THE EFFECT OF TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP ON READINESS FOR CHANGE IN THE EDUCATIONAL MINISTRIES IN YEMEN: LEARNING ORGANIZATIONAL CULTURE AS A MEDIATOR

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Thesis submitted in partial fulfillment for the degree of DOCTOR OF PHILOSOPHY IN HUMAN RESOURCE MANAGEMENT

UNIVERSITI SAHS ISLAM MALAYSIA

August 2019
AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

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ACKNOWLEDGEMENTS

In the name of Allah, the most gracious, the most merciful. All praise be to Allah for granting me the strength, courage, patience, and inspiration in the completion of this thesis. Peace and blessings be upon His messenger, Muhammad bin Abdullah.

I feel grateful and humbled upon the completion of this thesis, therefore I would like to take this opportunity to acknowledge important individuals who have been directly and indirectly involved in this challenging, yet meaningful and worthwhile journey.

First, I would like to express my utmost appreciation to my supervisor, Dr. Mohamed Mihlar Abdul Muthaliff, for his constant guidance and effective supervision. I am truly blessed to have a supervisor like him who has always inspired me with his in-depth subject knowledge and excellent work ethics. I would also like to extend my appreciation to Associate Prof Dr. Nasser Habtoor and Dr. Nouna Sammari. Next, to all administrative and academic staff of the University Science Islam Malaysia, particularly the Faculty of Leadership and Management, I am touched for every kindness I have received throughout my time there.

Second, this acknowledgment would be incomplete without expressing my gratitude to the biggest source of my strength, which is none other than my family – for every prayer my parents sent me; for every love, support, patience, and understanding I received from my beloved wife; and for the purest laughter and happiness my sons (Wadhah, Nassar, and Abdul Nasser) and daughters (Manal and Lian) shared with me– Alhamdulillah… Alhamdulillah… Alhamdulillah…

Next, to one particular friend, who is also like a brother to me, Dr. Mohammed Abdulrab, thank you for your genuine advice and never-ending support in helping me to successfully obtain my Ph.D. In addition, my appreciation goes to my two brothers Hefdhallah and Abdul Jabbar, and my cousin Lotfallah Shawkah. My grateful also to former minister of higher education Prof. Dr. Mohammed AL-Motahar for his constant support. I will not also forget my close friends Nassar Abdu Madar, Mohammed AL-Jarfi, Mohammed Zahrah, and all my colleagues for the sincere friendship and caring gesture.

Finally, I am indeed thankful and forever indebted to the people of my country, Yemen, through the Ministry of Higher Education and Scientific Research for providing the scholarship and other necessary funding to complete my study. May Allah bless us all.
ABSTRACT

This study examines the impact of leadership style (transformational and transactional) on readiness for change and learning organisational culture, and the effect of learning organisational culture on readiness for change. It also explores the role of learning organisational culture as a mediator in the relationship between “transformational and transactional leadership” and readiness for change. A total of 330 administrative staff of three educational ministries in Yemen, namely (i) Ministry of Higher Education and Scientific Research, (ii) Ministry of Education, and (iii) Ministry of Technical Education and Vocational Training participated in this study who were sampled using stratified random sampling approach. The Partial Least Squares (PLS-SEM) software approach was utilised to analyse the data and test the research hypotheses. The findings of this study revealed that all hypotheses were supported but one was not supported. In details, results of the study indicated that transformational leadership has an effect on readiness for change and learning organisational culture. Meanwhile, transactional leadership has an effect on learning organisational culture but has no effect on readiness for change. Moreover, learning organisational culture was found to be a “partial mediator” in the relationship between transformational leadership and readiness for change, and a “fully mediator” in the relationship between transactional leadership and readiness for change. In short, the findings show significant implications in terms of the importance of leadership and learning culture towards the readiness for change in the Yemeni educational organisations. Therefore, the current study recommends adopting new strategies to increase the readiness for change among employees in the educational ministries to make the organisations and staff more adaptable with the pace of global changes.
الملخص

تسعى هذه الدراسة لاختبار أثر أساليب القيادة (التحويلية والتبادلية) على كلاً من ثقافة المنظمة المتعلقة والاستعداد للتغيير. وفي الوقت ذاته، اختبرت هذه الدراسة دور ثقافة المنظمة المتعلقة كمتغير وسيط في العلاقة بين أساليب القيادة والاستعداد للتغير. وقد تُعَلِّق هذه الدراسة على عدد 330 موظفاً إدارياً يعملون في وزارات التعليم الثلاث في اليمن (وزارة التعليم العالي والبحث العلمي، وزارة التربية والتعليم، وزارة التعليم الفني والتدريب المهني) حيث تم اختبار عينة الدراسة وفقاً لطريقة العينة العشوائية الطبقية. وقد تم اختبار فرضيات الدراسة الحالية باستخدام برنامج المربعات الجزئية (سمارت - بي الاس). وكشفت النتائج أن جميع فرضيات الدراسة مدعومة باستثناء فرضية واحدة. حيث تشير النتائج أن هناك تأثير كبير لعامل القيادة التحويلية على كل من الاستعداد للتغير وثقافة المنظمة المتعلقة. وأظهرت النتائج تأثير إيجابي لقيادة المعاملات على ثقافة المنظمة المتعلقة جزئياً العلاقة بين القيادة التحويلية والاستعداد للتغير. إلى ذلك، فقد توسطت ثقافة المنظمة المتعلقة جزئياً العلاقة بين القيادة التحويلية والاستعداد للتغير، بينما توسطت بشكل كامل العلاقة بين القيادة المعاملات والاستعداد للتغير. لذا فإن نتائج الدراسة الحالية قد يكون لها آثار هامة من حيث أهمية دور أساليب القيادة والتعلم التنظيمي في تعزيز ورفع مستوى الاستعداد للتغير في المنظمات التعليمية في اليمن. وأخيراً توصي هذه الدراسة إلى تبني استراتيجيات وسياسات جديدة لرفع مستوى الاستعداد للتغير لدى موظفي وزارات التعليم الثلاث في اليمن بشكل خاص والقطاعين الخاص والعام بشكل عام والذي قد يساعد الموظفين والمنظمات في التكيف أكثر مع التغيرات المتسارعة في عالم اليوم.
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ABBREVIATIONS

MOE  Minister of Education
MOHESR  Ministry of Higher Education and Scientific Research
MOTEVT  Ministry of Technical Education and Vocational Training
TFL  Transformational Leadership
TSL  Transactional Leadership
LOC  Learning Organisation Culture
RFC  Readiness for Change
SEM  Structural Equation Modelling
PLS  Partial Least Squares
VAF  Variance Accounted For
VIF  Variance Inflation Factor
AVE  Average Variance Extracted
MLQ  Multifactor Leadership Questionnaire
DLOQ  Dimensions of The Learning Organization Questionnaire
HTMT  Heterotrait-Monotrait – Ratio
SRMR  Standardised Root Mean Square Residual
R²  Coefficient of Determination
Q²  Predictive Relevance
UL  Upper Level
LL  Lower Level
D²  Mahalanobis Distance
IIN  Idealized Influence
IM  Inspirational Motivation
IS  Intellectual Stimulation
IC  Individualized Consideration
CR  Contingent Reward
MBEA  Management-by-Exception (Active)
MBEP  Management-by-Exception (Passive)
MS  Management Support
SE  Self-Efficacy
AP  Appropriateness
PV/B  Personal Valence
CL  Continuous Learning
ID  Inquiry and Dialogue
TL  Team Learning
ES  Embedded System
EM  Empowerment
CE  Connection to Environment
SL  Strategic Leadership
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