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**The Relationship between Transformational
Leadership and Organizational Culture in
Colleges of Physical Education in Jordan**

Dr. Ziad L. Altahayneh

Coaching & Sport Management Dept
The Hashemite University

Prof. Ibrahim Wezermes

Coaching & Sport Management Dept
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Abstract

The purpose of this study was to investigate the relationship between deans' transformational leadership styles and organizational culture as perceived by faculty members and teaching assistants in colleges of physical education in Jordan.

Seventy two faculty members and teaching assistants participated in this study. Data were collected using a modified version of the Multifactor Leadership Questionnaire (MLQ; Bass & Avolio, 1995), and the Organizational Culture Assessment Questionnaire (OCAQ; Sashkin, 1990).

The findings of the study indicated that transformational leadership behaviors were moderately practiced in colleges of physical education. The results also showed a significant correlation between transformational leadership styles and institution culture. Perceived leadership behavior of intellectual stimulation was found to be the most important contributor to the institution culture. Furthermore, the findings showed that "coordinating teamwork" was the most affected organizational cultural function by the dean's transformational leadership behaviors defined by the overall MLQ score.

Key words: transformational leadership, organizational culture.

العلاقة بين القيادة التحويلية والثقافة التنظيمية في كليات التربية الرياضية في الأردن

أ.د. إبراهيم وزماس
قسم الإدارة والتدريب الرياضي
الجامعة الهاشمية

د. زياد لطفي الطحاينة
قسم الإدارة والتدريب الرياضي
الجامعة الهاشمية

الملخص

هدفت هذه الدراسة إلى تعرف السلوك القيادي التحويلي لعمداء كليات التربية الرياضية في الجامعات الأردنية من وجهة نظر أعضاء هيئة التدريس، ومساعدتي البحث وعلاقته بالثقافة التنظيمية. شارك في هذه الدراسة (72) عضو هيئة تدريس ومساعد بحث أجابوا على نسخة معدلة من مقياس القيادة متعدد العوامل والذي أعده باس وأفوليو (Bass & Avolio, 1995) ومقياس الثقافة التنظيمية الذي أعده ساشكين (Sashkin, 1990). وقد أظهرت النتائج ان السلوك القيادي التحويلي موجود وممارس في كليات التربية الرياضية بدرجة متوسطة. وأظهرت النتائج كذلك ان هناك علاقة دالة بين السلوك القيادي التحويلي بأبعاده المختلفة والثقافة التنظيمية. حيث وجد ان بعد الاستثارة الفكرية (العقلية) كان الأكثر أثراً في الثقافة التنظيمية. كما وأظهرت النتائج ان "تنسيق عمل الفريق" كان أكثر أبعاد الثقافة التنظيمية تأثراً بالقيادة التحويلية لعميد الكلية بشكل عام.

الكلمات المفتاحية: القيادة التحويلية، الثقافة التنظيمية.

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Dr. Ziad L. Altahayneh

Coaching & Sport Management Dept
The Hashemite University

Prof. Ibrahim Wezermes

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Introduction

Over the years, the phenomenon of leadership has been studied extensively in various contexts and with various theoretical foundations. Leadership continues to draw interest of academics and practitioners in many fields, including sport management.

As the world of sport has expanded, various approaches to leadership have been significant factors in the performance of athletes and their teams. One of the current approaches to leadership that has been the focus of much research since the 1980s is the transformational approach. Transformational leadership, as its name implies, is a process that changes and transforms individuals. It is concerned with emotions, values, ethics, standards, and long-term goals, and includes assessing followers' motives, satisfying their needs, and treating them as human beings (Northouse, 2004). According to Bass and Avolio (1994), transformational leaders have been characterized by four separate components or characteristics denoted as the four I's of transformational leadership. These four factors include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Many leadership scholars have debated that leadership is a critical component to organizational effectiveness, performance, trust, and commitment (e.g., Bass & Avolio, 1994; Hsu, 2002; Hsu, Bell, & Cheng, 2002; Kent & Chelladurai, 2001, 2003; Lim & Cromartie, 2001). Fiedler and Garcia (1987, p. 1) noted that "the quality of leadership is one of the most important factors in determining the success and survival of organizations". Weese (1995, p. 121) said that "the successful organization has one major attribute that sets it apart from unsuccessful organizations: dynamic and effective leadership".

Another area gaining momentum in the organizational behavior literature is organizational culture which is present throughout an organization at all times. Organizational culture can be defined as the deep-rooted beliefs, values, and assumptions widely shared by the members of organization and strongly shape the identity and behavioral norms for the group (Lim & Cromartie, 2001). Organizational culture provides insight into the inner workings and belief system of the unit and offers behavior codes for employees.

Transformational leadership and organizational culture have been studied and examined by many scholars to solidify the relationship between these two constructs. Some scholars believe that leadership and culture are intertwined and are best examined as if they were two sides of one coin (Schein, 1992). Founders of organizations and/or leaders create and shape the cultural characteristics of the organization. At the same time, as the organization develops and time passes, the created culture of the organization exerts an influence on the leader and shapes his or her actions and style (Ogbonna & Harris, 2000).

Previous empirical research and meta-analyses have indicated that transformational leadership has a positive relationship with organizational culture (e.g., Howard, 2004; Weese, 1995). Bass and Avolio (1994) have confirmed that the relationship between leadership and culture is an ongoing interplay in which the leader shapes the culture and is in turn shaped by the resulting culture. Thus, leaders must have a good understanding of organizational culture, the influence they have on the organizational culture, and in turn the way culture influences them. Leaders should know the key elements of organizational culture which include ritual, ceremony, myth, saga, legend stories, folktale, symbol, language, gesture, physical setting, and artifact (Bass, 1990).

Woods (2004) reported that trust and transformational leadership behaviors were significant predictors of variance in organizational culture. Similarly, Howard (2004) reported that teachers who perceived their principal's as more transformational, tend to rate their school culture higher. Sueki (1998) indicated that leadership and organizational culture are not only complementary within an organization but also are constantly evolving to accommodate new environmental challenges. According to

Sueki (1998), transformational leadership is required for networked and culturally diverse organizations.

In the field of sport management, relatively little research has been conducted on leadership, especially transformational leadership, and organizational culture.

A study by Wallace and Weese (1995) supported the theoretical proposition that “organizations led by high transformational leaders possess stronger, more defined cultures, and engage in the Parsonian culture building activities to a greater degree than organizations led by low transformational leaders” (p. 188). Wallace and Weese (1995) found that campus recreation directors who were described as high transformational leaders were discovered to lead programs with stronger organizational cultures than recreation directors rated as low transformational leaders. In another study, Weese (1995) investigated the concepts of transformational leadership and organizational culture and found that college recreation programs led by high transformational leaders possessed significantly stronger organizational culture than programs led by low transformational leaders and that culture-building activities were performed to a greater extent by high transformational leaders than by low transformational leaders.

In a study of Canadian national sports organizations, Langely and Weese (1995) reported no significant difference in terms of employee job satisfaction between organizations led by high transformational leaders with organizations led by low transformational leaders. In addition, Pruijn and Boucher’s (1995) study of Dutch sport organizations showed no significant relationship between transformational leadership behaviors with organizational effectiveness. In another study, Bourner and Weese (1995) found evidence of transformational leadership behaviors among leaders of Canadian Hockey League organizations. However, the authors reported no significant relationship between transformational leadership behaviors with organizational effectiveness.

Doherty and Danylchuck (1996) examined the relationship between coaches’ job satisfaction with the leadership behaviors of athletic directors at several Ontario universities and discovered that coaches’ job satisfaction, perceived leadership effectiveness and extra effort were positively related

with transformational leadership behaviors of athletic directors.

Song (2002) found that transformational leadership behaviors were generally preferred by the players more than the transactional leadership behaviors. Specifically, players preferred transformational head coach who is willing to understand and share their concerns and needs rather than one who intervenes only when something goes wrong. Further, the findings of the study showed that “achieving goals” cultural function was most influenced by leadership behaviors defined by the overall MLQ score. Finally, by emphasizing the relationship between transformational leadership and culture strength in intercollegiate athletic departments, Scott (1999) suggested:

The most desirable athletic organization cultures are likely influenced by leaders who exhibit high transformational leadership. It is important to recognize, however, that this type of leadership in intercollegiate athletics may or may not have an influence on organizational success as often measured through wins and ... (p. 408). In conclusion, transformational leaders change the culture of their organizations by first understanding it and then realigning the organization’s culture with a new vision and a revision of its shared assumptions, values and norms (Bass & Avolio, 1994). In order to have organizational effectiveness in sport organizations, it is necessary for transformational leaders to possess a stronger organizational culture and to carry out culture-building activities. By the virtue of their formal role in sport organizations, sport administrators are responsible for empowering subordinates to establish goals and the vision, and for motivating members toward achieving these goals and vision (Lim & Cromartie, 2001).

Statement of the Problem

Despite the promising results obtained with studies conducted in business settings, the few studies conducted in sport settings by authors such as Pruijn and Boucher (1995), Wallace and Weese (1995), Doherty and Danylchuk (1996), and Song (2002) have obtained conflicting results and showed little support of the influence of transformational leadership behaviors on subordinates’ outcomes such as job satisfaction, commitment, culture, or performance.

These conflicting findings on the importance of transformational leadership and organizational outcomes coupled with the lack of sport management-based studies especially in Jordanian sport organizations and institutions promoted the researchers to undertake this investigation

Purpose of the Study

The main purpose of this study was to investigate the relationship between deans' transformational leadership behaviors and organizational culture as perceived by faculty members in colleges of physical education in Jordan.

The secondary purposes were to (a) investigate how faculty members perceive their institution culture, (b) describe deans' transformational leadership behaviors as perceived by faculty members, and (c) identify what organizational culture function was most affected by deans' leadership behaviors.

Research Questions

The major research questions addressed in the study were:

1. What were the faculty members' perceptions of their institution culture, as determined by the OCAQ?
2. What were the faculty members' perceptions of the deans' transformational leadership behaviors, as determined by the MLQ?
3. Is there any relationship between deans' transformational leadership behaviors and institutions' culture?
4. What organizational culture function was most affected by deans' leadership behaviors?

Significance of the Study

The topics of leadership and organizational culture have attracted considerable interest from both academics and practitioners. Much of the interest in the two areas is based on explicit and implicit claims that both leadership and organizational culture are linked. However, the researchers noted the dearth of studies regarding transformational leadership and organizational culture in Jordanian sport organizations and institutions. This study focuses on colleges of physical education in Jordan and attempts

to make up for this lack of research. It also serves to advance the literature regarding leadership and organizational culture in relation to sport fitness organizations in Jordan

This study was motivated by a genuine desire to empirically verify whether there is a relationship between leadership behaviors and organizational culture in colleges of physical education in Jordan. Moreover, it hopes to provide future researchers with preliminary concrete evidence for carrying out further research in the areas of leadership and organizational culture. This study is also motivated by a desire to see physical education colleges function to their full potential by innovating, developing, and implementing a strategic plan that is aimed at continuous learning. Finally, leaders and managers of sport organizations in Jordan could possibly benefit from the findings of this study in selecting effective leadership behaviors, attempting to make their organizations more efficient and effective, as effective organizations must focus on quality and customer satisfaction by responding quickly to environmental change.

Definition of Terms

For the purposes of clarifications, the following terms were defined:

Organizational Culture: a pattern of shared basic assumptions that the group learns as it solves its problems of external adaptation and internal integration. It is taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 1992).

Transformational leadership: leadership behaviors that influence the values and aspiration of subordinates, activate the subordinates' higher-order needs, and arouse them to transcend their own self-interest for the sake of their organization (Bass, 1985). Transformational leadership behavior is comprised of four dimensions known as the four I's: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass & Avolio, 1995).

Idealized influence: the degree to which the leader behaves in admirable ways that cause followers to identify with the leader. Leaders display convictions, take stands and appeal to followers on an emotional level. This is about the leader having a clear set of values and demonstrating them in every action, providing a role model for their followers (Bass & Avolio, 1995).

Inspirational motivation: behavior that provides meaning and challenge to followers' work and inspires, arouses and excites the leader who wants to communicate a vision (Bass & Avolio, 1995).

Intellectual stimulation: behavior that encourages new approaches for performing work and creates a flow of new ideas which challenge followers and stimulates them into rethinking of old ways (Bass & Avolio, 1995).

Individualized consideration: behavior that gives personal attention to members' needs and trusts that help them learn (Bass & Avolio, 1995).

Limitations of the Study

Like all research, there were several limitations affecting the conclusions drawn from this study. First, the results of this study are only appropriate for the physical education colleges and departments in Jordan because of the different culture and different academic system. Second, all data were collected using self-report measures, which are subject to social desirability bias and common method variance. Third, the translation of the surveys from English into Arabic language may have some limitations and may result in distortion of the exact meaning. Fourth, the study was limited by the restrictions imposed by the validity and reliability properties of the selected instruments.

Methodology and Procedures

Research Design

This study is quantitative in nature and was conducted using a survey methodology.

Population and Sample

The target population of this study was fulltime faculty members, instructors, and teaching assistants working in the 4 colleges of physical education in Jordan.

Of the 100 surveys distributed, 72 usable questionnaires were returned for a respond rate of 72%. The sample comprised 52 males (72.2%) and 20 females (27.8%). The participants ranged in age from 23 to 60 years and their mean age was 38.32 (SD = 8.04). The majority of the participants (48.6%) held a doctorate degree, 29.2% held a masters degree, and 22.2%

held a bachelor degree. In addition, participants in this study ranged in total experience from 1 to 27 years with a mean experience of 9.76 years (SD = 6.41).

The Instruments

Data were collected using a three-part questionnaire, The Multifactor Leadership Questionnaire (MLQ; Bass & Avolio, 1995, 2000), The Organizational Culture Assessment Questionnaire (OCAQ; Sashkin, 1990), and a demographic data sheet.

The Multifactor Leadership Questionnaire (MLQ Form 5X-Short; Bass & Avolio, 1995, 2000) is the most widely used instrument to measure transformational leadership. The MLQ is comprised of 45 items that identify and measure key leadership styles (constructs) of behavior defined as transformational, transactional, and laissez-faire. Also, it included questions measuring three behavioral outcomes (effectiveness, extra effort, and satisfaction) which have been shown in prior research to be linked strongly with both individual and organizational success using transformational leadership.

The MLQ employs a five-point Likert-type scale ranging from 0(not at all), 1(once in a while), 2(sometimes), 3(fairly often), to 4(frequently, if not always). Scores were obtained by summing the responses on each scale and dividing by the number of items answered within the scales. Possible scores range from 0 to 4. For the purposes of this study, transformational leadership was the main style evaluated. Therefore, only 20 items from the 45 questions about transformational leadership were used. The transformational leadership contained four leader behaviors: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation.

The MLQ-5X has strong validity and reliability and has been used extensively in research and commercial applications worldwide. It has proven to be a strong predictor of leader performance across a broad range of organizations at different organizational levels and in different national cultures. The authors of the MLQ have applied and validated the MLQ short form 5X internationally. Convergent and discriminant validity measures for MLQ, including all dimensions of transformational

and transactional leadership style were .46-.68 (Avolio, Bass, & Jung, 1999). Cronbach's alpha coefficients have been computed to determine the internal consistencies of the overall leadership mean scores with over 2,000 respondents in nine samples. The reliabilities for the total items and for each leadership factor scale ranged from .74 to .94 (Avolio, Bass, & Jung, 1999).

Organizational Culture Assessment Questionnaire (OCAQ; Sashkin, 1990). A modified version of the OCAQ was utilized to assess the way people within an organization think and act (Sashkin, 1990). The modified QCAQ contains 24 items and measures four functions of organizational culture: managing change, achieving goals, coordinating teamwork, and building a strong culture. The questionnaire asks six questions in each of the 4 cultural elements for a total of 24 questions.

Using a 5-point Likert-type scale, response options for the subscales ranged from 1 (not true) to 5 (completely true). Therefore, the combined scores of each scale can range from a low of 6 to a high of 30, and the OCAQ total score as modified for this study can range from a minimum of 24 to a maximum of 120. Sashkin (1990) suggested that an organization that obtained a high combined score is considered to have an effective organizational culture. Table 1 shows ranges of the cultural functions.

Table 1
Norms of Organizational Culture Assessment Questionnaire

	Managing Change	Achieving Goals	Coordinated Teamwork	Cultural Strength	Total
Very High	24	22-24	22-24	21-24	95 +
High	21-23	18-22	19-22	18-20	86-94
Average	15-20	13-18	14-18	14-17	70-85
Low	12-14	9-12	11-14	10-13	61-69
Very Low	5-11	5-8	5-10	5-10	24-60

Validity and reliability for the OCAQ have been demonstrated through different studies (e.g., Altahayneh, Abu-Tineh, & Khasawneh, 2006; Giese, 1995; Hall, 1999; Song, 2002). For instance, Giese (1995) modified the OCAQ statements to reflect culture in higher education institutions.

The modified instrument showed a reliability correlation coefficient of .89, using the Pearson Product Moment Correlation (PPMC). Althayneh et al. (2006) reported internal consistency estimates (Cronbach's alpha) for the OCAQ at the Hashemite University of .86 for managing change, .78 for achieving goals, .87 for coordinating teamwork, .82 for cultural strength, and .84 for the total scale.

Translation of Instruments

The instruments used in this study had been originally developed in English and were translated into Arabic for use with Jordanian faculty members and employees. A standard three-step protocol reported by Blaschko and Burlingame (2002) was used when translating the questionnaires. First, the instruments were translated from English into Arabic language by a professional scholar who is fluent in both English and Arabic languages. Second, the instruments were translated back from Arabic into English language by a second scholar who is also competent in both English and Arabic languages. In the final step, a third professional scholar, fluent in both English and Arabic languages compared and evaluated the original English and the translated-back copies in order to verify the accuracy and validity of translation.

Pilot Test

The Arabic version of the questionnaires was pilot tested with a group of 10 faculty members and instructors working at the Hashemite University in Jordan to collect feedback about instrument content and usage. This feedback did not lead to any substantial changes.

Procedures

The data were collected from the four colleges of Physical Education at the Hashemite University, Yarmouk University, University of Jordan, and Mu'tah University. Questionnaires were distributed by the investigators to the participants with a set date for their return.

Seventy two percent (72 out of 100) of the questionnaires were returned. Reminder e-mails and phone calls were made to those who had not responded by March 12, 2006. Data collection was completed by April 10, 2006.

Data analyses

Statistical analysis was conducted using the Statistical Package of Social Sciences (SPSS) version 13 software. Data were analyzed descriptively to determine the transformational leadership style, organizational culture function, and the basic characteristics of the participants. Stepwise regression analysis was conducted to determine the effects of the four independent variables of transformational leadership, as predictors of organizational culture. Additionally, the internal consistency of the instruments used in this study was determined by calculating Cronbach alpha coefficients.

Results

Data analysis proceeded by first examining scale reliabilities Cronbach's alpha coefficients were computed to evaluate the internal consistency of each scale. Using a criterion of .70 (Nunnally & Bernstein, 1994), all scales demonstrated acceptable reliability (See Table 2).

Table 2
Cronbach's Alpha Reliability Coefficients for Study Variables

Measure	Alpha	No. of Items
Transformational Leadership		
Idealized Influence	.87	8
Intellectual Stimulation	.87	4
Individualized Consideration	.86	4
Inspirational Motivation	.85	4
Total	.93	20
Organizational Culture		
Managing Change	.78	6
Achieving Goals	.81	6
Coordinated Teamwork	.83	6
Cultural Strength	.85	6
Total	.89	24

RQ1: What were the faculty members' perceptions of their institution

culture, as determined by the OCAQ?

The first research question was addressed by calculating means and standard deviations to determine the organizational culture function as perceived by faculty members.

Results, displayed in Table 3, show that achieving goals was the most perceived organizational cultural function ($M = 21.06$, $SD = 3.58$), while cultural strength ($M = 17.38$, $SD = 3.30$) was the least perceived cultural function. In addition, the total organizational cultural function ($M = 77.35$) was moderate based on the OCAQ standard scores suggested by Sashkin (1990) (See Table 1).

Table 3
Means and Standard Deviations of the Faculty Members' Perceptions of Their Institution Culture

Cultural Function	Mean	Std. Deviation
Achieving Goals	21.06	3.58
Coordinating Teamwork	19.76	3.47
Managing Change	19.15	2.80
Cultural Strength	17.38	3.30
Total	77.35	9.67

RQ2: What were the faculty members' perceptions of the deans' transformational leadership behaviors, as determined by the MLQ?

To answer the second research question, that is to identify the deans' transformational leadership behaviors as perceived by the faculty members, means and standard deviations were computed. The results are presented in Table 4. As shown in the table, inspirational motivation was the most perceived leadership behavior ($M = 2.84$, $SD = .81$), followed by idealized influence ($M = 2.79$, $SD = .67$), and intellectual stimulation ($M = 2.64$). Individual consideration ($M = 2.42$, $SD = .85$) was the least perceived leadership dimension.

Table 4
Means and Std. Deviations of the Faculty Members' Perceptions of the Transformational Leadership Style of the Deans

	Mean	Std. Deviation
Inspirational Motivation	2.84	.81
Idealized Influence	2.79	.67
Intellectual Stimulation	2.64	.81
Individual Consideration	2.42	.85
Total	2.67	.70

RQ3: Is there any relationship between deans' transformational leadership behaviors and institutions' culture?

The third research question stated "Is there any relationship between transformational leadership behaviors and organizational culture?"

To answer this question, Pearson Product-Moment Correlation coefficients (PPMC) were computed to examine the hypothesized relationships among perceived leadership behaviors and organizational culture. The results presented in Table 5 indicate significant correlations between transformational leadership behaviors and organizational culture.

Table 5
Correlations between Perceived Transformational Leadership and Organizational Culture

Variable	Intellectual Stimulation	Idealized Influence	Individual Consideration	Inspirational Motivation	Total
Managing Change	.231	.301*	.246*	.336**	.308**
Achieving Goals	.463**	.431**	.391**	.296*	.438**
Coordinating Teamwork	.528**	.441**	.467**	.320**	.489**
Cultural Strength	.110	.088	.005	-.020	.049
Total	.465**	.435**	.385**	.315**	.444**

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

In order to find out the most influential dimension of dean's

transformational leadership behavior on faculty members' perceptions of institution culture, stepwise regression was employed using all four leadership dimensions as predictors. The results of these analyses are presented in Table 6.

Table 6
Linear Regression of Transformational Leadership Behaviors
as Predictors of Institution Culture

Variables	Standardized Coefficients (α)	t	R	R ²	Adjusted R ²	Overall F	P
Intellectual Stimulation	.465	4.399**	.465	.217	.205	19.36	.000
Idealized Influence	.162	.875					
Individual Consideration	.016	.088					
Inspirational Motivation	.047	.347					

** $p < .01$

The results presented in Table 6 indicate that intellectual stimulation was the only significant predictor of institution culture, $F_{(1,70)} = 19.36$, $p < .0001$, and accounted for almost 21% of the variance in faculty members' perceptions of their institution culture.

Examination of the standardized regression coefficients (α 's) showed that intellectual stimulation was the single significant predictor of the institution culture ($\alpha = .465$; $p < .01$). The other predictors (i.e., idealized influence, individual consideration, and inspirational motivation) were not significant predictors of the institution culture and failed to add any accounted variance in the regression equation.

RQ4: What organizational culture function was most affected by deans' leadership behaviors?

The fourth research question sought to determine the most affected organizational cultural function by overall dean's transformational leadership behaviors. Simple regression procedures were utilized to answer this question. The results, presented in Table 7, revealed that coordinating teamwork ($\alpha = .489$, $t = 4.693$, $p \leq .000$), achieving goals ($\alpha = .438$, $t =$

4.080, $p \leq .000$), and managing change ($\alpha = .308$, $t = 2.713$, $p \leq .008$) were statistically significantly related to overall dean's transformational leadership behaviors.

Coordinating teamwork was the most affected organizational cultural function, and almost 23% of the variance in this cultural function was explained by overall dean's transformational leadership behaviors (Adjusted $R^2 = .228$).

Table 7
The Influence of the Overall Transformational Leadership Styles on the Level of Organizational Culture Functions

Dependent Variable	R	R ²	Adjusted R ²	Standardized Coefficients (α)	t	P
Coordinating Teamwork	.489	.239	.228	.489	4.693	.000
Achieving Goals	.438	.192	.181	.438	4.080	.000
Managing Change	.308	.095	.082	.308	2.713	.008
Cultural Strength	.049	.002	-.012	.049	.407	.685

Note: independent variable: overall dean leadership behaviors

Discussion

The first research question sought to investigate the faculty members' perceptions of their institution culture.

The findings of the present study showed that the perception of collective institute culture ($M = 77.35$) was above the average based on the norms of the Organizational Cultural Assessment Questionnaire (see Table 1). According to Sashkin (1990), an organization that obtained a high combined score might be considered to have an effective organizational culture.

Achieving goals was the most perceived organizational cultural function, while cultural strength was the least perceived cultural function (see Table 3). Sashkin (1990) interpreted "achieving goals" as the extent to which an organization is effective in achieving goals, the extent that there are coherent and aligned goals, and the degree which shared values support organizational improvement. Therefore, this result may indicate that the colleges of physical education in Jordan represent "achieving goal-oriented cultures", and that faculty members have strong shared values for

goal achievement, which is facilitated when an organization's members are in line or aligned with one another and with the overall goals of the organization (Sashkin 1990).

The results of this study were similar to results found by Altahayneh et al. (2006) and Song (2002), which found that the overall functions of organizational culture were moderately practiced. Though, Altahayneh et al., study found that cultural strength was the most organizational cultural function practiced followed by achieving goals, and coordinated teamwork. Managing change was the least perceived cultural function practiced by the participants.

The second research question sought to investigate the faculty members' perceptions of their deans' transformational leadership behaviors. The overall findings showed that transformational leadership behaviors were moderately practiced in colleges of physical education. According to Bass and Avolio (1997), transformational leadership occurs when followers are encouraged to perform and achieve beyond expectations, or are encouraged to transcend their immediate interests for the needs of the leader, needs to the group, or for higher-order self-actualizing needs.

Of the four dimensions of transformational leadership, inspirational motivation was found to be the most important leadership behavior. Bass and Avolio (1994) emphasized that inspirational motivation plays a major role in the development of the vision that establishes a framework in which the organization can operate. Leaders who use this particular leadership style in the context of higher education can be most effective in small institutions where leaders can influence followers on a daily basis (Woods, 2004). Small colleges such as the ones examined in this study afford leaders the opportunity to greatly motivate and stimulate followers.

In addition, inspirational motivation is the result of leaders' ability to provide followers with a clear sense of purpose that is energizing and empowering (Bass & Avolio, 1994). The leader's enthusiasm and optimism is displayed in such a way that followers are inspired. Such behavior creates a team spirit in which followers simultaneously develop a genuine feeling of care for one another and a strong desire to act in the best interest of the organization as a whole. Leaders communicate high expectations to followers, inspiring them through motivation to become committed

to and a part of the shared vision in the organization (Northouse, 2004). Inspiration is capturing the hearts, minds, and souls of followers; hence, leaders must be inspirational in order to lead effectively.

Results obtained in this study were consistent with previous research conducted in western countries which reported that all of the transformational leadership behaviors were more often allocated in intercollegiate sport organizations (e.g., Doherty & Danylchuk, 1996; Kent & Chelladurai, 2001; Wallace & Weese, 1995). Furthermore, transformational leadership was the dominant leadership profile of recreational organizations (Wallace & Weese, 1995). The findings are however, different from those of Song (2002) who found that transactional leadership behaviors were dominant among coaches of sports teams in South Korea.

The third research question sought to investigate the relationship between transformational leadership and organizational culture. The resulting correlations (see Table 5) were found to be significant. All transformational leadership factors were found to be significantly correlated with all organizational culture functions except the cultural strength.

In addition to the correlational findings, the regression analyses demonstrated unique contributions of transformational leadership behaviors to the accounted variance in institution cultures. Specifically, perceived leadership behavior of intellectual stimulation was found to be the most important contributor to the institution culture. It accounted for almost 21% of the variance in institution culture.

As indicated by the results, transformational leadership behaviors had more influence on the institution culture. This suggests that transformational leadership behaviors such as intellectual stimulation and inspirational motivation are important variables for building a strong institution culture.

The results of this study were similar to other studies examining the relationship among leadership and organizational culture (e.g., Hsu, 2002; Lim & Cromartie, 2001; Scott, 1999; Song, 2002; Sueki, 1998). In these studies leadership was found to have direct impact on organizational culture and organizational effectiveness. However, the results of this study were somewhat at odds with the findings from Song (2002) research on Korean sport teams. Song found that transactional behaviors had more influence

on team culture than transformational leadership behaviors. This suggests that the transactional leadership behaviors, such as contingent rewards are important variables for building a strong team culture.

The fourth research questions sought to identify the most affected organizational culture function by leadership behavior.

The results revealed that coordinating teamwork, achieving goals, and managing change were statistically significantly related to overall dean's transformational leadership behaviors. Coordinating teamwork was the most affected organizational cultural function, and almost 23% of this cultural function was explained by overall dean's transformational leadership behaviors (see Table 7).

Scott (1999) suggested that the most desirable athletic organization cultures are likely influenced by leaders who exhibit high transformational leadership. Wallace and Weese (1995, p. 188) argued that "high transformational leaders were found to lead organizations that engage in the culture-building activity of attaining goals to significantly greater degree than the organizations led by low transformational leaders".

Based on this finding, it would appear that the more transformational the leadership, the more positive the culture will be. The results of this study tend to indicate that if the faculty members perceive the deans as more transformational, they tend to rate their institution culture higher.

Recommendations for Future Research

Based on the literature review and the results of this study several recommendations could be made for future research.

1- Future research should investigate the influence of leadership behaviors on organizational culture across different setting. For example, sport federations and professional and amateur sports teams can be looked upon as models to examine effects of leadership behaviors on the larger organization; cross cultural studies need to be included.

2- Future research should be conducted utilizing different instruments. Bass and Avolio MLQ have defined leadership behaviors into transformational and transactional paradigms. However, there are numerous ways of viewing leadership behaviors. Also Sashkin's OCAQ has defined organizational culture into five functions, but there are other ways of viewing culture.

In this regard, “the competing values framework” by Quinn and Spreitzer (1991) is highly recommended to qualitatively assess the organizational culture of physical education colleges and sport organizations.

3- The bulk of the studies regarding transformational leadership and organizational culture, including this study, have been quantitative in nature, and have employed a survey methodology to collect the data. While the findings of this study have contributed to the body of knowledge regarding leadership, a detailed qualitative study, with an emphasis on cause and effect, might provide a deeper understanding of the variables in this study.

4- Future research should take into consideration individual difference factors that could affect both perceived leadership behaviors and institution culture. Individual difference factors such as age, gender, education, and experience could also determine how leadership behaviors affect organizational culture.

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