The practice of transformational leadership and its role in achieving leadership excellence: A Case study of Al-Istiqlal University

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Abstract---This study focuses on the concept of transformational leadership within the context of higher education institutions, particularly at Palestine University. The research emphasizes the distinction between transformational and transactional leadership, noting that transformational leaders inspire and motivate their followers to transcend their interests for the organizations benefit, while transactional leaders focus on reward-based exchanges. This contrast illustrates the broader impact transformational leadership has on organizational adaptability and effectiveness, particularly in changing environments. The study utilizes a mixed-methods approach, with data collected via questionnaires distributed among university staff. It employs structural equation modelling to analyse the relationships between the dimensions of transformational leadership and leadership excellence. Key results indicate that idealized influence has a strong positive effect on leadership excellence, while inspirational motivation also significantly improves leadership outcomes albeit to a lesser extent. Individual consideration and mental stimulation show statistically insignificant impacts. The study confirmed hypotheses suggesting a meaningful correlation between transformational leadership behaviours and perceived leadership success, particularly in

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promoting innovative practices and enhancing institutional performance.

1. Introduction

Today's environment is constantly evolving, driven by technological advancements, regulatory changes, and shifting market conditions. Innovation allows companies to adapt to these changes, seize new opportunities, and mitigate risks, ensuring their long-term survival. The role of a leader in today's environment is more critical than ever, he plays an important role in the growth of organization and he also has effects on the results and productivity of teams**.** Recent research has highlighted the emergence of new leadership models that reflect the changes in the world of work and the challenges organizations are facing: ethical leadership (Michael E.Brown,Linda K.Teeveno, David A.Harrison, 2005):This model underscores the importance of ethics and social responsibility in leaders. Ethical leaders make decisions considering the consequences of their actions on others and the environment, authentic leadership(Bruce J.Avolio, William L.Gardner, 2005):This model emphasizes the importance of authenticity and integrity in leaders. Authentic leaders are transparent, honest, and true to themselves. They are also capable of building strong relationships with their teams based on trust and respect, servant leadership(John E.Barbuto ,Daniel W.Wheeler, 2006) :This model focuses on putting the needs of followers and stakeholders first, Collaborative Leadership: This model encourages leaders to work closely with their teams and involve team members in the decision-making process. Collaborative leaders listen to others, are open to new ideas, and are able to create an environment of trust and respect. and transformational leadership (Julia E.Hoch and all, 2016)This model focuses on leaders' ability to inspire and motivate their teams to achieve ambitious goals. Transformational leaders have a clear vision of the future, are passionate about their work, and capable of communicating their enthusiasm to their teams.

Transformational leadership is a management style that focuses on inspiring and motivating employees to elevate their performance to achieve the organization's goals. Unlike traditional management styles that rely on authority or control, transformational leadership encourages collaboration, creativity, and innovation .and can contribute significantly to organizational excellence by different ways: visionary leadership, empowerment and engagement, continuous learning and development, role modelling and inspiration, innovation and creativity, building strong and trusting relationships.

higher education institutions need to be globally-competitive so that they can prosper in a knowledge-based economy. Each university must have a leader who can offer innovative solutions to various challenges in delivering quality education and similarly be responsive to emerging platforms in the higher education system. Transformational leadership is most suitable since it can stimulate positive changes among state universities. This was confirmed by Lulee (2011) who

concluded that transformational leadership is the paramount approach for heads of academic institutions.(NICDAO, 2019)

In this article, we will explore the concept of transformational leadership with its four dimensions which are: inspirational motivation, individualized consideration, intellectual stimulation and idealized influence, the research aims to determine the level of practice of the transformational leadership's dimensions and their role in achieving leadership excellence in Palestine University by addressing the following statement: **What is the level of application of transformational leadership's dimensions in Palestine University and how does it contribute to achieving leadership excellence?** The rest of this paper is divided into four parts. First, we provide a brief overview of transformational leadership and its dimensions in the scholarly literature. Second, we describe the methodology of research and its methods, third, we present the findings of the study (results), and finally, we discuss and interpret the results and relate them back to the research objectives and literature review.

2. Literature Review
2.1. Historical Background of Transformational Leadership:

Historians, political scientists, and sociologists have long recognized leadership that went beyond the notion of a social exchange between leader and followers.(Bernard M.Bass, Ronald E.Riggio, 2006). Leadership and management are often confused. What's the difference? John Kotter, a Harvard Business School professor, explains that management is about coping with complexity. Good management brings order and consistency through formal planning, designing rigorous organizational structures, and monitoring results against plans. Leadership is about managing change. Leaders provide direction by developing a vision of the future, communicating it to others, and motivating them to overcome obstacles.(Stephen Robbins, Timothy Judge, Philippe Gabilliet, 2006)

A leader is someone who has the formal authority to manage and is able to influence others and mobilize a group, team, or company.(Stephen Robbins, David Decenzo,Philippe Gabilliet, 2008). Although almost every leadership researcher seems to propose a new or modified definition of the construct, leadership is generally operationalised in two ways: (1) leadership as a formal role or (2) leadership as a social influence. Most of the leadership research focuses on the latter, which it aims to understand through operationalisation of leaders' behaviours. Hence, although the dominant view of leadership in past decades was that leaders could be differentiated from non-leaders based on traits such as personality and intelligence, modern theories have now shifted to view leadership as socially influential behaviours.(Connie Deng , Duygu Gulseren , Carlo Isola , Kyra Grocuttd and Nick Turner, 2023). There are several leadership models that have been developed and studied by researchers and theorists. These models provide frameworks for understanding different approaches to leadership and how leaders can influence their followers and achieve organizational goals, This study focuses on the transformational leadership model. While it is important to note that the concept of transformational leadership has evolved over time, Burns is often credited with coining the term "transformational leadership" in his

influential book, leadership, he distinguished between transactional leadership(based on exchange and rewards) and transformational leadership.(Burns, 1978), Bernard M.Bass building on Burns' work, Bass expanded the concept of transformational leadership and developed the multifactor leadership questionnaire(MLQ) to mesure transformational leadership behaviours(Bass, 1985), Avolio along with Bernard M.Bass further developed the theory of transformational leadership by introducing the concept of "full range leadership development" (Avolio, 1999)they proposed that transformational leadership is part of a broader spectrum of leadership behaviours that include transactional and laissez-faire styles. Bass and Riggio; in their book "Transformational leadership" provided a comprehensive overview of the theory and research behind transformational leadership, they discussed the four dimensions of transformational leadership and their impact on followers and organizational outcomes.(Bernard M.Bass, Ronald E.Riggio, 2006). Transformational leadership can develop positive outcomes such as optimism and high self-interests in all members of team which ultimately increase the pleasure and job satisfaction relevant to the task (Khan et al, 2020). Transformational leadership is important for follower work engagement and performance because it encourages agentic follower behaviours such as strengths use and personal initiative.

2.2. Transactional or Transformational Leadership?

There are a various styles of leadership, each with its own approach and characteristics. Determining which model of leadership is most helpful for developing leaders and achieving an organisation's desired results is a complex endeavour. It's important to note that effective leader is often capable of blending different styles based on the situation and the needs of their team.

Most leadership theories focus on defining and understanding a particular type of leader: the transactional leader who guides and motivates followers by clarifying roles and tasks and by providing rewards in exchange for their efforts. Transformational leaders inspire followers to transcend their own interests for the good of the organization and have a lasting and profound influence on them.(Stephen Robbins, David Decenzo,Philippe Gabilliet, 2008); We attempted to illustrate the differences between these two types of leadership in the following table:

Table 1 : Principal differences between transformational leadership and transactional leadership

	Transformational leadership	**Transactional leadership**
Leadership style	Participative and democratic provides vision, creates a sense of mission, fosters pride, inspires respect and trust	Directive and hierarchical Monitors and investigates deviations from established rules and standards, and takes corrective action
Motivation	Inspires followers through vision and positive reinforcement	Uses a system of rewards and punishments to motivate followers
Focus	Focuses on long-term goals	Focuses on immediate goals

	Transformational leadership	**Transactional leadership**
	and seeks to transform the organization	and maintains the status quo
Relationship	Develops a transformational relationship with followers, creating a strong emotional connection	Establishes an exchange relationship with followers based on clearly defined roles and responsibilities
Creativity	Encourages creativity and innovation	Relies on established procedures and routines

Source: developed by authors based on various sources

It would be a mistake to contrast transactional and transformational leadership point by point, because the latter is based on the former. Compared to the purely transactional approach, it enables employees to achieve a much higher level of effort and performance, and it also represents much more than simple charisma. But the best leaders will be both transactional and transformational.(Stephen Robbins, Timothy Judge, Philippe Gabilliet, 2006). The following diagram illustrates leadership attitudes:
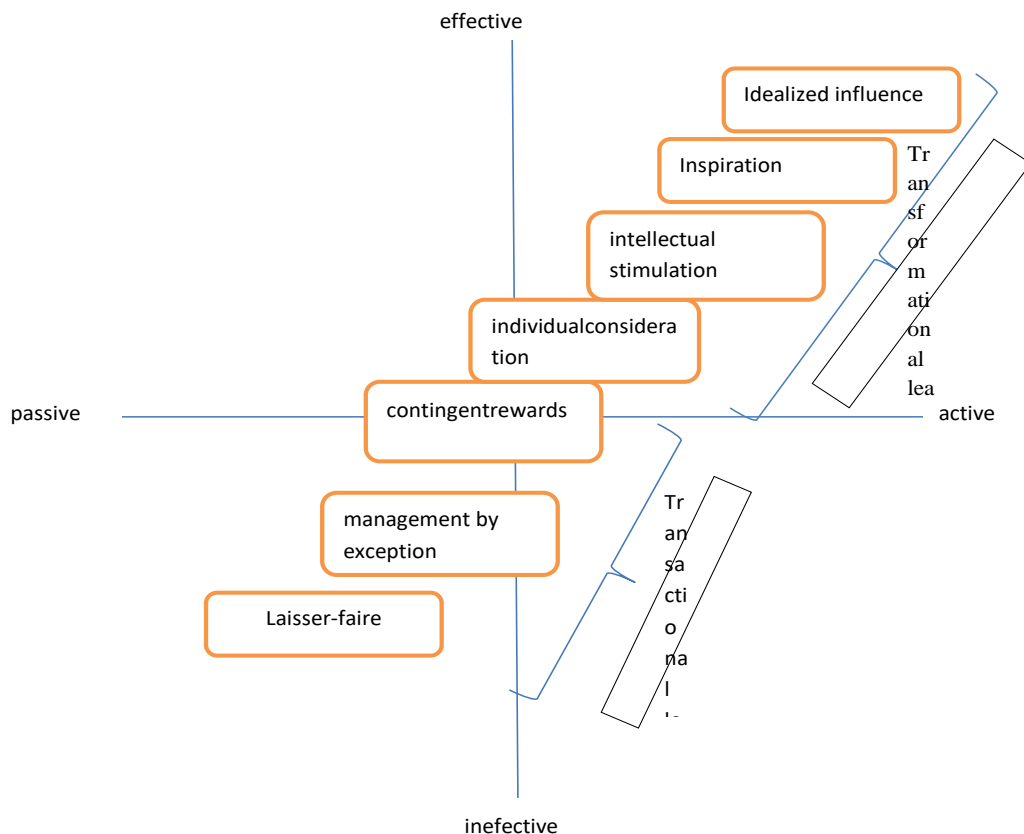

Figure 1 : All leadership styles
Source:(Stephen Robbins, Timothy Judge, Philippe Gabilliet, 2006)

The diagram shows that only the last four leadership methods, which are all forms of transformational leadership, ensure better organizational effectiveness and greater organizational adaptability. both transformational and transactional leadership styles have their strengths and weaknesses, and can be effective in different situations, for example, transactional leadership may be more effective in stable and routine-oriented environments, while transformational leadership may be more effective in complex and rapidly changing environments.

In summary, research generally shows that transformational leadership, as compared to transactional leadership, is more strongly correlated with reduced turnover rates, increased productivity, and improved employee satisfaction.(Stephen Robbins, David Decenzo,Philippe Gabilliet, 2008)

2.3. Transformational Leadership Dimensions

As shown in the previous diagram, transformational leadership is based on four dimensions, but it was originally believed that there were three components to transformational leadership: charismatic-inspirational, intellectually stimulating, and individually considerate. However, later factor analyses suggested that the charisma factor has been subsequently termed idealized influence, was separate from the inspiration factor.(Bernard M.Bass, Ronald E.Riggio, 2006). These four dimensions are mentioned as follows:

2.3.1. Idealised Influence:
Idealized influence reflects the behaviours of transformational leaders that their followers seek to emulate or match. These followers typically admire, respect, and trust such leaders.(Don Hellriegel, John W.Slocum, 2006) . Is the factor which corresponds to the charismatic qualities of the leaders. It influences people and makes them ready to change by providing a rational vision. Moreover, the followers believe and trust their visions and strategies.(Shrestha, 2020). Transformational leaders serve as positive role models for their followers, by demonstrating high ethical standards, integrity, and a strong work ethic, they inspire their followers to emulate these qualities strive for excellence. Leaders impact members' conduct in the workplace because they are viewed as a typical example of the organization and have the authority to asses members' performance or make choices concerning their advancement, which may influence members' behaviour.(Walton Wider and All, 2022)

2.3.2. Inspirational Motivation:
transformational leaders inspire and motivate their followers by creating a compelling vision, setting high expectations, and expressing confidence in their abilities. Leaders of this type get their people to see a future that is notably different from the present and, ultimately, to buy into that vision. A vision is a perception of a desired future state.(Don Hellriegel, John W.Slocum, 2006)

2.3.3. Intellectual Stimulation: The Intellectual Stimulation of Transformational

Leaders boosts team members' confidence to develop more effective emotional and situational stability and resolving their problems by their own selves. They are

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also motivated to understand and encourage the basic knowledge and skills of other co-workers to share new ideologies.(Khan et al, 2020). This type of leaders promote a culture of learning and intellectual growth. They encourage their subordinates to question assumptions, explore new ideas and methods, and approach old situations from new angles.(Don Hellriegel, John W.Slocum, 2006)

2.3.4. Individual Consideration:

 transformational leaders differentiate individuals' ideas and interests, promote their ideas to describe their uniqueness, and consider them through individualized consideration(Khan et al, 2020)individual consideration refers to leaders' support for and coaching of, frequency of interaction with, and help offered to their followers to maximize their potential by using their strengths. Leaders who use this form of leadership have an eye for individual needs and wishes and acknowledge that each follower is unique.(Arnold B. Bakker and al, 2023)
When leaders are idealized, show individual consideration, and/or are motivating and intellectually stimulating, they inspire their followers to use their strengths and take personal initiative. This helps followers perform well because they are able to mobilize the energy and enthusiasm to remain focused.(Arnold B. Bakker and al, 2023)

2.4. Transformational Leadership and Excellence in Higher Education:

The concept of 'excellence' is well established in many fields of activity, and the term is used frequently to refer to very good or outstanding performance. In higher education it means different things in different contexts. Excellence may be equated with the reputation and standing of institutions, but much depends on the perception of student experience and the varying missions of institutions. There are numerous definitions suiting different purposes and different areas of quality assurance and stakeholders 'involvement. The concept is vague enough to offer plentiful grounds for both theoretical and practical research. In the view of the working group, it is important to consider excellence as a social phenomenon based on theoretical and cultural considerations, but this the group also recognises that the concept has practical applications in the context of management and technological development.(MANUELA BRUSONI & al, 2014)

In order to achieve organizational excellence, the organization's vision and goals must be crystal clear, and its personnel must be fully aware of and dedicated to these goals(Humeisat, 2022) .The European Foundation for Quality Management (EFQM) 'Excellence Model' is a self-assessment framework for measuring the strengths and areas for improvement of an organisation across all of its activities. The term 'excellence' is used because the Excellence Model focuses on what an organisation does, or could do, to provide an excellent service or product to its customers, service users or stakeholders.(MANUELA BRUSONI & al, 2014)

organizational excellence is very important in strategic management in the higher education industry, identifying competitive advantages and creating new ones especially in the recent years where the number of universities has been increased. The leaders of Higher Educational Institutions (HEI) shoulder the double responsibility of a teacher and administrator. Hence leaders of HEI are

under compulsion to balance "the burden of continuously growing administrative and reporting necessities with the progression of scholarship and knowledge, universities are trapped amid the two worlds of 'academe' and 'business'. Due to this increased role of HEI leaders, their accountability has increased. Hence it becomes necessary for leaders to enhance their abilities to adapt and change. The prominent researches done in this area has specified that transformational or leadership approaches are most successful in present framework of educational(Girish Lakhera and Dr. Manish Kumar, 2020)

Regarding the relationship of transformational management to Higher educational institutions excellence, studies remain few; The researchers have shown their special interest in finding out the best suited style of leadership in HEIs. There is further need to enhance the research efforts in this area as HEIs needs to be geared up to face the challenges of the recent intricate global scenario. Due to the shrinking global distances with emergence of ICT, the HEIs too have witnessed a number of changes. Some studies in this direction have resolved the significance of the transformational leadership style in HEIs, over the traditional and transactional leadership styles while discussing the findings have pinpointed the following with respect to the implementation of transformational leadership in HEIs:-(Girish Lakhera,Manish Kumar, 2020)

• There is a need of more research to find out viability of transformational leadership in HEIs institution. It is concluded that the difference between the existing conceptions in HEIs and transformational leadership practices may not be similar to as perceived

• Top Leadership in HEIs identifies that setting up an atmosphere of brilliance in the institution for higher education encourages belief in their leadership and stimulate the entire set up which include faculty, staff, and students.

• They also appreciated that main challenge in bringing change in HEIs is the conventional arrangements of traditions with its policies and actions.

• Transformational leadership conceptions will have to be applied in HEIs to ensure change.

Hardman concluded, in his thesis, that by tailoring transformational leadership strategies, university leaders can inspire and motivate their followers to achieve their full potential and contribute to the success of the organization.(Hardman, 2023)

The results of Tatrabian D. Jackson's study revealed that there is a statistically significant relationship between transformational leadership style (independent variables idealized attributes, idealized behaviours, inspirational motivation, intellectual stimulation and individualized consideration) and employees' perception of leadership success (Outcomes of Leadership dependent variables, effectiveness, extra effort, and satisfaction) within higher education.(Jackson, 2016)

The Excellence in Higher Education framework and process focus on elements essential to establishing and maintaining an outstanding institution, department, or program. The framework is built around the following core concepts and values:(Ruben, 2007)

- A clear sense of purpose (mission) and future aspirations (vision) broadly shared, understood, and valued
- Effective leadership and governance processes at all levels, including mechanisms for feedback and review
- Strategic planning, plans, priorities, and goals to translate purposes and aspirations into specific programs, services, and activities and to ensure that operations and resources are effectively and efficiently used in support of such directions
- High-quality programs and services, consistent with the established mission and aspirations, carefully designed, regularly evaluated, and continuously improved
- Strong and mutually valued relationships with constituencies, particularly with those individuals and groups who benefit most directly from the programs and services offered by the institution or department
- Information about the needs, expectations, and experiences of key constituencies, gathered and used as inputs to program and service development, review, and improvement and to guide day-to-day decision making and resource allocation
- Qualified and dedicated faculty and staff and a satisfying work environment, with ongoing review and improvement as priorities
- Systematic review processes and the assessment of outcomes to determine how successfully the institution, department, or program is fulfilling its mission, aspirations, and goals; to document current strengths; and to identify improvement priorities
- Comparisons with peers and leaders to encourage innovation and improvement and to provide a context for clarifying strengths and areas in need of improvement.

Organizational excellence can be achieved through several dimensions, including: leadership excellence, service excellence, cognitive excellence, and human resource excellence. In this research, we focused on the dimension of leadership excellence, Leadership excellence is the hallmark of successful organizations, it is not just one more criterions; leadership is responsible for driving the organization in every area towards quality and excellence. GopalK.Kanji& al identified what they believed are the critical success factors for leadership excellence (Gopal K.Kanji &Patricia Moura E SA, 2001):

1. The existence of strong and shared organizational values (which provide the foundation for the identity of the organization and are reflected in its mission, vision, strategy and management practices)
2. The development and communication of an inspiring vision
3. The definition of a mission that states what the organization stands for
4. The development of a strategy aligned to the mission and vision and able to create a sustainable competitive advantage over the competitors
5. The establishment of an organizational structure and operational mechanisms that facilitate the implementation of the mission, vision and strategy

Based on the above, our research hypotheses were formulated as follows:

H1: There is a positive effect of the individual considerations on leadership excellence

H2: There is a positive effect of the variable of ideal influence on leadership excellence

H3: There is a positive effect of the variable of inspirational motivation on leadership excellence.

H4: There is a positive effect of the variable of mental stimulation on leadership excellence

3. Methods:
3.1. Study Community and Sample:

The study community forms an essential part in any applied research, as it represents the group that the study aims to generalize its results upon. In this research, the simple random sampling method was applied based on the Steven Thompson equation to select a sample from a sample of academic and administrative leaders working at AL-ISTIQLAL University in Palestine, including vice presidents, assistants, college deans, department heads and department directors. Due to the defined boundaries of the community, electronic questionnaires (GOOGLE forms) were randomly distributed. The data collection process stopped after reaching 120 random responses, without any bias. After the statistical analysis of the responses, 20 questionnaires were excluded due to the non-seriousness of the respondents in answering the questions, which led to the final sample size becoming 100 elements, which is the required size for the study.

3.2. The Hypothetical Model of the Study:

To cover all aspects of the issues presented in this paper, and to achieve the objectives set through it, a hypothetical model was designed based on what the applied literatures have advanced regarding the problematic under discussion, as illustrated in the following diagram:
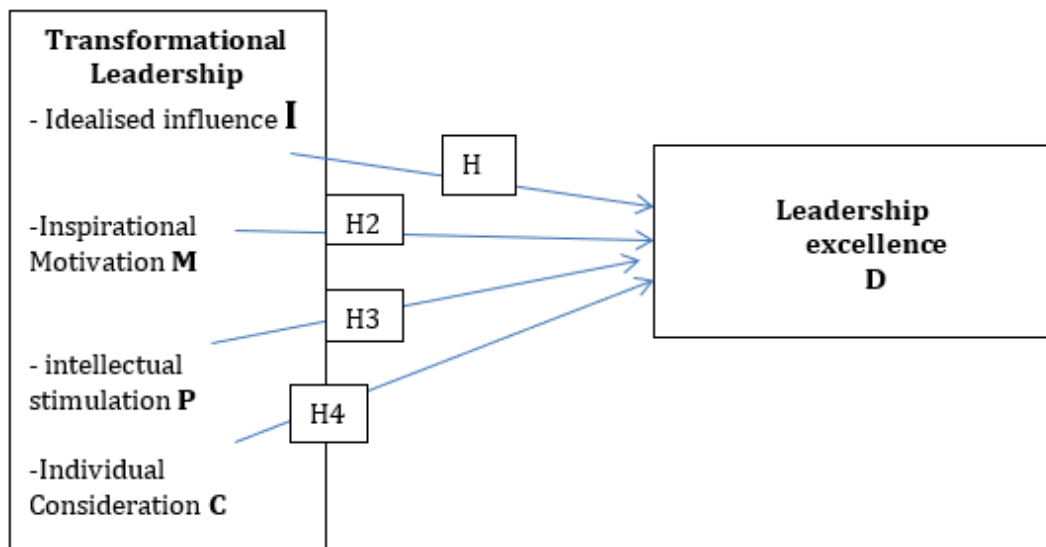

Figure 2: The Hypothetical Model of the Study
Source: Prepared by the researchers based on previous studies

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3.3. Study Tool

The questionnaire was used as a primary tool for collecting the primary data for this study. The questionnaire consists of two parts, where the first part contains information about the targeted samples, while the second part includes two axes, each axis represents a variable from the study variables and includes a set of dimensions and phrases that form the basis for these variables. The Likert five-point scale was used to accurately measure the sample's responses to these phrases, where the highest weight (5 points) is given for absolute agreement and the score (1) in case of complete opposition. The content of the questionnaire can be summarized in the following table:

Table 2: Summary of the questionnaire content Part Axis Dimensions

Phrases	Dimensions	Axis	Part
	Age, academic qualification, specialization, professional experience, profession		First
10-1	Ideal Influence(I)	Transformational Management	Second
20-11	Inspirational Motivation(M)		
30-21	Mental Stimulation(P)		
40-31	Individual Considerations(C)		
50-41		Leadership Excellence(D)	

Source: Prepared by the researcher

3.4. Statistical Methods Used:

Based on the main stages of statistical analysis using the method of structural equation analysis via the Partial Least Squares Structural Equation Modelling (PLS-SEM) and using the SMART-PLS4 software, data is analysed in two stages. The first goal is to verify that the collected data has passed the standards of the Measurement Model, which is part of the structural equation model that deals with the study variables and their indicators. This Model determines the relationships between the visible variables (indicators or questions) and the invisible (latent) variables and clarifies the visible variables' validity and stability.

The second goal is to evaluate the Structural Model, the internal Model that explains the causal relationship between the study variables. This Model explains the nature of the relationship between the independent and dependent factors and shows the impact ratio and the coefficient of interpretation for each independent factor independent factor on the dependent variable. Through the structural Model results, the study hypotheses and the value of the relationships and their signs (positive or negative) can be clarified to reach results that enable the analysis and discussion of the hypotheses and achieve the objectives set through this paper.

4. Results:

4.1. Analysis of the Measurement Model

The analysis of the Model is divided into two main types: Convergent validity: It expresses the extent to which the elements used to measure the concept are consistent. According to what was mentioned by Hair Jr, HultRingle, and Sarstedt (2016), convergent validity is estimated through three criteria:

Table 3: Indicators of measuring convergent validity

Average Variance Extracted Value	Composite Reliability	Internal Consistency (Factor Loadings)	Criterion
Greaterthan 0.5	Greaterthan 0.7	Greaterthan 0.5	Value

Source: Prepared by the researchers based on (Hair Jr, HultRingle, and Sarstedt (2016)

Discriminant Validity:
• **Internal Consistency:**

The validity of the model is evaluated by measuring the branching of paragraphs for each axis of the adopted model (factor loadings) as shown through Appendix No. (01). Looking at the first appendix, it appears that most of the factors related to the saturation correlation for each dimension of the study dimensions with the paragraphs that make it up are all greater than the value (0.5), and therefore they represent these axes well and are acceptable statistically according to (Hair Jr and all 2016); except for the existence of some factors that recorded saturations less than the value (0.5) and it concerns (the first dimension: Ideal Influence (I)): the phrase (I5 – I6 – I8), the second dimension: (Inspirational Motivation (M)) the paragraphs (M8 – M7 – 3), in addition to a set of saturations detailed in the first appendix, and therefore it is necessary to delete all the paragraphs or saturations that record values less than (0.5) and re-check the saturation values, which is what the following table explains: Table No. (): Results of saturations of the modified model (the primary or final model).

Table 4: Results of saturations of the modified model (the basic or final model)

Outerloadings	Phrases	Outerloadings	Phrases	Outerloadings	Phrases
0.826	C10 <- C	0.642	D8 <- D	0.529	M1 <- M
0.691	C3 <- C	0.552	D9 <- D	0.699	M10 <- M
0.598	C6 <- C	0.659	I1 <- I	0.548	M2 <- M
0.685	C9 <- C	0.583	I10 <- I	0.656	M4 <- M
0.710	D10 <- D	0.748	I2 <- I	0.542	M5 <- M
0.636	D3 <- D	0.697	I3 <- I	0.629	M6 <- M
0.533	D4 <- D	0.716	I4 <- I	0.670	M9 <- M
0.623	D5 <- D	0.596	I7 <- I	0.949	P8 <- P
0.529	D6 <- D	0.784	I9 <- I	0.632	P9 <- P

Source: Prepared by the researchers based on the outputs of (SMART PLS 4)

By referring to the results presented in the attached table, we can confirm the existence of internal consistency between the paragraphs related to each axis in the questionnaire. This consistency is confirmed through the calculated value of (OL), which exceeds (0.5) for each paragraph, indicating that the responses to the questions within each axis are generally consistent. This internal consistency enhances the reliability of the questionnaire and indicates its effectiveness in collecting data related to each axis.

Scale Stability (Convergent Validity Criteria)

The following table illustrates the values of the three concurrent validity criteria previously referred to:

Table 5: Stability coefficients for the axes and dimensions of the questionnaire (the primary or final model)

(AVE)	Composite (reliability)	Stability Coefficients (Cronbach'salpha)	
0.597	0.796	0.663	Individual (C) Considerations
0.568	0.801	0.713	Leadership (D) Excellence
0.572	0.861	0.814	(I) Ideal Influence
0.577	0.807	0.725	Inspirational (M) Motivation
0.650	0.781	0.624	Mental Stimulation (P)

Source: Prepared by the researchers based on the outputs of (SMART PLS 4)

The stability coefficient (Cronbach's alpha) provides an evaluation of the internal stability of the study tool (the questionnaire), and it reflects the ability to obtain consistent results in redistributing the questionnaire under similar conditions. Based on the attached table, all stability coefficients for the three axes in the questionnaire exceed the reference value (0.6), indicating that the questionnaire has a statistically acceptable level of stability.

On the other hand, the Composite Reliability criterion measures the sum of the variable factor loads for the latent variables relative to the sum of the factor plus the error variance. According to (Hair Jr. et al., 2016), the recommended value should be (0.7) or higher. According to the table's results, this indicator's value for the coefficient (CR) exceeds the reference value.

As for the last coefficient, (AVE) is one of the most prominent measures used to prove convergent validity at the level of the constructed model. This measure is the maximum average value of the square loads of the indicators associated with the factor (axis), i.e., the sum divided by the number of indicators (phrases). Using the same logic used in individual indicators, a value of (AVE) of (0.5) or more indicates that the construct or factor explains, on average, more than half of

the variance in its indicators. Based on the above results, all coefficients exceed the reference value (0.5).

Discriminant Validity

This criterion refers to the degree of divergence of the variables from each other, or in other words, each variable represents itself and does not represent other variables, to ensure that the variables used are not duplicated. The (Fornell and Larker (1989)) criterion was used.

For there to be discriminant validity for the study tool, the (Fornell and Larker) criterion for each variable of the study variables must be the most significant possible compared to the rest of the variables, i.e., the variable represents itself more than it means the rest of the variables, and therefore there is no overlap between the study variables. The following table shows no overlap in the model specific to this study, i.e., the discriminant validity criterion for the study tool is achieved.

Table 6: Results of the discriminant validity of the primary study model

Mental Stimulation (P)	Inspirational Motivation (M)	Ideal Influence (I)	Leadership Excellence (D)	Individual Considerations (C)	
				0.705	Individual Considerations (C)
			0.607	0.233	Leadership Excellence (D)
		0.687	0.678	0.261	Ideal Influence (I)
	0.614	0.281	0.470	0.029	Inspirational Motivation (M)
0.806	0.079	0.192	0.099	-0.056	Mental Stimulation (P)

Source: Prepared by the researchers based on the outputs of (SMART PLS 4)

Based on the above, the results show the validity and stability of the phrases used in measuring the variables through the analysis of the Measurement Model in both its Convergent Validity and Discriminant Validity aspects, and therefore it is possible to start analysing the Structural Model (the internal model) with a high degree of reliability, which will be examined and discussed in the following section. Below is the hypothetical shape of basic study model after the necessary modifications:
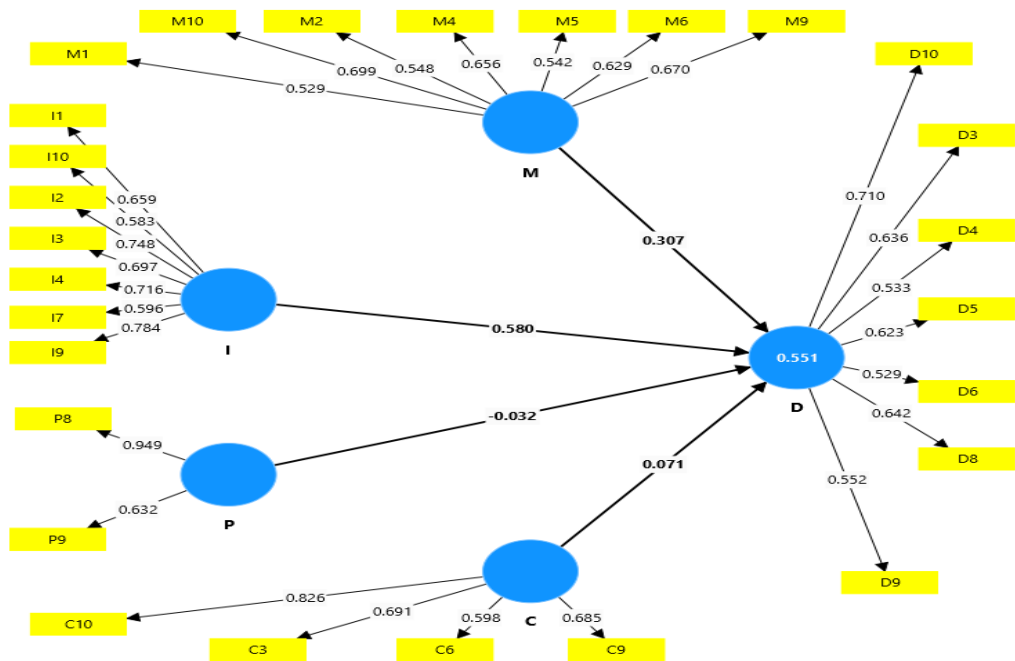
Figure 3: The study model after modifications
Source: Outputs of (SMART PLS 4) software

4.2. Analysis of the Structural Model (Internal Model):

After accepting the results extracted from the convergent and discriminant validity measures of the Measurement Model used in this study, the focus is on evaluating the results arising from the Structural Model. This includes considering the predictive ability of the model and the interactions between the study variables. A set of criteria commonly used in applied literature was chosen to evaluate the adopted Structural Model.

The basic criteria chosen to evaluate the Structural Model include:
- ✓ Test the multicollinearity problem between the axes (variables) of the study.
- ✓ Coefficient of determination (R^2)
- ✓ Effect size (f^2)
- ✓ Hypothesis testing C

Test the multicollinearity between the axes of each model: To test the problem of multicollinearity, the Variance Inflation Factor (VIF) index was adopted, where a judgment is made on the existence of multicollinearity or a strong correlation between each two axes separately if the value of the variance inflation coefficient is greater than (5).

Table 7: Variance Inflation Rate for the study model

VIF	Phrases	VIF	Phrases	VIF	Phrases
1.355	M1	1.717	C10	1.374	**D8**
1.534	M10	1.257	C3	1.251	**D9**
1.248	M2	1.171	C6	1.463	**I1**
1.364	M4	1.601	C9	1.333	**I10**
1.386	M5	1.650	D10	1.599	**I2**
1.783	M6	1.582	D3	1.721	**I3**
1.242	M9	1.444	D4	1.818	**I4**
1.144	P8	1.434	D5	1.470	**I7**
1.144	P9	1.408	D6	1.802	**I9**

Source: Prepared by the researchers based on the outputs of (SMART PLS 4)

Based on the results shown above, it appears that the (VIF) values for each phrase from the questionnaire phrases are less than (5), and therefore there is no multicollinearity between all factors of the model under study.

• **Coefficient of Determination (R²):**

The coefficient of determination represents the explanatory power of the model overall.

Table 8: Results of the explanatory power of the study

R-square adjusted	R-square	
0.532	0.551	**Leadership Excellence (D)**

Source: Prepared by the researchers based on the outputs of (SMART PLS 4)

The value of the coefficient of determination for the basic model reached (R^2=0.55) and it falls within the range ($0.25<R^2<1$) and therefore this explanatory power can be considered high or high according to (Cohen 1988) i.e., the explained variables in this model contribute to explaining (55%) of the changes in leadership excellence and the remaining percentage (35%) is due to other factors not included in the model but included in the error margin.

• **Effect Size (F²):**

As for the effect size (f^2), it explains the ability of each independent variable on its own to explain the dependent variable. It is worth mentioning that the (J-F 2017) criterion was used to determine the degree of impact of each of the independent variables on the dependent variable, and the results are illustrated through the table below:

Table 9: Results of the effect size (f^2) for the study model

f-square	Paths
0.010	**C Individual Considerations -> D Leadership Excellence**
0.615	**Ideal Influence -> D Leadership Excellence**
0.193	**M Inspirational Motivation -> D Leadership Excellence**
0.002	**P Mental Stimulation -> D Leadership Excellence**

Source: Prepared by the researcher based on the outputs of (SMART PLS 4)

Based on the results shown in the table above, it appears that there is a strong and positive effect, statistically significant from the variable of ideal influence (I) towards the dependent variable expressed by leadership excellence (D) where the value of this effect reached (0.615) and its value exceeded the reference value for the high effects estimated at: (0.35). It is also possible to deny the existence of any statistically significant effect from the variable (C Individual Considerations) on leadership excellence as the value of this effect reached (0.01) which is less than (0.02).

As for the effect imposed from the variable P) Mental Stimulation -> D Leadership Excellence) its value reached (0.002) and therefore it is possible to deny the existence of an effect for mental stimulation on leadership excellence considering that the value of this effect was less than (0.02). The effect imposed from the variable M Inspirational Motivation on Leadership Excellence (D) can be classified as a positive effect and medium intensity and statistically significant as the value of this effect reached (0.19) and it is in the range (0.16-0.35).

4.3. Results of the econometric Modelling for Paths:

Partial Morality of Paths: At this stage, an attempt will be made to estimate an economitric model that studies the effects imposed from the occupation of variables or dimensions of the four transformational management, towards the dependent variable expressed by leadership excellence; where the ordinary least squares method will be adopted in the estimation process, and the results are illustrated in the following table:

Table 10: A table summarizing the estimated parameters for the paths

P values	T statistics (|O/STDEV|)	Standard deviation (STDEV)	Original sample (O)	Paths
0.320	0.995	0.071	0.071	**C Individual Considerations -> D Leadership Excellence**
0.000	7.211	0.080	0.580	**I Ideal Influence -> D Leadership Excellence**
0.000	3.541	0.087	0.307	**M Inspirational Motivation -> D Leadership Excellence**
0.678	0.416	0.078	-0.032	**P Mental Stimulation -> D Leadership Excellence**

Source: Prepared by the researchers based on the outputs of (SMART PLS 4)

As for the direction from the variable (C Individual Considerations -> D Leadership Excellence), the value of the effect (path) reached (0.071) with a statistical value estimated at: (t_stat=0.99) which is larger in absolute values than the corresponding tabular value at a significance level less than or equal to 5%; therefore, the null hypothesis for the Student's t-test can be accepted, which states that this path or effect imposed from the variable of individual considerations towards the dependent variable does not have any statistical significance confirming the existence of this effect; on the other hand, the value of the path from I Ideal Influence -> D Leadership Excellence reached a value of (0.58) with a statistical value estimated at: (t_stat=7.21) which is completely larger than the corresponding tabular value at a significance level less than or equal to 5% considering that the probability value associated with this path equals (0.00) which is less than the critical value (0.05).

The statistical value for Student's t-test for the parameter associated with the variable M Inspirational Motivation reached (t_stat=3.54) and it is statistically significant at a significance level of 5%, considering that the probability value associated with it equals (0.00) which is completely less than the critical value (0.05); i.e., the calculated value for the Student's t-test is completely larger than the corresponding tabular value at a significance level (5%), i.e., the alternative hypothesis for the Student's t-test can be rejected, which states that there is no effect for inspirational motivation on the dependent variable at a significance level (5%); as for the fourth path, which expresses the effect imposed from P Mental Stimulation towards D Leadership Excellence, the value of the parameter or path reached (-0.03) and it is not statistically significant considering that the statistical value associated with it (0.41) is less than the tabular value in absolute values at a significance level less than 5%, considering that the probability value associated with this path (0.67) is completely larger than the critical value (0.05).

5. Discussion of Study Hypotheses:

The First Hypothesis: "There is no statistically significant effect at a significance level α≤0.05 for the variable of individual considerations on leadership excellence." Regarding the first hypothesis, which states that there is no statistically significant effect at a significance level less than (0.05) from the dimension of individual considerations towards leadership excellence, the results of the structural analysis of the model indicate the existence of a statistically significant effect at the same level of significance; on the other hand, the Fisher statistic value indicates the absence of an effect as the Fisher statistic value of the model, shown in Table (+), reached (0.01), which is less than the minimum reference value of: (Cohen, 1988) which was estimated at: (0.02), and based on the calculated value of: (STUDENT) which was completely less than the corresponding tabular value at a significance level (5%) which reached (1.96) the first null hypothesis can be accepted

The Second Hypothesis: "There is no statistically significant effect at a significance level α≤0.05 for the variable of ideal influence on leadership excellence." Regarding the second hypothesis, the results of the structural analysis of the model showed a statistically significant effect from the variable of ideal influence on leadership excellence, and the value of this effect was estimated

at: (0.61), and the positive sign of this parameter indicates the positive effect of ideal influence on leadership excellence; this effect is classified as strong as the Fisher statistic value of the model, shown in Table (+), is in the range specific to the level of weak effect (greater than 0.35) according to (Cohen, 1988), and based on the calculated value of: (STUDENT) which was completely larger than the corresponding tabular value at a significance level (5%) which reached (1.96) the second null hypothesis can be rejected.

The Third Hypothesis: "There is no statistically significant effect at a significance level α≤0.05 for the variable of inspirational motivation on leadership excellence." Regarding the fourth hypothesis, the results of the structural analysis of the model showed no statistically significant effect for the variable of inspirational motivation on leadership excellence, and the value of this effect was estimated at: (0.30), and this value is statistically significant considering that the Student's t-test value associated with it is completely larger than the tabular value (1.96) at a significance level of 5%; also, the Fisher statistic for this path reached ($f^2=0.19$) i.e., the effect is medium based on this statistic; therefore, the third null hypothesis, which states that "There is no statistically significant effect at a significance level α≤0.05 for the variable of ideal influence on leadership excellence" can be rejected…

The Fourth Hypothesis: "There is no statistically significant effect at a significance level α≤0.05 for the variable of mental stimulation on leadership excellence." On the other hand, the value of the effect in the model from the variable of mental stimulation on leadership excellence reached a value of (-0.032) and it is a statistically significant value considering that the Student's t-test value for this path (0.41) is less than the tabular value (1.96), and the positive sign of this value indicates the positive effect of the variable of mental stimulation on leadership excellence; therefore, the fourth null hypothesis can be accepted.

6. Conclusion

Achieving organizational excellence in higher education is outlined as dependent on effective leadership, clear communication of vision and mission, strategic planning, and strong community relationships. Transformational leaders facilitate these aspects by inspiring trust and commitment among team members.

this study provides significant insights into the role of transformational leadership in enhancing organizational adaptability and effectiveness in higher education institutions, with a specific focus on Palestine University. The findings suggest that transformational leaders, who inspire and motivate their followers to prioritize organizational interests, have a profound impact on leadership excellence. The results of the structural equation modeling analysis reveal that idealized influence, a key dimension of transformational leadership, has a strong positive effect on leadership excellence. These conclusions have important implications for higher education institutions, highlighting the need to foster transformational leadership practices that promote organizational adaptability, effectiveness, and excellence. By adopting a transformational leadership approach, universities can better navigate the complexities of a rapidly changing environment, ultimately enhancing their overall performance and reputation.

Conclusively, the research reaffirms the importance of transformational leadership in fostering a supportive and innovative atmosphere conducive to achieving excellence in higher education

Appendices

Appendix I:

Outerloadings	Phrases	Outerloadings	Phrases	Outerloadings	Phrases
0.308	C1 <- C	0.482	D1 <- D	0.638	**I1 <- I**
0.748	C10 <- C	0.656	D10 <- D	0.526	**I10 <- I**
0.298	C2 <- C	0.481	D2 <- D	0.713	**I2 <- I**
0.644	C3 <- C	0.537	D3 <- D	0.667	**I3 <- I**
0.391	C4 <- C	0.514	D4 <- D	0.723	**I4 <- I**
0.122	C5 <- C	0.579	D5 <- D	0.485	**I5 <- I**
0.654	C6 <- C	0.527	D6 <- D	0.498	**I6 <- I**
-0.301	C7 <- C	0.456	D7 <- D	0.679	**I7 <- I**
0.073	C8 <- C	0.685	D8 <- D	0.186	**I8 <- I**
0.581	C9 <- C	0.530	D9 <- D	0.724	**I9 <- I**
0.536	M1 <- M	0.029	P1 <- P		
0.647	M10 <- M	0.257	P10 <- P		
0.569	M2 <- M	0.126	P2 <- P		
0.423	M3 <- M	-0.363	P3 <- P		
0.571	M4 <- M	0.265	P4 <- P		
0.531	M5 <- M	0.309	P5 <- P		
0.565	M6 <- M	0.413	P6 <- P		
0.486	M7 <- M	-0.024	P7 <- P		
0.417	M8 <- M	0.815	P8 <- P		
0.675	M9 <- M	0.549	P9 <- P		

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Appendix II:
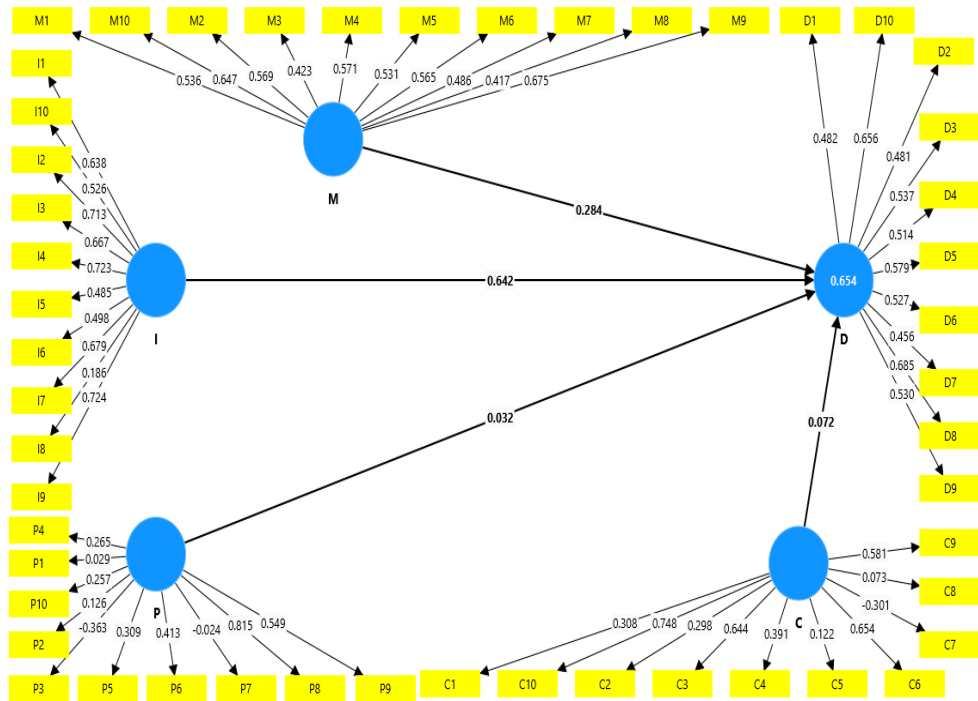
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