

EFFECTS OF ADMINISTRATORS' TRANSFORMATIONAL LEADERSHIP
ON ORGANIZATIONAL COMMITMENT OF ART SCHOOL TEACHERS
IN SHENYANG, LIAONING PROVINCE

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ABSTRACT

The objectives of this research were: (1) to study the level of administrators' transformational leadership, and organizational commitment at art school's teacher in Shenyang. (2) To investigate the effects of administrators' transformational leadership on organizational commitment, and (3) to study the guideline/approaches to strengthening teachers' organizational commitment. The total population of this study included 564 administrative staffs and teachers from schools of art in Shenyang. A stratified random sampling method was used to sample, totaling 300 person which calculated from G8Power program. The instrument for collecting data was a questionnaire. Descriptive statistics and inferential statistics were used to perform data analysis by using statistical software of SPSS and AMOS.

Research results revealed that: The level of administrators' transformational leadership, and teacher's organizational commitment at art schools in Shenyang were at high level. Administrator's transformational leadership was positively correlated and direct effects on teacher's organizational commitment, able to predict at statistically significant 92% ($p < 0.01$). The guideline/approaches to strengthening teachers' organizational commitment, school administrators must show leadership in managing the organization in order for their teachers to be happy to have a bond with the organization, such as in the aspect of: basic needs, management support, teamwork, working, and career growth.

Keywords: Administrators Transformational Leadership, Teacher's Organizational Commitment, Art School in Shenyang

1. Introduction

The current world situation is changing rapidly as a result of advances in science and technology which have affected China in many ways, be it politics, economy, education, society and culture. Both public and private agencies have to adjust their management or organizational structure in accordance with the changing conditions in order to stand and compete with countries around the world in conjunction with globalization. The industrial sector of China has stepped into a high-tech system with a restructuring of the economy. To increase production potential to be able to compete with the international from this intense competition. Many countries have turned their attention to improving the quality of workers in government, business and industry. Therefore, the need for knowledgeable personnel, the ability and skill to properly and effectively use the control of production technology is therefore at a high level in such situations.

Education makes quality people and people the most valuable resource of the nation. Therefore, education is an important tool in the development of the country. Because the development of the country in all aspects relies on quality manpower. Education is the grand plan of the country and the party's plan to establish a high-quality education system, the whole society needs to unify their thinking and understanding, work together, and work hard together. As educators, we should strive to build a high-quality education system around the goal of educating people for the party and cultivating talents for the country and a very important responsibility to develop the quality of youth to be good people.

School is an important educational establishment. In order to develop people to be knowledgeable and able to step into the world of change. Competitive potential able to stand firmly and with dignity in the world society. Therefore, the school administrators play an important role in improving the quality of learners in accordance with the intentions of the National Education Act. Which is to enable human beings to learn self-development according to aptitude according to their potential, create learning habits through self-seeking in order to produce quality personnel that meet the overall needs of the country. The 21st century expectations of school's place new demands on educational leaders. Aside from providing instructional leadership, today's administrators face challenges that include budget reduction amidst increased school enrolment, school insecurity caused by general societal insecurity,

accountability, quality issues, public relations as well as the onerous task of managing teachers who will prepare students to become global citizens.

The leader of the organization in the modern world has become a critical factor that determines the direction of organization's progress, its operational effectiveness. Define the upcoming management model and one of the most important factors that will affect the attitude of personnel towards their organization (Bass, Avolio, Jung, and Bersin, 2003). The study was conducted and reviewed research and articles related to leadership.

2. Research Questions

1. What are the component of administrator's transformational leadership and organizational commitment of art schools' teachers ?
2. Is there an effects of administrators' transformational leadership on organizational commitment of art school teachers in Shenyang city ?
3. What are the guideline/approaches to strengthening teachers' organizational commitment at art schools in Shenyang city ?

3. Research Objective

1. To study the level of administrators' transformational leadership, and organizational commitment at art school's teacher in Shenyang.
2. To investigate the effects of administrators' transformational leadership on organizational commitment at art school teachers in Shenyang.
3. To study the guideline/approaches to strengthening teachers' organizational commitment at art schools in Shenyang.

4. Research Method

Population and Sample

Population used in this phase consists of 2 parts, first is infinite population, it consists of all research documents from abroad and China that related to administrators' transformational leadership, teachers' job satisfaction and organizational commitment. The purposive sampling technique is used will be at least 20 involved documents in this matter. And the second part are the administrators and art teachers in the 7 comprehensive universities of Shenyang city in Liaoning province which includes of Shenyang University, Liaoning University, Northeastern University, Shenyang Aerospace University, Shenyang Jianzhu University, Shenyang Jianzhu

university, Shenyang University of Chemical Technology, total of 529 people. The sample group in use in this study are 234 people which computed from Taro Yamane at .05 error, and will be select by stratified random sampling technique. The number of population and sample group use to study show in table 1

Table 1: Number of population and sample classified by 5 Public Higher Art Schools in Shenyang, Liaoning Province.

No	University name	Population		Sample		Total of samples
		Admin	Teacher	Admin	Teacher	
1	Shenyang University	6	132	3	55	58
2	Liaoning University	5	67	2	28	30
3	Northeastern University	4	63	2	26	28
4	Shenyang Aerospace University	5	93	2	38	40
5	Shenyang Jianzhu University	5	64	2	27	29
6	Shenyang Ligong University	5	54	2	22	24
7	Shenyang University of Chemical Technology	5	56	2	23	25
Total		35	529	15	219	234

5. Research Results

Based on objective 1, to study the level of administrators' transformational leadership, and organizational commitment at art school's teacher in Shenyang.

The research results reveal that the administrator's transformational leadership as perceived by the respondent was at high level. In these contexts, the dimension of intellectual stimulation: IS was at the highest level ($\bar{x} = 4.49$, S.D.= 0.27), and follow with the inspirational motivation: IM ($\bar{x} = 4.48$, S.D.= 0.29), individualized consideration: IC ($\bar{x} = 4.48$, S.D.= 0.30), and idealized influence: II ($\bar{x} = 4.46$, S.D.= 0.30), respectively. As in each observed variable, there were similar levels, except for a few that were higher than that such as in the dimension of "Idealized Influence: II", it was "administrator can clearly define the main goals of your work" ($\bar{x} = 4.51$) "Inspirational Motivation: IM" there were 2 variables such as: administrator has cultivated a consciousness for you to feel part of the organization in order to contribute to the vision of the organization" ($\bar{x} = 4.51$), "administrator has trusts to assign tasks without

detecting behavior in order to makes you more motivated to work" ($\bar{x} = 4.51$), "Intellectual Stimulation: IS", there were 2 variables such as: "administrator has introduced the innovation or new way for working" ($\bar{x} = 4.53$), and "administrator support and allow subordinates to use evidence and information in analyzing the cause of problems at work" ($\bar{x} = 4.53$), and in the dimension of "Individualized Consideration: IC" were in the variables of "administrator encourage to develop them-self according to their potential" ($\bar{x} = 4.51$), and "Administrator have to listen the problems, and always exchange the opinions on working with subordinates" ($\bar{x} = 4.53$).

The result of the research came out like that because the respondents saw that his/her administrators has demonstrated transformational leadership in various dimension at a high level especially in an aspect of intellectual stimulation, inspirational motivation, individualized consideration and idealized influence. In these situations, it shows that:

1. Intellectual stimulation: means that the art school administrators have encouraging followers to be aware of various problems occurring in the department this causes the followers to have a need to find new ways to solve problems in the workplace in order to find new approaches or processes in working that are better than the original. To create something new and creative.

2. Inspirational motivation: means that the art school administrators have to show behave in a way that inspires followers by creating intrinsic motivation, giving meaning and job challenges to followers would be enliven the team spirit. Showing enthusiasm by creating a positive attitude and positive thinking, give their followers a beautiful picture of the future. Clearly create and convey the hope that leaders want. Leaders show devotion or commitment to common goals and visions. Leaders would be demonstrating confidence and demonstrate a firm determination to achieve goals, help followers to look beyond their own interests for the vision and mission of the organization, and can help followers develop their commitment to long-term goals.

3. Individualized consideration: means that the school administrators were understands the differences of the followers in terms of different needs and abilities of each person. The leaders will have behaviors concerned about the welfare and development of the followers. Promote a good working atmosphere related to individuals. Provide individualized care and attention to follower and make the followers feel valuable and important, leaders are coaches and consultants to each follower with the hope and will be develop the potential to be

higher. Leaders pay special attention to individual needs. For the achievement and growth in the professional way of each person.

4. Idealized influence: means that the administrators were acted as role models for their followers with respected, trusted, so that the followers will be proud when working with them and will try to behave like the leader and want to imitate his/her leader.

All of which was consistent with transformation leadership concepts of many important scholars such as Benis and Namus (1985), Bass (1985) Bass and Avolio (1994), Razil and Sawanson (1995), and Bass and Riggio (2006), Therefore, the management has already shown these behaviors should maintain this art teacher's felling, because it will create a good attitudes of the organization as well as creating commitments in changing the organization's objectives and strategies (Muchinsky (2006) to act more than expected (Lunenburge & Onstein, 2000). Besides that, transformational leadership is a model of leadership that relies on the encouragement of a team to realize overall success. By raising a team's morale and self-confidence, the team can then align itself to an overall vision or common purpose (Nickerson, C., 2021)

For the research results on organizational commitment as perceived by the respondent in this study the overall average value level was 4.38, the standard deviation was 0.65, included in each dimension: affective commitment: OC1 ($\bar{x} = 4.42$, S.D.= 0.34), normative commitment: OC3 ($\bar{x} = 4.34$, S.D.= 0.36), continuance commitment: OC2 ($\bar{x} = 4.33$, S.D.= 0.33), respectively. And when test the mean score of these variables with the one sample t-test to estimate the parameter (test value = 3.50) t-value were between 40.30–50.42 ($p=.00$). It means, therefore art teachers in Shenyang had a high level of organizational commitment. However, in each item of these variables the mean score was between 4.30–4.88 these showed that the respondents perceived their commitment at high to very high level which relatively concentrated. For the indicator as showed at the very high level, there was only one in the variable of “Affective commitment” which was about psychological: “Feel themselves as part of the organization.” ($\bar{x} = 4.88$)

This was real situation that almost of art teacher had engagement/commitment with his/her work and organization at a high level which is good for the school of art that their worked. Because Worker engagement/commitment is high. It will allow them to use their potential, full functionality. This improves the quality of responsible work. Increases the motivation to pay great attention to the work done. Moreover, job engagement encourages the addition of roles beyond performance, that is, to work proactively, as well as to add new knowledge to respond. For what is to come in the future, job engagement is a positive attitude, paying attention to colleagues

and doing the job attentively, dedicating and dedicating to the work, and working productively and efficiently (Newstrom & Davis, 1993; Keller, 1997)

Many scholars have studied and researched and found that factors correlate and result in job engagement. One of the things that matters is the administrators, or supervisors with reliable characteristics be fair, be close. Giving positive reinforcement to subordinates When it works well (Elloy, Everett & Flynn, 1995). The behavior of a administrators/ supervisor with a broad vision, focus on colleagues, work with regard to differences, knowledge, abilities, aptitudes, and interests in each individual. Be compassionate, intimate, take good care of everyone. Teamwork provides opportunities for subordinates to participate in management, as well as providing information, communicating with each other in the organization this type of leader is relatable and affects the job engagement of all subordinates. (Mathieu & Farr, 1991; Brown, 1996; Schultz & Schultz, 1998)

6. Conclusion/Discussion

From this discussion above, the researcher has an opinion that transformational leadership, it is a new era of leadership that the administrators at all level should be applied in the organization. It can be demonstrated in the administration which a leader influences a colleague or a follower where the leader is respected by the followers reliable can encourage followers to change their abilities including the motivation to work higher than the normal level expected. It can also encourage followers to have determination and dedication in their work. Always ready to develop yourself raise awareness of the mission vision and taking into account the interests of the organization as a whole more than personal benefit.

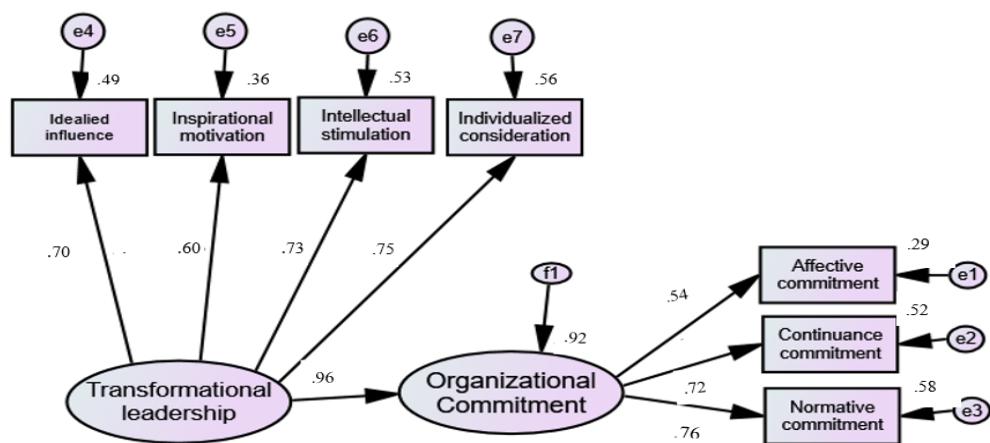
Based on objective 2 to investigate the effects of administrators' transformational leadership on organizational commitment at art school teachers in Shenyang.

The study of the relationship of transformational leadership has four components: ideological influence (II), motivational (IM), intellectual stimulation (IS), and consideration of individuality (IC) that affects teachers' organizational commitment. The findings can be discussed as follows: The analysis found that there was positive moderate (nearly at high level) relationship between transformational leadership (the four components of ideologically influential, motivational, intellectual stimulation, and individualization) and organizational commitment (affective commitment, continuance commitment, and normative commitment: $r_{xy} = 0.67$, $p < .01$). This is consistent with Salanova, Llorens, Chambel, & Martinez, 2009; Zhu, W., Avolio, B. J. & Walumbwa, F. O. (2009); Shirom, A. (2010). Who found the transformative leadership conditions were positively

correlated with job engagement, including the Full Range of Leadership model as well. And in this study the most relationship with transformational leadership was normative commitment ($r_{xy} = 0.576$), followed by continuance commitment ($r_{xy} = 0.573$) and affective commitment ($r_{xy} = 0.498$). This is in line with Katherine Chuck (2011) and Sukit Kwanmuang (2016) who have studied the relationship between administrators' transformational leadership and employee in Thai organizations.

The results of this study show that teachers have a high level of awareness that their administrators were leaders of change. Thus, he had a sense of attachment to the work and organization, thus maintaining the bond of such teachers. This is also consistent with the research report of Elloy, Everett, & Flynn, (1995) which showed that administrators/supervisors of a credible nature. Being fair, close, and positively reinforced is positively correlated with job engagement and organizational commitment.

The results of this analysis may be due to the teacher's organizational commitment it doesn't come from an only administrator's transformational leadership factor. But there are other factors that were not studied. According the research result with the structural equation modeling, it was found that transformational leadership directly influence with the organization commitment as show in this figure below.



Chi-square = 15.360, df = 13, P = .285,
 GFI = .986; AGFI = .971, RMSEA = .025

These results show that when the full model has overall validity, the structural relationship could be assessed to see whether the hypothesis proposed are supported, the standardized coefficient was 0.96, with a square multiple correlation (R^2) equal 0.92. Although there was a

direct effects of the administrator's transformational leadership on art teacher's organizational commitment and hypothesis were accepted. However, the square multiple correlation (R²) of measurement model both transformational leadership and organizational commitment were almost shown more error, which these situations were expected come from variable measurement and others error. Because of some research reported that there were many factors affects the employee's organizational commitment such as: the challenges of job, progress of work, the difficulty and easy of the task, the response from the organization and feel that they are important to the organization. Or maybe the difficulty and easy of the task and the response from the organization had affecting organizational commitment of teachers including from job security, success in work, they are important to the organization, the organization is reliant on leadership, compensation, pride in work, responsibility and reliability; progress and retention, overall work-life balance factors and collaboration and relationships with other people, etc.

I found that organizational commitment was a predictor of job satisfaction in their Chinese samples. Similarly, Harrison and Hubbard (1998) conducted a study to compare the organizational commitment of U.S. workers to Mexican workers. They found that both U.S. and Mexican workers felt greater commitment to their organization when experiencing greater job satisfaction. Begley and Czajka (1993) found a moderating effect of commitment on job satisfaction in which only employees with low commitment had job displeasure increased by stress. Stress did not decrease job satisfaction in those with high levels of commitment.

The employee engagement is based on Maslow's hierarchy of needs. It reflects an employee's engagement level as determined by how well their needs are being met, namely:

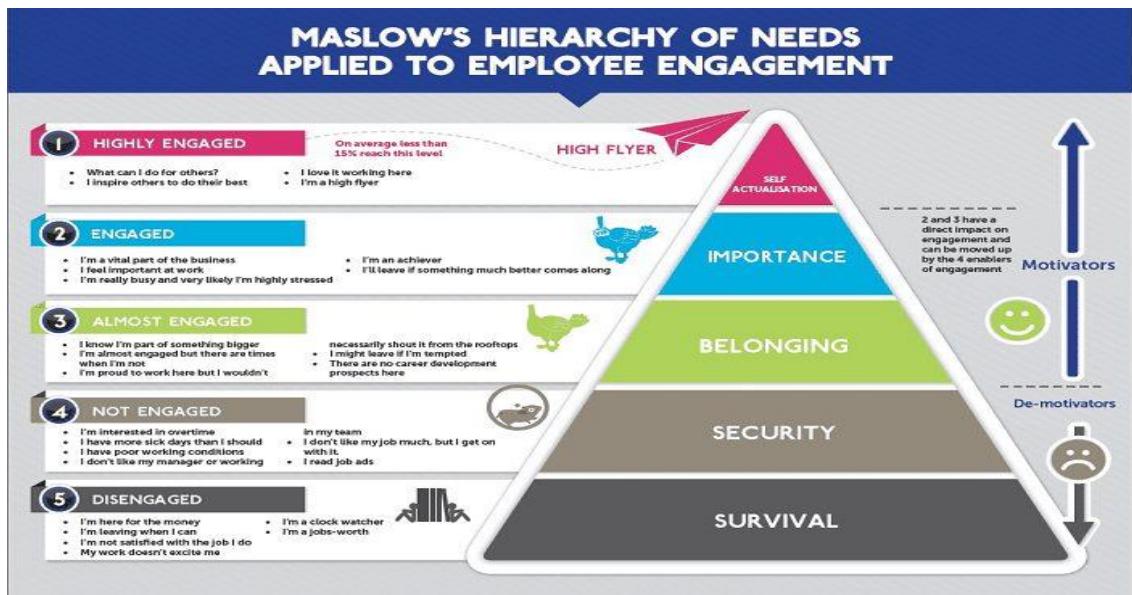


Figure 1: Maslow's hierarchy of needs applied to employee engagement

From: <https://hypercontext.com/blog/category/employee-motivation>.

1) Survival:

Improving employee engagement is a task that starts with organizations working from the ground up, meaning that leaders must understand the most basic human needs in terms of why a particular individual has chosen to work in their organization. The most basic need of all: survival. Employees at this level of engagement are doing the job to fulfill their most pressing needs, such as paying the bills and putting food on the table.

2) Job security:

Coming second to pay and also reflecting a basic need is job security. In order to be engaged, employees need to feel as if the job they are in is stable and secure before they invest more time and effort into their work.

3) Belonging to/part of a team:

Covering those first two bases lays a strong foundation for building an engaged staff. When in place, organizations can begin to escalate their engagement efforts by first taking steps towards allowing employees to feel as if they truly belong in the organization and are not just there for the job.

4) Importance/value:

A study “What Drives Employee Engagement and Why It Matters” released in 2012 by MSW Research and Dale Carnegie Training made one thing loud and clear: feeling valued by leadership plays a huge role in an employee feeling engaged in his or her job. According to

the study, there are three key drivers: Relationship with immediate supervisor, Belief in senior leadership, Pride in working for the organization

Having a direct relationship with management has a far greater impact on employee engagement than expected.

5) *Self-actualization:*

This is the level that every organization should strive to build their employees up towards: self-actualization. In this phase of engagement, experienced and knowledgeable employees actively seek ways to support the organization themselves by sharing their successes and their knowledge with others in the company. This has a cyclical effect and will continue to help create a larger force of engaged employees.

And the results of this issue are also intertwined with Gallup Engagement Hierarchy by Jim Clifton & Jim Harter (2019), as depicted in the bestselling book "It's the Manager: Gallup finds the quality of managers and team leaders is the single biggest factor in your organization's long-term success.



Figure 2: Show Gallup Engagement Hierarchy

Cite from: Jim Clifton & Jim Harter. (2019). *It's the Manager: Gallup finds the quality of managers and team leaders is the single biggest factor in your organization's long-term success.* Kindle Edition. Gallup Press.

Here are 12 needs managers can meet to improve employees' productivity. This approach to engagement is simple, and it works. These are the 12 employee needs that make up the items on Gallup's engagement survey:

Basic

1. Do you know what is expected of you at work?
2. Do you have the materials and equipment to do your work right?

Management

3. At work, do you have the opportunity to do what you do best every day?
4. In the last seven days, have you received recognition or praise for doing good work?
5. Does your supervisor, or someone at work, seem to care about you as a person?
6. Is there someone at work who encourages your development?

Relation

7. At work, do your opinions seem to count?
8. Does the mission/purpose of your company make you feel your job is important?
9. Are your associates (fellow employees) committed to doing quality work?
10. Do you have a best friend at work?

Growth

11. In the last six months, has someone at work talked to you about your progress?
12. In the last year, have you had opportunities to learn and grow.

Therefore, more importantly, the employee's commitment with the organization must also be caused by other factors. Fair treatment, administrator/supervisor leadership, work-life balance, the quality of work life is also an important factor. He did not only know how to strategize to build people well and use him for a while, but he soon left the organization to other organizations because each organization also created a competitive advantage strategy. The environment within the organization, which is also important. If personnel work in an organization but do not receive good care and attention. A leader does not act as a leader of change. It's a good example, or the organization doesn't have the motivation to work, but it's a factor that drives people to want to leave. One point that should be considered for comparison is that in some organizations, although they are not large organizations or have a large reputation, employees are satisfied to be satisfied to work. Dedication is a major force of work, it would mean better than developing him to be a good person, but he prefers to change jobs over time without seeing the value of the organization that has developed himself. "Money" may not be the only answer.

The research results in this part indicated that the administrators should learn the following related matters about the factors that strengthen engagement in the organization by: properly assess the teacher's engagement with the organization, develop a plan to strengthen engagement, encourage everyone to participate in building engagement, and reward good teachers with appropriate rewards, of this must be subject to the environmental factors that contribute to the engagement of the organization both organizational level, departmental level and individual level.

To build bonds with teachers for the organization to exist and improve, the factors were divided into 4 aspects so that the school management can continue to develop into activities or projects, namely: (1) Basic Needs include: Environment and facilities ease of work; Expectations derived from work such as welfare, participation in various activities, support for improving the quality of life, etc. (2) Management Support consists of supervisors or colleagues, promote the development of knowledge and abilities, receive attention/praise at work, be willing and fully engaged in work, etc. (3) Teamwork consists of having good colleagues. Working to fulfill the mission/objectives of the organization There is an opportunity to comment on the work, and (4) Growth consists of learning opportunities and progress in work, etc. which this propose results was consistent with the academic works of many scholars as the researcher have discussed all.

7. Recommendations

Based on the findings, there are three main recommendations: recommendations based on research findings and policy recommendations. Suggestions for utilization and suggestions on issues that should be studied in the next place.

1. Recommendations based on research findings and policy formulation

The Shenyang, Liaoning School District and provincial offices can use this research results for school administrators, as a result of this research, in particular, with personnel bipartisanship, which is a priority in the work of the organization to be accomplished. Administrators must have transformational leadership, which is critical to job engagement/commitment and organization, because this gives people a sense of commitment. Fully committed to work, not fleeing elsewhere with management able to go on. To be used these in planning develop the transformational leadership skills of school administrators and teachers' engagement/commitment. To allow school administrators to be developed into professional executives in line with the leadership.

2. Ministry of Education and Office of the Education Commission can take the transformational leadership for school administrators as a result of this research to be a policy to develop school administrators to have knowledge and understanding of the value of leadership and the value of worker job engagement/commitment in themselves. Especially the transformational leadership skills for administrators which are skills that need to be strengthened at various levels.

3. Office of the Board of Education can take this research results for school administrators' development, including overall staffs to maintain and develop the job engagement or organizational commitment.

Suggestions for further research

1. Research should be conducted to create new knowledge using qualitative research methods, since this research is a hypothetical model based on theory and research, so if there is qualitative research, knowledge may be obtained that may be different from this, and it will be useful to explain administrator's leadership skills and teacher's organizational commitment.

2. Research should be done to be treated in a way that puts the findings into practice, such as: Participatory Action Research may guide these findings, such as the development of variables that show high averages, as well as the development of elements with high component weight values.

3. Research and Development should be conducted using the models tested by this research. It is a guideline for obtaining a program to develop transformational leadership and teachers organizational commitment for school administrators, which will contribute to their personal development and the quality of education.

4. Research should be studying this context: effects of selected factors on teachers' organizational engagement/commitment by using multi-variate both direct and indirect, because of the organizational engagement/commitment depend on many factors involve.

5. There should be research in the evaluation and follow-up. Bringing leadership and organizational commitment for school administrators. To apply the results for development in various educational contexts.

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