptual framework of this study, emphasizing the interplay between leadership styles, trust, and empowerment in fostering a productive organizational environment.



Statistical Analysis of the Field Study

Introduction

This chapter addresses the methodology of the study, which will be presented in a precise descriptive manner, including the sample and its population, as well as the study tool used and its preparation methods, validity, and reliability. This chapter will also describe the procedures related to selecting and applying the study tools, in addition to the statistical treatments used to analyze the study in order to reach the results and achieve its objectives.

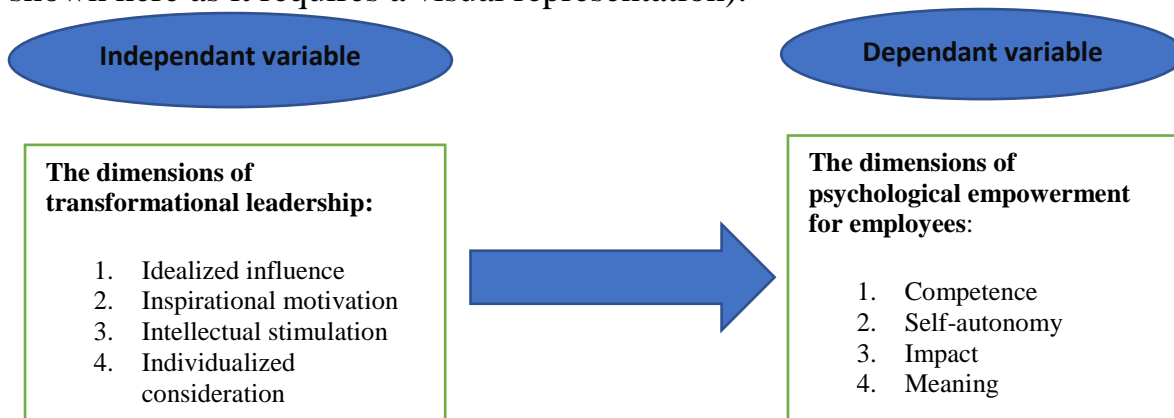
1- Statistical Analysis of the Field Study

1-1- Study Model

The study model illustrates the relationship between the variables of the study as shown in the following diagram:

Figure 1: General Framework of the Study Variables

(This figure depicts the relationship between the study variables, which is not shown here as it requires a visual representation).



Source: Prepared by the researcher

1-2- Study Methodology

The study adopted a **descriptive analytical approach** to describe the phenomenon under investigation, identify its components, and analyze the trends



of respondents regarding the role of **organizational trust** in the relationship between **transformational leadership** and **psychological empowerment** of employees in private educational institutions in Lebanon.

The descriptive analytical approach was divided into two types of studies:

- **First Section:** A theoretical study based on books, references, previous studies (both Arabic and foreign), university theses, peer-reviewed journals, and scientific publications.
- **Second Section:** The field study, which involved conducting interviews with experienced individuals in this area, in addition to designing a questionnaire specifically for this study. In this section, the relationship between the study variables will be examined, and the data will be collected and analyzed using the **SPSS** program to reach the results and recommendations.

1-3- Study Tools and Methods

1-3-1- Data Collection Methods

The researcher relied on the following methods to collect the data and information required for the study:

- Utilizing various **Arabic and foreign sources** related to the research topic.
- Conducting **interviews** with managers and experienced individuals in this field.
- Using a **questionnaire** as the primary tool to obtain data related to the field aspect of the study.

1-3-2- Research Tool

To achieve the study objectives, the researcher distributed a **questionnaire** containing a set of statements. Each statement in the questionnaire was rated using a **five-point Likert scale**, which measures the degree of each response.



1-4- Validity and Reliability of Study Tools

A **random exploratory sample** consisting of (50) respondents was selected from the original study population. The study tools were applied to the exploratory sample, which included three scales: **organizational trust**, **transformational leadership**, and **psychological empowerment**. The aim of testing the psychometric properties of the scales (validity and reliability) using appropriate statistical methods is to ensure their suitability before applying them to the actual sample. The results of this testing are presented as follows:

1-4-1- Reliability

1-4-1-1- Cronbach's Alpha Reliability Coefficient

This method relies on **internal consistency**, providing an indication of how well the items on the scale correlate with each other. Based on the results, the **Cronbach's Alpha correlation coefficient** for the study tools is calculated as shown in the following table:

Table 1: Cronbach's Alpha Reliability Coefficient for the Study Tools

Scale	Number of Items	Cronbach's Alpha Value
Transformational Leadership	19	0.890
Psychological Empowerment	13	0.871

Source: Prepared by the researcher based on SPSS program outputs

The values presented in the table indicate that the **Cronbach's Alpha** for both the **transformational leadership** and **psychological empowerment** scales is high, suggesting that the tools used in the study have a high degree of reliability.

These statistical treatments and measurement tools will be used to achieve accurate and reliable results, thereby achieving the objectives of the field study.

Cronbach's Alpha Value should be greater than 0.7 to consider the tools as reliable. As shown in the table, the Cronbach's Alpha values for the



transformational leadership scale (0.890) and the **psychological empowerment** scale (0.871) are both greater than 0.7. Therefore, the study tools demonstrate excellent reliability and internal consistency among their items.

1-4-1-2 Split-Half Method

This method relies on splitting the test into two equal halves, then calculating the correlation coefficient between the odd-numbered items and the even-numbered items. The results are as follows:

Table 2: Guttman Split-Half Correlation Coefficient for the Study Tools

Scale	Odd-Numbered Items	Even-Numbered Items	Guttman's Coefficient Value
Transformational Leadership	10	9	0.886
Psychological Empowerment	7	6	0.753

Source: Prepared by the researcher based on SPSS program outputs

As shown in Table 2, the **Guttman's coefficient** values for **transformational leadership** (0.886) and **psychological empowerment** (0.753) are both scientifically acceptable, indicating a very good degree of reliability for the scales that meets the requirements of the study.

1-4-2 Validity

Validity is one of the foundations upon which the test depends, as it significantly impacts the research results and the researcher's ability to generalize the findings. It measures the accuracy of the test in assessing what it is intended to measure. Therefore, the **construct validity** method was used.

Construct Validity

This type of validity depends on calculating the correlation coefficients between the score of each item (statement) and the total score of the scale to which it belongs. The following table shows the **Spearman correlation coefficient** and the statistical significance for each item. It is noteworthy that the asterisks (**)



next to each correlation coefficient indicate a correlation at the 0.01 significance level, meaning that the statistical significance is smaller than 0.01.

For the **transformational leadership** scale, as shown in **Table 3**, all items are significantly correlated with the total score of the scale at the 0.01 significance level, with correlation values ranging between (0.174 to 0.750). This indicates an acceptable degree of internal consistency for the items and confirms that all items possess an acceptable level of validity, without requiring any item to be removed from the scale.

Table 3: Spearman's Correlation Coefficient Between Items of the Transformational Leadership Scale and the Total Score

Item	Correlation Coefficient	Statistical Significance	Item	Correlation Coefficient	Statistical Significance
Item 1	0.597**	Significant at 0.01	Item 11	0.653**	Significant at 0.01
Item 2	0.571**	Significant at 0.01	Item 12	0.635**	Significant at 0.01
Item 3	0.684**	Significant at 0.01	Item 13	0.647**	Significant at 0.01
Item 4	0.666**	Significant at 0.01	Item 14	0.174**	Significant at 0.01
Item 5	0.326**	Significant at 0.01	Item 15	0.308**	Significant at 0.01
Item 6	0.467**	Significant at 0.01	Item 16	0.657**	Significant at 0.01
Item 7	0.593**	Significant at 0.01	Item 17	0.673**	Significant at 0.05
Item 8	0.318**	Significant at 0.01	Item 18	0.750**	Significant at 0.01
Item	0.726**	Significant at	Item	0.692**	Significant at



Item	Correlation Coefficient	Statistical Significance	Item	Correlation Coefficient	Statistical Significance
9		0.01	19		0.01
Item 10	0.708**	Significant at 0.01			

Source: Prepared by the researcher based on SPSS program outputs

Similarly, for the **psychological empowerment** scale, as shown in **Table 4**, all items are correlated with the total score of the scale at the 0.01 significance level, with correlation values ranging from (0.398 to 0.662). This confirms an acceptable degree of internal consistency for the items and validates that no items need to be removed from the scale.

Table 4: Spearman's Correlation Coefficient Between Items of the Psychological Empowerment Scale and the Total Score

Item	Correlation Coefficient	Statistical Significance	Item	Correlation Coefficient	Statistical Significance
Item 1	0.398**	Significant at 0.01	Item 8	0.645**	Significant at 0.01
Item 2	0.600**	Significant at 0.01	Item 9	0.550**	Significant at 0.01
Item 3	0.585**	Significant at 0.01	Item 10	0.662**	Significant at 0.01
Item 4	0.651**	Significant at 0.01	Item 11	0.631**	Significant at 0.01
Item 5	0.641**	Significant at 0.01	Item 12	0.615**	Significant at 0.01
Item 6	0.656**	Significant at 0.01	Item 13	0.626**	Significant at 0.01



Item	Correlation Coefficient	Statistical Significance	Item	Correlation Coefficient	Statistical Significance
Item 7	0.657**	Significant at 0.01			

Source: Prepared by the researcher based on SPSS program outputs

After verifying the psychometric properties of the scales, we can confidently say that the study tools are both valid and reliable. Therefore, we can proceed with applying the tools to the actual sample of the study.

1-5 Actual Sample

The target sample of faculty and administrative staff was distributed with **78% female** respondents and **22% male** respondents. The respondents were also distributed across age groups, with **28%** in the 25-30 age range, **15.5%** in the 31-35 range, **24%** in the 36-40 range, and **32.5%** aged 41 years and above.

Additionally, the sample was distributed across educational levels, with the majority holding a **Bachelor's degree** (39.5%), followed by **Diplomas** (32.5%), **Master's degrees** (25%), and **Doctoral degrees** (3%). Interestingly, most of the sample (58%) had over 10 years of experience.

Table 6: Demographic Characteristics of the Study Sample

Category	Number	Percentage
Gender		
Male	132	22.0%
Female	468	78.0%
Age		
25-30 years	168	28.0%
31-35 years	93	15.5%
36-40 years	144	24.0%



Category	Number	Percentage
41 years and above	195	32.5%
Educational Level		
Bachelor's Degree	237	39.5%
Diploma	195	32.5%
Master's Degree	150	25.0%
Doctorate	18	3.0%
Experience		
Less than 5 years	141	23.5%
5 to 10 years	111	18.5%
More than 10 years	348	58.0%

Source: Prepared by the researcher based on SPSS program outputs. This indicates the richness of the sample, with its demographic and academic diversity, which adds to the variety and differences in perspectives and attitudes for the study.

6- Results of the Study Tools

1-6-1- Transformational Leadership Scale

The Transformational Leadership Scale consists of 19 statements, which are answered by the respondents based on the degree to which they apply to them. They select one of five available options: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5). The total score of the scale ranges between 19 and 95, with a higher score indicating a higher level of transformational leadership, and vice versa. The respondents are categorized according to their total score into three levels (low, medium, high). The results are as follows:



Table 12: Levels of the Transformational Leadership Scale

Transformational Leadership Scale Levels	Number	Percentage	Mean Score
Low Level (19-44)	9	1.5%	69.96
Medium Level (45-70)	306	51.0%	
High Level (71-95)	285	47.5%	
Total	600	100.0%	

Source: Prepared by the researcher based on SPSS program outputs

The respondents are distributed as follows: 51% are in the medium level of transformational leadership, 47.5% are in the high level, and only 1.5% are in the low level.

The overall mean score of the transformational leadership scale for the sample is 69.96, which is on the borderline of the medium level of transformational leadership (between 45-70). This indicates that the transformational leadership level in the sample is medium.

2-6-3-1- Detailed Results of the Transformational Leadership Scale Statements

Here are the results for the Transformational Leadership Scale statements, including percentages and mean scores, along with the direction of the sample for each statement. The direction is determined based on the following rule:

Determining the direction of the sample = (Lowest score - Highest score) / (Number of alternatives) = $(1-5) / 5 = 4/5 = 0.8$

Thus, for every value of 0.8, the direction is determined as follows:

Direction	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Range	1 - 1.8	1.8 - 2.6	2.6 - 3.4	3.4 - 4.2	4.2 - 5.0



Based on this, the results of the Transformational Leadership Scale statements are reviewed according to the dimensions:

A. Dimension of Idealized Influence

Table 13: Results of the Idealized Influence Dimension Statements in the Transformational Leadership Scale

Idealized Influence	Strongly Disagree	Disagree	Somewhat	Agree	Strongly Agree	Mean Score	Direction
The educational institution enjoys the respect, trust, and admiration of others.	6	12	72	327	183	4.12	Agree
The educational institution prioritizes the public interest over the personal interests of the manager.	9	24	96	336	135	3.94	Agree
The educational institution has the ability to persuade employees and increase their enthusiasm for work.	12	48	147	312	81	3.67	Agree



Idealized Influence	Strongly Disagree	Disagree	Somewhat	Agree	Strongly Agree	Mean Score	Direction
The educational institution clarifies the primary purpose of the tasks assigned to employees.	3	21	108	348	120	3.94	Agree
The educational institution faces difficulty in considering ethical factors in work.	30	198	201	138	33	2.91	Neutral

Source: Prepared by the researcher based on SPSS program outputs

The agreement results are as follows:

- 85.0% agree that the educational institution enjoys the respect, trust, and admiration of others.
- 78.5% agree that the educational institution prioritizes the public interest over the personal interests of the manager.
- 65.5% agree that the educational institution has the ability to persuade employees and increase their enthusiasm for work.
- 78.0% agree that the educational institution clarifies the primary purpose of the tasks assigned to employees.
- 28.5% agree that the educational institution faces difficulty in considering ethical factors in work.

B. Dimension of Intellectual Stimulation



Table 14:

Results of the Intellectual Stimulation Dimension Statements in the Transformational Leadership Scale

Intellectual Stimulation	Strongly Disagree	Disagree	Somewhat	Agree	Strongly Agree	Mean Score	Direction
The educational institution avoids criticizing subordinates when their ideas differ from its own.	9	111	237	195	48	3.27	Neutral
The educational institution recognizes the need for change towards improvement.	3	3	99	330	165	4.09	Agree
The educational institution trusts the abilities of its subordinates to a limited extent.	3	117	153	270	57	3.44	Agree
The educational institution respects the different views of employees.	12	30	159	306	93	3.73	Agree



Intellectual Stimulation	Strongly Disagree	Disagree	Somewhat Agree	Strongly Agree	Mean Score	Direction
The educational institution seriously thinks about solving problems.	9	30	117	306	138	3.89 Agree

Source: Prepared by the researcher based on SPSS program outputs

The agreement results are as follows:

- 40.5% agree that the educational institution avoids criticizing subordinates when their ideas differ from its own.
- 82.5% agree that the educational institution recognizes the need for change towards improvement.
- 54.5% agree that the educational institution trusts the abilities of its subordinates to a limited extent.
- 66.5% agree that the educational institution respects the different views of employees.
- 74.0% agree that the educational institution seriously thinks about solving problems.

C- Dimension of Individual Consideration

Table 15: Results of the Individual Consideration Dimension Statements in the Transformational Leadership Scale

Individual Consideration	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Mean	Sample Direction
The educational institution takes into account the individual	1.5%	5.5%	31.5%	48.5%	13.0%	3.66	Agree



Individual Consideration	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Mean	Sample Direction
differences among the employees							
The educational institution treats subordinates with respect in our ministry	0.5%	3.0%	16.5%	56.5%	23.5%	4.00	Agree
The educational institution is committed to meeting the needs and desires of the employees in a relative manner	0.5%	11.0%	34.5%	42.0%	12.0%	3.54	Agree
The educational institution considers employee participation in the change process a waste of time	6.5%	45.5%	20.5%	21.0%	6.5%	2.76	Neutral
The educational institution treats subordinates as independent	5.0%	28.5%	34.5%	27.0%	5.0%	2.99	Neutral



Individual Consideration	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Mean	Sample Direction
individuals rather than members of a group when necessary							

Source: Prepared by the researcher based on the outputs of the SPSS program.

Results of approval in the following format:

- 61.5% agree that the educational institution takes individual differences into account.
- 80.0% agree that the educational institution treats subordinates with respect.
- 54.0% agree that the educational institution works to meet employees' needs and desires.
- 27.5% agree that the educational institution views employee participation in the change process as a waste of time.
- 32.0% agree that the educational institution treats subordinates as independent individuals when necessary.

D- Inspirational Motivation Dimension

Table 16: Results of the Inspirational Motivation Dimension Statements in the Transformational Leadership Scale

Inspirational Motivation	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Mean	Sample Direction
The educational institution speaks in a way that makes	1.0%	3.5%	13.0%	55.0%	27.5%	4.05	Agree



Inspirational Motivation	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Mean	Sample Direction
us think we can succeed							
The educational institution speaks optimistically about our future	0.5%	5.5%	15.0%	48.5%	30.5%	4.03	Agree
The educational institution encourages solving problems in an innovative way	1.5%	5.5%	20.0%	45.0%	28.0%	3.93	Agree
We speak enthusiastically about the work we can accomplish	0.5%	3.5%	17.5%	48.0%	30.5%	4.05	Agree

Source: Prepared by the researcher based on the outputs of the SPSS program.

Results of approval in the following format:

- 82.5% agree that the educational institution speaks in a way that makes them think they can succeed.
- 79.0% agree that the educational institution speaks optimistically about their future.
- 73.0% agree that the educational institution encourages solving problems innovatively.
- 78.5% agree that they speak enthusiastically about the work they can achieve.



powerment Scale

The Psychological Empowerment Scale consists of 13 statements, answered by respondents based on how applicable they are to them, choosing from five available options: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5). The total score of the scale ranges between 13 and 65, with a higher score indicating a higher level of psychological empowerment, and vice versa. Respondents are categorized according to their total score into three levels (Low, Medium, High). The results are as follows:

Table 17: Levels of Psychological Empowerment Scale

Psychological Empowerment Levels	Number	Percentage	Mean
Low Level (13-30)	3	0.5%	55.99
Medium Level (31-48)	45	7.5%	
High Level (49-65)	552	92.0%	
Total	600	100.0%	

Source: Prepared by the researcher based on the outputs of the SPSS program.

Most respondents fall into the high psychological empowerment level at 92%, while 7.5% fall into the medium level, and only 0.5% fall into the low psychological empowerment level.

The overall mean score for the psychological empowerment scale for the sample was 55.99, which indicates a high level of psychological empowerment.

1-6-4-1 Detailed Results for Psychological Empowerment Scale Statements

Below are the results for the psychological empowerment scale statements, including percentages and means, as well as the direction of the sample for each statement. The direction is determined by the following formula:

Direction of the sample = (Smallest score - Largest score)/(Number of choices) = $(1-5)/5 = 4/5 = 0.8$

Thus, each time we add a value of 0.8 to determine the sample's direction. The results are presented by dimensions:



on

Table 18: Results of the Competence Dimension Statements in the Psychological Empowerment Scale

Competence	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Sample Direction
The educational institution presents an attractive vision for the future	0.5%	6.0%	18.0%	42.5%	33.0%	4.02	Agree
I am confident in my ability to accomplish my job tasks	1.0%	1.0%	0.5%	30.0%	67.5%	4.62	Strongly Agree
I feel that my skills and experience are suitable for my job activities	1.0%	0.0%	2.0%	30.0%	67.0%	4.62	Strongly Agree
I adapt easily to emergency situations at work	1.0%	1.0%	4.0%	31.0%	63.0%	4.54	Strongly Agree

Source: Prepared by the researcher based on the outputs of the SPSS program.

Results of approval:

- 75.5% agree that the educational institution presents an attractive vision for the future.
- 97.5% agree that they are confident in their ability to accomplish their job tasks.
- 97.0% agree that their skills and experience are suitable for their job activities.
- 94.0% agree that they adapt easily to emergency situations at work.



B. Autonomy Dimension

Table 19: Results of the Autonomy Dimension Statements in the Psychological Empowerment Scale

Autonomy	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Sample Direction
I enjoy freedom and independence in performing my work	1.0%	9.0%	18.5%	42.5%	29.0%	3.90	Agree
I can make decisions on my own regarding how to perform my work	2.0%	15.0%	18.5%	33.0%	31.5%	3.77	Agree
I have a great opportunity to perform my work the way I want	1.5%	12.5%	20.0%	41.5%	24.5%	3.75	Agree

Source: Prepared by the researcher based on the outputs of the SPSS program.

Results of approval:

- 71.5% agree that they enjoy freedom and independence in performing their work.
- 64.5% agree that they can make decisions on their own regarding how to perform their work.
- 66.0% agree that they have a great opportunity to perform their work the way they want.

C. Impact Dimension

Table 20: Results of the Impact Dimension Statements in the Psychological Empowerment Scale

Effect	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Sample Direction
I have the ability to influence what happens in the department I work in	0	33	69	294	204	4.12	Agree
%	0.0%	5.5%	11.5%	49.0%	34.0%		
I work to facilitate the work of others	3	3	30	255	309	4.44	Strongly Agree
%	0.5%	0.5%	5.0%	42.5%	51.5%		
My contributions have a positive impact on the development of the organization	3	0	69	288	240	4.27	Strongly Agree
%	0.5%	0.0%	11.5%	48.0%	40.0%		

Source: Prepared by the researcher based on the outputs of the SPSS program.

Results of approval:

- 62.0% agree that they have the ability to influence decision-making in their work.
- 67.0% agree that they influence the performance of their institution with their work.



make significant contributions to achieving the institution's goals.

1-7- Study Hypotheses

1-7-1- Testing the Hypotheses of the Study

1-7-1-1- Main Hypothesis

There is a statistically significant role at the level of significance $\alpha=0.05$ for the dimensions of transformational leadership in the psychological empowerment of employees in private educational institutions in Lebanon.

1. **Firstly**, we will examine the relationship between the psychological empowerment scale and each dimension of transformational leadership through Pearson correlation. The results are as follows:

Table 22: Pearson Correlation Between the Dimensions of Transformational Leadership and the Psychological Empowerment Scale

Independent Variable (Dimensions)	Dependent Variable	Pearson Value	Statistical Significance	Result / Decision
Idealized Influence	Psychological Empowerment	0.373**	0.000	Statistically Significant - Moderate Positive Relationship
Intellectual Stimulation	Psychological Empowerment	0.297**	0.000	Statistically Significant - Weak Positive Relationship
Individualized	Psychological	0.278**	0.000	Statistically



Independent Variable (Dimensions)	Dependent Variable	Pearson Value	Statistical Significance	Result / Decision
Consideration	Empowerment			Significant - Weak Positive Relationship
Inspirational Motivation	Psychological Empowerment	0.331**	0.000	Statistically Significant - Weak Positive Relationship

Source: Prepared by the researcher based on SPSS program outputs.

The table above shows the Pearson correlation coefficient between the psychological empowerment scale and the four dimensions of transformational leadership. As shown, the statistical significance values are (0.000) for each dimension, which are smaller than the significance level of alpha (0.05). This indicates that the relationship between psychological empowerment and the dimensions of transformational leadership is statistically significant. Therefore, we reject the null hypothesis and accept the alternative hypothesis that there is a statistically significant relationship between the psychological empowerment scale and the dimensions of transformational leadership for the sample.

The Pearson values indicate the strength of the relationship, which shows a weak to moderate positive relationship between psychological empowerment and the dimensions of transformational leadership.

Thus, an increase in the practice of transformational leadership with its dimensions—idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation—contributes to an increase in psychological empowerment levels for the sample.



Regression Coefficient

Table 23: Multiple Regression Coefficient Between the Psychological Empowerment Scale and the Dimensions of Transformational Leadership

Dependent Variable	Independent Variable	t-Value	Significance Level	Correlation Coefficient (R)	Coefficient of Determination (R ²)	Model Significance Level
Psychological Empowerment	(Constant)	21.128	0.000	0.389	0.151	0.000
	Idealized Influence	3.983	0.000			
	Intellectual Stimulation	2.218	0.027			
	Individualized Consideration	2.289	0.022			
	Inspirational Motivation	2.948	0.003			

Source: Prepared by the researcher based on SPSS program outputs.

- As shown in Table 23, the model significance level is 0.000, which is less than the significance level of 0.05. Therefore, we reject the null hypothesis and accept the alternative hypothesis, which suggests a statistically significant effect between psychological empowerment and the dimensions of transformational leadership.
- The correlation coefficient (R) equals 0.389, indicating a weak positive relationship between the independent and dependent variables. The coefficient of determination (R²) is 0.151, meaning that the independent variable explains only 15.1% of the variation in the dependent variable.



Thus,
we
conclude
that
there

is a weak effect and correlation of the four dimensions of transformational leadership—idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation—with psychological empowerment for the members of the educational and administrative staff.

The researcher believes that the characteristics of transformational leadership are available to school principals to varying degrees, according to the perspectives of teachers and administrators. Based on this result, which proves the hypothesis to be correct, the contradiction may arise from the fact that the relationship between them and the principal is sometimes governed by an arbitrary trait. However, the results do not negate the fact that a large number of the sample agree with their principal, are satisfied with their performance in the organization, and thus possess transformational leadership traits. This indicates that the principals in the studied educational institutions have a modest ability to lead their schools in a transformational way. If this style were widely practiced, it would be most suitable for the educational field due to the characteristics that distinguish this approach, which make the principal a loved, inclusive person capable of working in a collaborative spirit with all employees and building organizational trust within the structure to achieve the goals of their institution. Given the current economic and social conditions in the country, it is clear that the principal must support subordinates, influence their thoughts, inspire them, and motivate them to present the best for the school and raise the educational level to remain competitive, attract students, and ensure continuity. Similarly, some teachers' and administrators' rights in educational institutions are being eroded, possibly due to

the collapse of the national currency and its devaluation against the dollar. This is because workers' salaries are paid in Lebanese lira, along with some allowances in dollars, which barely cover their food and housing needs.



that the consideration of academic qualifications and postgraduate studies is almost nonexistent, as the academic degree does not significantly affect the interests of some leaders. Teachers with modern educational management skills are among the administrators. Furthermore, it is confirmed that educational institutions still lack transformational leaders through reliance on staff, particularly because it allows them to excel, learn, develop their skills, and strive to be role models. Thus, the policy of excellence can only be achieved through cooperation and solidarity among team members, sharing with teachers and administrators their positive outlook, inspiring vision, and ambitious goals, fostering an atmosphere of trust and respect among everyone, appreciating and encouraging innovation and creative ideas, supporting the inspiration of others' efforts, motivating them, appreciating them, while taking into account their needs and feelings, and focusing on human relations. This way, they can develop organizational commitment among subordinates and, through their empowerment and professional development, improve educational learning to elevate their institutions and achieve desired goals.

Therefore, the researcher concluded from this study that institutions are still in the process of growing and continuously improving on both the educational and administrative levels. They need to double their efforts to enhance management and recognize the importance of transformational leaders who prioritize the interests of students, teachers, and the community over personal interests and correct their behaviors.



Results and Recommendations

- Theoretical Results:

1. Transformational leadership is one of the most important determinants of the success or failure of business organizations in the current context.
2. Transformational leadership is particularly important for organizations because it helps improve performance and ensures growth, driving the individual employee to activate their efforts to achieve the organization's goals and survival. It also influences the behavior of human resources across the entire organization.
3. Understanding the dimensions of transformational leadership and psychological empowerment is essential for achieving them.

- Field Results:

1. Educational institutions are characterized by the following leadership dimensions: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation to a moderate degree, based on the sample's responses. However, transformational leadership is medium-level (between 45-70). This indicates that the level of transformational leadership is moderate.
2. Private educational institutions in Lebanon are characterized by psychological empowerment with dimensions such as competence, autonomy, impact, and meaning. The overall mean for psychological empowerment for the studied sample is (55.99), which falls within the high psychological empowerment level (between 49-65). This shows that the level of psychological empowerment among the sample is high.
3. The study proved that there is a weak effect and correlation between the dimensions of transformational leadership (idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation) and psychological empowerment among administrators and teaching staff.
4. A significant number of the sample is confused by the terms and concepts of the research variables, as they do not know the concepts and lack the necessary information and training required by the workers. Furthermore, the treatment is not always favorable.
5. The educational sector has been negatively affected due to the deteriorating economic situation in Lebanon, the social collapse, and the inability of



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teachers and administrators to endure and continue in the face of the devaluation of the currency and salary collapse. This has severely impacted their morale, enthusiasm, and trust in their institutions. As a result, there has been only a slight increase in psychological empowerment, likely due to a form of adaptation and a slight sense of belonging.

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