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A Case Study of the Mediation Role of Transformational Leadership in Abating Incivility to Improve Employee Performance in the Education Sector

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Abstract:

This study aims to examine the relationship between dimensions of transformational leadership and improving employee performance by reducing incivility in private education schools in Zarqa city (Jordan). The central methodology employed is survey analysis. The quantitative data were collected using an electronic questionnaire system (used due to its ease of use and speed of implementation). The study collected data from 238 participants working in Zarqa private schools. The study conducted a statistical analysis of the survey results, including multiple linear regression analysis, Pearson coefficient, Cronbach's alpha test, and others, demonstrating a clear, positive impact of transformational leadership dimensions on improving employee performance. The study also indicated an inverse mediation effect by which transformational leadership improves employee performance by reducing incivility in the workplace.

Keywords: Leader, leadership, transformational leadership, mediation effect, incivility, employee performance

1. Introduction

An organizational leader is a primary influencer on employee behavior and commitment (Rogers, 2017). Effective leadership is a major basis for the success of a workplace because of its impact on the performance of employees (Bommer et al., 2005). However, the onus of organizational management does not fall on the top management only but on managers and employees at all levels. Therefore, co-operation between all members of the workplace and knowing how each manager can best influence the high productivity of their employees and engineers is an urgent need to improve an organization's performance and productivity (Korejan & Shahbazi, 2016).

The concept of leadership has changed over time due to the different theories among researchers about the characteristics of each type of leadership. However, recently the concept of transformational leadership has emerged (Hussein, 2017). Transformational leadership has four main axes:

- Ideal influence,
- Intellectual stimulation,
- Inspiring motivation,
- Individual understanding (Arnold et al., 2007)

The transformational leader can monitor and evaluate employees and helps them to raise their performance in positive and new ways (Nai-Wen Chi & Su-Ying Pan, 2011). For example, transformational leaders have the ability to reduce incivility and increase positive behaviors in the work environment (Jiménez et al., 2015). Transformational leadership also has a strong impact on the level of organizational performance because there is a positive relationship between the transformational leadership style and creativity among followers and transformational leadership with innovation at the organizational level (Lale & Arzu, 2009).

Organizations need transformational leaders now for their ability to move the organization to the future and understand the necessary needs for work. It requires the ability to facilitate the variables surrounding the work environment and understand the needs of employees at the same time and leads to improving the quality of life within the organization by improving employee satisfaction and maintaining their dignity on the one hand, and working to reduce injustice and discrimination on the other (Korejan & Shahbazi, 2016).

With regard to the education sector, transformational leadership is essential for its ability to influence teachers, as it provides a strong link between teachers' performance results and their beliefs that may shape individual and collective skills. It also affects the overall atmosphere of the school, providing a state of trust and effective positive feelings between the principal and the individuals working in the school (Luft, 2012). The results of a study (Serhan, 2016) showed that

participation in the decision-making of teachers in Jordan schools was low, which constitutes an obstacle in the face of transformational leadership, as school principals in Jordan still practice traditional leadership (not sharing decision-making with employees). However, the results of another study conducted by Samer et al. (2012) indicated that:

- The level of application of the transformational leadership style in Jordan schools ranges from medium to somewhat high, as teachers see that principals can inspire them, which helps them greatly in their work, and
- Administrators work to appreciate the individual considerations of teachers through their concern for their well-being

Maintaining teachers' trust and respect was also present among school principals, and teachers felt that principals were good role models for them. Managers motivate them intellectually by looking at the usual problems in alternate ways.

The central aim of this case study is to:

- Contribute to a better understanding of the extent to which positive transformational leadership can reduce incivility behavior, and
- Help to mitigate the negative effects on teachers and students caused by incivility

Our case study will attempt to:

- Ascertain the extent to which the four factors of transformational leadership (mentioned above) are applied in the private sector schools in Zarqa,
- Shed light on the causes of negative behavior (i.e., incivility), and
- Find out how transformational leadership can reform negative behavior into positive behavior (or at least with a neutral impact) to generate improved employee performance

2. Literature Review

2.1. Leadership

Researchers have differed on the definition of leadership. Leadership can be defined as an art and science in the first place (Hussein, 2017). Another study (AL-Dlaimi, 2018) defined leadership as the art of dealing with others and influencing them with the aim of directing the efforts of employees to achieve the goals of the organization (AL-Dlaimi, 2018). Although researchers have not formed an exact consensus on a specific definition of leadership, they have agreed on the basic principles of defining leadership, which are:

- Firstly, influence process whose goal is to obtain effective results between leaders and subordinates,
- Secondly, the characteristics and behaviors of the leader can be observed from the point of view of the subordinates, and the area in which the interaction occurs is determined,
- Thirdly, leadership is a beneficial process for everyone, as it does not depend on a particular characteristic

The concept of leadership has changed over time. Theories have emerged from the end of the nineteenth century to the present day, where scholars have tried to develop theories to prove their arguments to fit the description of the different dimensions of the concept of leadership for all the common features and mitigate the impact of charisma on identifying the leader, like:

- Traits theory,
- Behavioral theory,
- Contingency theory,
- Functional theory, and
- Transactional or Transformational theory (Hussein, 2017)

2.2. Transformational Leadership

Transformational leadership is a type of transactional leadership (Hussein, 2017), which is defined as a form of leadership where the leader can transform the values and standards of followers to achieve the desired goals of the organization (Al-Dlaimi, 2018). This type of leadership also focuses on the feelings and values that bind the leader to his followers. Therefore, the success of the leader is judged by their ability or behaviors through which they can overcome the difficulties and challenges facing the company in co-operation with subordinates, which leads to the achievement of the company's goals in the best way. Thus, the transformational leader becomes a role model for followers to improve the productivity and outputs of the organization, as the main goal of transformational leadership is change and modification (Hussein, 2017). The transformational leader here focuses on building a positive relationship between his/her self and their subordinates so that he/she works to redefine their mission and renew their commitment to the company system. As a result, the implementation of transformational leadership is expected to increase productivity and successful organizational development (Al-Dlaimi, 2018).

A previous study (Arnold et al., 2007) indicates that transformational leadership has four main axes:

- Ideal effect
- Inspirational motivation
- Intellectual stimulation
- Individual considerations

2.2.1. The Ideal Influence

With the help of this dimension, the transformational leader can set an example for followers, not only through his words but through his actions and behaviors (Al-Dlaimi, 2018). A previous study (Ahmad et al., 2020) has indicated that there is a strong and direct relationship between improving employee performance through the application of the four dimensions of transformational leadership in general and ideal influence in particular, where the ideal effect showed a strong influence in encouraging employees and developing their creativity.

2.2.2. Inspirational Motivation

Transformational leadership style can be observed when a leader inspires followers and changes their expectations and perceptions towards working as a team (Dina & Alina, 2020).

The transformational leader also uses inspiration and motivation to direct his followers toward the desired organizational goal.

However, it requires the leader to be highly capable of mastering communication skills with others to release their positive energies and direct them correctly (Hussein, 2017).

2.2.3. Intellectual Stimulation

The transformational leader stimulates competition and encourages questions and innovations among followers, which gives them a better feeling that they can do the work in a better way (Al-Dlaimi, 2018).

2.2.4. Individual Considerations

Here the leader plays the role of the advisor, and to focus on the success of work and raising performance requires special consideration of the needs of the members of the group, as it works on introducing the leaders to more about their followers and increasing their ability to motivate and support the members of the group (Al-Dlaimi, 2018: 28). A previous study (Gachunga, 2014) has also confirmed that the leader who has the ability to share decisions encourages employees to take responsibility, which raises the efficiency of work in the organization, and the activities are better implemented.

The most important characteristic of transformational leadership is realism, as the vision and evaluation of reality must be practical and appropriate to the culture of the company (Hussein, 2017).

Also, training, guidance, and treating individuals according to their needs and qualifications are some of the basic aspects of transformational leadership. It deals with individuals differently, according to their talents and knowledge, and helps them to reach high levels of achievement and self-realization (Gachunga, 2014).

2.3. Incivility in Workplace

The interaction of employees with each other and for a long time in the workplace leads to behaviors that may be positive or negative. However, it is possible that the negative behavior is caused by the employee due to fatigue, or there may be an intention by people to change their workplace, or there are other reasons, such as ostracism from the job or work stress (Mahfouz et al., 2017).

Behaviors are divided into civil behaviors and uncivil behaviors. Civil behavior can be defined as how the individual deals with others that preserves their dignity and rights in accordance with social norms, while uncivilized behavior is defined as any negative behavior aimed at harming others (Guzel, 2019).

The definition of incivility and its effects varies from one societal culture to another, as it is greatly affected by sensitivity, and interpretations of individuals who live in these cultures, so you see one behavior in one culture as somewhat acceptable, while the same behavior is considered unacceptable in another (Erdas, 2016). It is possible to distinguish incivility from mistreatment by two things:

2.3.1. The Intent

Since the intention is different in the nature of these individuals from others, it is possible that the behavior was just a spontaneous reaction and the intent was not to harm the organization or any of the individuals present in it.

2.3.2. Severity

Incivility is characterized by little intensity in comparison with physical aggression, violence, and other dangerous negative behaviors, so incivility is less severe than these behaviors (Erdas, 2016). The types and severity of incivility vary according to their sources as incivility of manager', incivility of supervisor, incivility of co-workers, and incivility of customer (Guzel, 2019).

Through the application of the four dimensions of transformational leadership, it is possible to assist senior employees in making important decisions (Abdul-Wahab et al., 2014), where this leadership raises the performance level of individuals by motivating them to be an inspiration to themselves and others in the workplace (Rogers, 2017).

Transformational leadership has a positive effect in encouraging employees to change their behaviors and beliefs, so a transformational leader is the best approach for every organization if a change is required (Bommer et al., 2005), where transformational leaders motivate others to achieve more than expected and can easily link employee commitment, conviction and behavior with a commitment to the organization and its goals (Aftab Uddin et al., 2014).

A study by Komariah (2016) has confirmed the positive impact of transformational leadership on teachers' performance, improving educational outcomes, and raising the academic level of students. Transformational leadership also affects the performance of teachers by providing a link between the results of their performance and their beliefs

related to individual and collective ability. However, a study by Tian-Syung et al. (2019) confirms the negative impact of transformational leadership on the job satisfaction of teachers, especially in schools crowded with students.

Transformational leadership can be a blessing or a curse, depending on applying the elements of transformational leadership. If the leader is moderate in his style and can maintain the necessary distance and proximity to the subordinates and if there is more room for self-development for the subordinates, it will lead to satisfactory and positive results for the performance of the employees (Yashuo et al., 2018).

2.4. Conceptual Framework

- The independent variable (M) in this study is transformational leadership (also referred to as the mediating variable).
- Another independent variable (X) is incivility behavior.
- The dependent variable (Y) in this study is the level of employee performance.

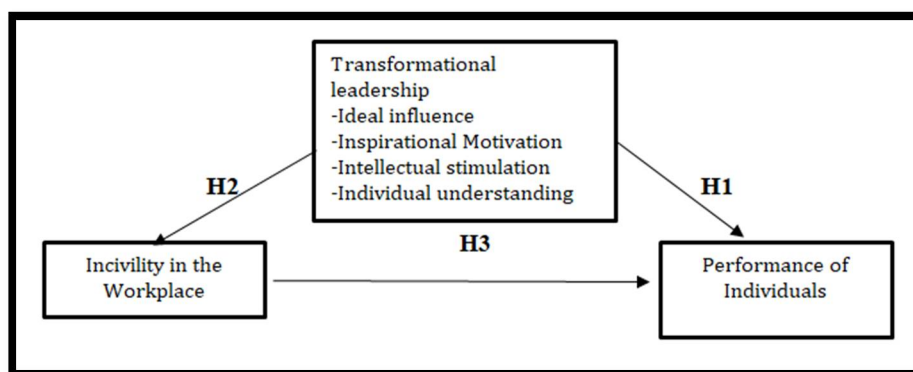


Figure 1: Conceptual Framework

3. Research Methodology

3.1. Research Design

The theoretical part of the study is gleaned and derived from secondary information and data collected from articles, previous studies, and books. They focused their research on studying the relationships and dynamics of transformational leadership and negative behaviors such as incivility and the extent to which transformational leadership can alter or offset negative workplace behavior to improve or elevate the level of individual employee performance.

The empirical part of the study stems from a quantitative-descriptive approach by way of survey analysis, in which 15 schools were selected randomly from the private sector schools in Zarqa, Jordan, and questionnaires were distributed to 15 teachers who were randomly selected from each school (the questionnaires distributed by email of teachers). The resultant survey data is then analyzed to shed light on the linked relationships between transformational leadership, negative behavior (incivility), and employee performance.

3.2. Target Population

The study population consists of private-sector schools in the city of Zarqa - Jordan. The private sector schools in Zarqa were selected due to time constraints and the similarity of leadership characteristics in schools in Jordan in general. After reviewing the official website of the Ministry of Education, 100 private schools were found and used to select a random sample with an error level of estimation equivalent to 5% and a level of confidence of 95%.

3.3. Sample

After reviewing the Ministry of Education website and defining the study population as 100 schools, 15% of the schools were randomly selected, i.e., approximately 15 schools, which were distributed in separate areas of the city. Then 15 teachers from each school were randomly selected and chosen as respondents to answer the study questionnaires. Thus, the sample of the study consists of 225 survey respondents.

Our study made an electronic version of the questionnaire using Google Forms, which is designed to leave the respondent with the freedom to not answer questions and to preserve/ensure the anonymity of each respondent.

3.4. Measurement Tools

Two types of data were employed in the present study:

3.4.1. Secondary Data

Secondary data include:

- The relevant sources and data that have been collected and analyzed by previous researchers, including articles, Master's theses, books, websites, and some other related sources which examined the topics of transformational leadership and its impact on employee performance, and

- The mitigating (offsetting) impact of transformational leadership on incivility in the workplace to improve employee performance

3.4.2. Primary Data

As indicated above, the primary data employed in the present analysis were collected through the distribution of an organized questionnaire. The questions were formulated taking into account survey analysis that has been presented in previous studies. The questionnaire consisted of the following parts:

- Section ONE: Demographic Information. They are: Gender, Age, Qualification, and Job Experience.
- Section Two: Questionnaire of Transformational Leadership Style. Its dimensions are: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. It consists of 16 paragraphs. For each dimension of transformational leadership, there are four items to measure.
- Section Three: Questionnaire of incivility in the workplace. It consists of 10 paragraphs.
- Section Four: Questionnaire about the performance of employees at work. It consists of 10 paragraphs.

The study adopted a five-step Likert gradual scale in the questionnaire to give more flexibility to the sample members in choosing, as its values ranged between (1= Strongly Disagree to 5= Strongly Agree).

An electronic questionnaire was used as a tool for collecting data digitally. The electronic survey tool was a suitable data collection tool due to the ease of implementing the questionnaire and the speed of its dissemination.

Due to not all teachers in our sample being fluent in English, the questionnaire was translated into Arabic and then sent to specialists in English and Arabic to ensure that the translation preserved the literal meaning of the questionnaire.

At the beginning of the process (before the main survey was implemented), thirty teachers were randomly chosen from public schools in Zarqa to conduct an experiment to find out the clarity of the questions and to determine the respondents' ability to answer them without obstacles and to increase the validity of the questionnaire.

After discovering some issues and gaps in this preliminary process, the questionnaire was sent to arbitrators in Jordanian and Turkish universities for an adjustment process. After reviewing the questionnaire and its contents, the academic arbitrators made some observations and suggested some modifications. Based on the observations made and the modifications suggested, our study made all the appropriate adjustments, amendments, and modifications, to help ensure the validity of the survey results. Coordination was then made with the Human Resources Department for the Private Education Sector in the Directorate of Education in Zarqa, Jordan, to communicate with the study sample and implement the questionnaires.

3.5. Reliability

The reliability of the tool used to measure the variables included in the questionnaire was confirmed by calculating the value of Cronbach's Alpha, where the result is statistically acceptable if its value is greater than (0.70), and the closer the value is to (1) and one of any 100%. This indicates a higher degree of reliability for the study tool (Sekaran & Bougie, 2016). The Cronbach's Alpha statistics that were calculated indicated reliable survey results (Cronbach's Alpha tables are included in Appendix 2.)

4. Results and Discussion

4.1. The Characteristics of the Study Sample

The first part of the current study describes the demographic and functional variables of the study sample members, including Gender, Age, Qualification, and Job Experience. For this purpose, frequencies and percentages were extracted.

N	Categories	Frequency	Percent
1	Male	26	11.00%
2	Female	212	89.00%
Total		238	%100

Table 1: Frequencies and Percentages of Study Sample Members by Gender

Table 1 indicates that 212 of the total survey respondents, with the highest percentage of (89.0%), are females, while only 26 respondents, with a percentage of (11.0%) are male workers.

N	Categories	Frequency	Percent
1	20-29	27	%11.20
2	30-39	77	%32.40
3	40-49	114	%48.00
4	50 and above	20	%8.40
Total		238	%100

Table 2: Frequencies and Percentages of Study Sample Members by Age

Table 2 indicates that 114 workers, with the highest percentage of (48.0%) of the study sample members, are in the age bracket of 40-49, while 20 members, with the lowest percentage of (8.4%) are in the category of 50 years and above.

N	Categories	Frequency	Percent
1	High School	2	%.7
2	Diploma	13	%5.4
3	Bachelor	190	%79.7
4	Master	29	%12.1
5	Ph.D	4	%2.1
Total		238	100%

Table 3: Frequencies and Percentages of Study Sample Members by Qualification

Table 3 indicates that 190 study sample members, with the highest percentage of (79.7%), have a four-year university degree (Bachelor), while only 2 sample members, with the lowest percentage (0.7%) of the study, have only a High School education.

N	Categories	Frequency	Percent
1	01-May	49	%20.70
2	06-Oct	71	%29.80
3	Nov-15	40	%16.60
4	16-20	44	%18.60
5	21 and above	34	%14.20
Total		238	%100

Table 4: Frequencies and Percentages of Study Sample Members by Job Experience

Table 4 indicates that 71 workers, with the highest percentage of (29.8%), have between 6 and 10 years of experience, while 34 members, with the lowest percentage of (14.2%), have experience of 21 years and above.

4.2. Research Hypotheses

Baron and Kenny have demonstrated in their research work a detailed explanation of mediation analysis, which has been widely used in many types of scientific research. For mediation analysis, four basic steps must be followed to define mediation:

Step 1: Prove that the independent variable predicts the dependent variable by path (β_2).

$$Y = \alpha_1 + \beta_2 X + \varepsilon_1 \text{ (Eq. 1).}$$

Where,

- (Y) represents the performance of the employees,
- (X) is an incivility behavior,
- (α_1) the regression estimated constant coefficient,
- (β_2) the direct effect from (X) to (Y), and
- (ε_1) error of estimation

Step 2: Prove that the independent variable predicts the mediating variable by path (β_1).

$$M = \alpha_3 + \beta_1 X + \varepsilon_3 \text{ (Eq. 2).}$$

Where:

- (M) is Transformational Leadership,
- (X) is an incivility behavior,
- (α_3) is the regression estimated constant coefficient,
- (β_1) predicts the effect of (X) on (M), and
- (ε_3) is the error of estimation

Step 3: Prove that the mediating variable predicts the dependent variable, but with control of the independent variable in the regression equation by path (β_4).

$$Y = \alpha_2 + \beta_3 X + \beta_4 M + \varepsilon_2 \text{ (Eq. 3).}$$

Where:

- (Y) represents the performance of the employees,
- (X) is an incivility behavior,
- (M) is Transformational Leadership,
- (α_2) is the regression estimated constant coefficient,
- (β_3) is the indirect effect from (X) on (Y),
- (β_4) predicts the effect of (M) on (Y), and
- (ε_2) is the error of estimation

Step 4: Prove that the indirect effect does not exist, that is, ($\beta_3 = 0$). If we cannot prove this from the third equation, there will be a partial mediation.

The Main Hypotheses to Be Tested in this study are:

- H1: There is a positive relationship between transformational leadership and individuals' performance level in the Jordanian private education sector.
- H0: There is no relationship between transformational leadership and individuals' performance level in the Jordanian private education sector.
- H2: There is a relationship between the impact of transformational leadership and addressing incivility in the work environment in the Jordanian private education sector.
- H0: There is no relationship between the impact of transformational leadership and addressing incivility in the work environment in the Jordanian private education sector.
- H3: There is the possibility to reduce incivility behavior and raise performance among teachers in the Jordanian private education sector by using transformational leadership.
- H0: There is no possibility of reducing incivility behavior and raising performance among teachers in the Jordanian private education sector.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1333.602 a	644	.000
Likelihood Ratio	808.429	644	.000
Linear-by-Linear Association	24.595	1	.000
N of Valid Cases	238		

Table 5: Chi-Square Tests Performance of Employees in Work * Incivility in the Workplace Cross Tabulation

Table 5 indicates that the value of Chi-Square Tests performance of employees in work * incivility in the workplace Cross tabulation is 1333.602, with a significance level of 0.000, which confirms the existence of a correlation relationship between the variables.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3027.006 a	1512	.000
Likelihood Ratio	1378.873	1512	.993
Linear-by-Linear Association	29.147	1	.000
N of Valid Cases	238		

Table 6: Chi-Square Tests Transformational Leadership Style * Incivility in the Workplace Cross Tabulation

Table 6 indicates that the value of Chi-Square Tests Transformational Leadership Style * incivility in the workplace Cross tabulation 3027.006 a; with a significance level of 0.000, which confirms the existence of a correlation relationship between the variables.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2530.055 a	1242	.000
Likelihood Ratio	1223.566	1242	.640
Linear-by-Linear Association	32.697	1	.000
N of Valid Cases	238		

Table 7: Chi-Square Tests Performance of Employee in Work * Transformational Leadership Style Cross Tabulation

Table 7 indicates that the value of Chi-Square performance of employee in work * Transformational Leadership Style Cross tabulation is 2530.055 a, with a significance level of 0.000, which confirms the existence of a correlation relationship between the variables.

Step 1: $M = aX$ (Eq. 1)

R	R-sq	MSE	F	df 1	df 2	p
0.2547	0.0649	0.5638	16.3769	1.0000	236.0000	0.0001
Model						
	Coeff	se	t	p	LLCI	ULCI
constant	3.9172	0.1458	26.8696	0.0000	3.6300	4.2044
Incivility	-0.2790	0.0689	-4.0468	0.0001	-0.4148	-0.1432
Outcome variable: Transformational leadership						

Table 8: Model Summary- Incivility Behavior and Transformational Leadership

Table 8 indicates that the value of the correlation coefficient between the variable (Incivility in the work environment) and the variable (Transformational leadership) was the strength of the average correlation, based on Mayers (2013), where its value was R= 0.2547, and the value of the correlation coefficient was Determination (R² = 0.0649), the variable was able to explain approximately (6%) of the changes occurring in the variable, and the rest is explained by other factors.

Also, the table presents the analysis of variance and aims to identify the explanatory power of the model as a whole through the statistician (F). It is clear that there is a high significance of the test estimated at (F = 16.3769), and the significance level was estimated at (Sig = 0.0001) less than the significance level ($\alpha \leq 0.05$).

Moreover, the table indicates that there is an inverse, statistically significant effect between the variable (Incivility in the workplace) and the variable (Transformational Leadership), as the value of T-test for the independent variable (Incivility in the workplace) reached (t = - 4.0468).

At the level of significance (Sig = .000), which is less than (0.05), which is significant, and based on the above analysis, it is not possible to accept the main null hypothesis and accept the alternative hypothesis that says, "There is a relationship between the impact of Incivility in the work environment and addressing transformational leadership in the Jordanian private education sector."

Step 2: $Y = cX \dots \dots \dots$ (Eq. 2)

R	R-sq	MSE	F	df 1	df 2	p
0.2534	0.0642	0.2818	16.1931	1.000	236.000	0.0001
Model						
	Coeff	se	t	p	LLCI	ULCI
constant	4.5930	0.1031	44.5647	0.0000	4.3900	4.7961
Incivility	-0.1961	0.0487	-4.0241	0.0001	-0.2921	-0.1001
Outcome variable: Employee performance						

Table 9: Model Summary- Total Effect of Incivility on Employee Performance

Table 9 indicates that the value of the correlation coefficient between the variable representing incivility in the workplace and the variable representing employee performance was the strength of the average correlation, based on Mayers (2013): R = 0.2534; and the value of the correlation coefficient: R² = 0.0642. Thus, this variable was able to explain approximately 6% of the changes occurring in the dependent variable, and the rest is explained by other factors. Also, table 9 indicates a high level of significance of the F test statistic (F= 16,1931) with a significance level = 0.0001 (≤ 0.05).

Furthermore, there is an inverse, statistically significant effect between the explanatory variable representing incivility in the workplace and the dependent variable representing employee performance, with an estimated regression coefficient = -0.1961 for the independent variable (incivility in the workplace), with an estimated t-stat= - 4.0241, which indicates a high level of significance = 0.0001 (< 0.05).

Step 3: $Y = c'X + bM \dots \dots$ (Eq. 3)

R	R-sq	MSE	F	df 1	df 2	p
0.3542	0.1255	0.2645	16.8597	2.0000	235.0000	0.0000
Model						
	Coeff	se	t	p	LLCI	ULCI
constant	3.8844	0.2012	19.3099	0.0000	3.4881	4.2807
Incivility	-0.1457	0.0488	-2.9831	0.0032	-0.2419	-0.0495
Transformational Leadership	0.1809	0.0446	4.0577	0.0001	0.0931	0.2687
Outcome variable: Employee performance						

Table 10: Model Summary- Direct and Indirect Effect of Incivility on Employee Performance

Table 10 indicates that there is a relationship (R = 0.3542) to test the hypothesis. There is a statistically significant effect at the level of significance= 0.000 (Incivility behavior in raising Employee performance and Transformational Leadership Direct and Indirect Effect model), and the value of the coefficient of determination (R² = 0.1255) and at the degree of freedom (df = 1). This is because it turns out that the value of (F = 16,8597) and at the level of significance (Sig. =

0.001), with an estimated regression coefficient = -0.1457 for the independent variable (incivility in the workplace), and with an estimated t-stat = -2.9831 at the level of significance = 0.0032 (< 0.05). Moreover, the value of the estimated regression coefficient for the mediating Transformational Leadership =0.1809, with an estimated t-stat = 4.0577, at a level of significance (Sig. = .0001), which is significant.

	Effect	se	t	p	LLCI	ULCI
Total effect	-0.1961	0.0487	-4.0241	0.0001	-0.2921	-0.1001
Direct effect	-0.1457	0.0488	-2.9831	0.0032	-0.2419	-0.0495
	Effect	BootSE		BootLLCI		BootULCI
Indirect effect	-0.0505	0.0221		-0.0993		-0.0151

Table 11: Total, Direct, and Indirect Effect of Incivility on Employee Performance

Table 11 indicates that the indirect effect (ab) of the independent variable X (Incivility behavior) on the dependent variable Y (Employee performance) is non-zero (ab= -0.0505).

The indirect effect is tested using non-parametric bootstrapping. If the null of 0 falls between the lower and upper of the 95% confidence interval, then the inference is that the population indirect effect is 0. As in our case, if 0 falls outside the confidence interval, the indirect effect is inferred to be non-zero.

In our case, the indirect effect (ab= -0.0505) is statistically significant: 95%= (-0.0993,-0.0151).

Thus, referenced by Hayes (2018), this indicates that the Transformational Leadership variable has a mediating effect on the relationship between the independent variable (incivility in the workplace) with the dependent variable (Employee performance).

4.3. Summary Analysis

$M = aX$ (equation 1): regression coefficient a is significantly negative,

$Y = cX$ (equation 2): regression coefficient c is significantly negative,

$Y = c'X + bM$ (equation 3): regression coefficient b is significantly positive,

Regression coefficient c' is non-zero (and is significantly negative),

c' is less than c in absolute magnitude,

The indirect effect (ab) is non-zero.

4.4. According to Hayes (2013)

- If the indirect (ab) effect is non-zero, there is mediation.
- And this is the case in our analysis: The product of the regression coefficients a and b is non-zero.

4.5. According to Baron and Kenny (1986)

Complete mediation is the case only in which variable X no longer affects Y after M has been controlled, making path c' zero—talking about equation 3 in our analysis. Thus complete mediation is not the case in our analysis (according to Baron and Kenny), as c' is non-zero [and is significant].

Instead, according to Baron and Kenny (1986):

There is only partial mediation since:

- The regression coefficient c' is non-zero, and the estimated regression coefficient of the incivility variable is reduced in size.
- In other words, c' is less than c in absolute magnitude),
- And the regression coefficient a is significant,
- And the regression coefficient b is significant,
- And the regression coefficient c is significant,

(Which are the 4 steps of Baron/Kenny that must be met for partial mediation.)

Moreover, we can reject the main null hypothesis. Thus, we can accept (fail to reject) the alternative hypothesis, which implies that there is a possibility to reduce incivility behavior and raise performance among teachers in Jordanian private education through a Transformational Leadership mediating effect.

5. Conclusion and Recommendations

5.1. Conclusion and Discussion

The results we have reached in this study build upon and extend the analyses from previous studies on the role of transformational leadership dimensions and their impact on the performance of employees in organizations. After distributing questionnaires to respondents who are employees of Jordanian private sector schools in Zarqa city and conducting a thorough statistical analysis, our study was able to generate several significant results, summarized as follows:

- The existence of a clear positive impact of transformational leadership on the performance of employees in the Jordanian private education sector
- A demonstrated ability of transformational leadership to reduce incivility among Jordanian private education sector employees

- Proof that incivility negatively affects the performance of employees; that is to say, specifically in our study, it leads to a decline in the performance of teachers in the Jordanian private education sector
- We found that the dimension of individual considerations was the most influential dimension of transformational leadership in terms of its ability to enhance employee performance
- The dimension of ideal influence had the least effect on enhancing employee performance among the dimensions of transformational leadership.

5.2. Limitations and Recommendations

The study contains several limitations (which, if they can be avoided in future studies, could help improve the results by making them more credible and accurate). The most important of them are:

- Our analysis does not fully address the ambiguity regarding the extent of the impact of transformational leadership dimensions: That is to say:
 - Whether it directly enhances employee performance,
 - Or if it indirectly enhances employee performance by reducing incivility in the workplace
 Thus, this presents a path of study for future research.

- The study included 15 schools out of 100 private schools located in the city of Zarqa only, which may affect the accuracy and importance of the results. Therefore, it may be worthwhile to conduct future research on the impact of transformational leadership in schools located in other regions; or even studies that can be conducted in public sector schools that contain a larger number of students.

- Also, the process of collecting data was from the teachers' segment only, which may make the answers in the form of a self-report and, therefore, there may be some bias. So it may be advisable to add other segments of respondents in future studies

It may help increase understanding of the nature of the relationship between dimensions of transformational leadership and employee performance.

- The study used the electronic questionnaire and tried to formulate the words of the questionnaire elements in a simple and understandable way as much as possible; that is to say, the researcher tried to use simple words that do not contain more than one meaning. However, in future studies, it may be advisable to use direct contact questionnaires with respondents, which enables them to inquire and answer optimally. This will help generate more credible and realistic results.

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Appendices

Appendix 1

Dear respondent,

My name is Amani Hamed Tawfeeq Almomani. I am preparing for a master's degree in business administration at Aydin University- Institute of Social Science- Department of Business Administration. My research topic is "The mediation role of transformational leadership in abating incivility to improve employee performance in the Jordanian private education sector", I will be very happy for your co-operation in this research. I would appreciate it very much if you would kindly complete and send the attached questionnaire to me. I would like to say that your co-operation is very important to be clear about the effect of transformational leadership in abating incivility in the workplace.

Confidentiality of the information will be respected.

Thank you for your co-operation

Yours sincerely

Amani Hamed Tawfeeq Almomani

Section ONE: Demographic Information

1- Gender: () male () female

2- Age: () 20-29 () 30-39 () 40-49 () 50 and above

3- Qualification: () High School () Diploma () Bachelor () Master () Ph.D

4- Job Experience: () 1-5 () 6-10 () 11-15 () 16-20 () 21 and above

Section Two: Questionnaire of Transformational Leadership Style

For each of the following statements, please indicate your level of agreement by ticking the box that is most appropriate. Where:

- 1= Strongly Disagree,
- 2= Disagree,
- 3= Neutral,
- 4= Agree,
- 5= Strongly Agree

Questionnaire of Transformational Leadership Style	1	2	3	4	5
*Idealized Influence items:					
1- I feel proud and connected with the manager and other employees					
2- The manager inspires us by enhancing the value and mission of the company and sharing it with us					
3- The manager supports a sense of accomplishment when the required work is completed					
4- The manager spreads feelings of strength and trust among the employees					
* Inspirational motivation items:					
5- Managers feel optimistic about the future and spread it among employees					
6- Managers work to clarify business goals and how to achieve them					
7- Managers leave no doubt about what needs to be accomplished					
8- Managers Talk enthusiastically about the work					
*Intellectual stimulation items:					
9- Managers have different views on how to solve problems					
10- The manager takes our opinions seriously when looking for solutions to problems					
11- The manager always seeks to find new ways to achieve the goals of the company					
12- Managers get me to re-think the way I do things					
* Individualized Consideration items:					
13- My manager supports my needs and focuses on them individually					
14- The manager is there when I need him for coaching and guidance					
15- The manager helps us develop my skills and strengths					
16- Managers recognize that different workers have different needs.					

Section THREE: Questionnaire of incivility in the workplace

The following statements are intended for communicating with co-workers with whom you work in the work environment. Please select the option that is most appropriate to the number of times you have experienced the behaviors. (1: never, 2: rarely, 3: sometimes, 4: often, 5: all the time)

Questionnaire of Incivility in the Workplace	1	2	3	4	5
1- I was questioned in judgments about a topic for which I am responsible					
2. I have been alienated from harmony and co-operation in the workplace					
3- Someone at work made an offensive statement to me					
4- Someone made unwelcome attempts to direct me to discuss my personal problems					
5- Someone has referred to me unethically, publicly, or individually					
6- I was criticized in the workplace					
7- I have been underestimated by my statements and ideas					
8- Someone took items from my desk without prior permission					
9- Someone spoke rudely to others in public					
10- Someone showed anger by way of ignoring you					

Section FOUR: Questionnaire about the performance of employees at work

Please indicate the degree to which you agree or disagree with the following Scale:

- 1: Strongly Agree,
- 2: Agree,
- 3: Neutral,
- 4: Disagree,
- 5: Strongly Disagree

Questionnaire of the Performance of Employees at Work	1	2	3	4	5
1- I managed to plan my work so that I finished it on time					
2- I am proud of my job and consider it very important to me					
3- I feel strong and energetic while doing my work					
4- I can make my own decisions about my work					
5- I have a lot of control over the events in my department					
6- I managed my time well					
7- I continually sought new challenges in my work					
8- I was able to set priorities					
9- I came up with creative solutions for new problems					
10- I was able to carry out my work efficiently					

Appendix 2

Item-Total Statistics				
Cronbach's Alpha		.952	N of Items	16
*	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted
Q 1	49.79953	142.960	.494	.953
Q 2	50.13054	136.212	.763	.948
Q 3	49.92541	136.027	.754	.948
Q 4	50.16317	135.296	.749	.948
Q 5	50.40559	136.195	.758	.948
Q 6	50.15385	138.710	.735	.949
Q 7	50.40559	137.209	.708	.949
Q 8	50.15851	137.391	.716	.949
Q 9	50.13054	140.852	.540	.952
Q 10	50.43357	133.270	.811	.947
Q 11	50.33100	133.843	.811	.947
Q 12	50.42657	136.656	.745	.948
Q 13	50.79487	135.584	.697	.949
Q 14	50.46387	135.829	.749	.948
Q 15	50.58741	133.995	.780	.947
Q 16	50.55012	134.655	.768	.948

Table 12: * Reliability Statistics Section Two: Transformational Leadership Style

Based on the data in the table above, we find that the result of Cronbach's alpha ranged between (.947-.953) in addition to the value of Cronbach's alpha variable Kent (.952). Therefore, the study tool can be described as stability, and the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

Item-Total Statistics				
Cronbach's Alpha		.854	N of Items	4
*	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted
Q 1	10.75291	7.565	.522	.880
Q 2	11.08392	6.283	.774	.781
Q 3	10.87879	6.336	.737	.796
Q 4	11.11655	6.038	.760	.785

Table 13: * Reliability Statistics Idealized Influence

Based on the data in the table above, we find that the result of Cronbach's alpha ranged between (.781- .880) in addition to the value of Cronbach's alpha variable Kent (.854). Therefore, the study tool can be described as stability, and the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

Item-Total Statistics				
Cronbach's Alpha		.858	N of Items	4
*	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted
Q 5	10.2541	6.050	.713	.816
Q 6	10.0023	6.442	.737	.809
Q 7	10.2541	5.975	.727	.809
Q 8	10.0070	6.390	.643	.845

Table 14:* Reliability Statistics Inspirational Motivation

Based on the data in the table above, we find that the result of Cronbach's alpha ranged between (.809- .816) in addition to the value of Cronbach's alpha variable Kent (.858). Therefore, the study tool can be described as stability, and the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

Item-Total Statistics				
Cronbach's Alpha		.850	N of Items	4
*	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted
Q 9	9.7809	7.849	.532	.872
Q 10	10.0839	6.521	.752	.781
Q 11	9.9814	6.528	.784	.767
Q 12	10.0769	7.207	.699	.806

Table 15:* Reliability Statistics Intellectual Stimulation

Based on the data in the table above, we find that the result of Cronbach's alpha ranged between (.767-.872) in addition to the value of Cronbach's alpha variable Kent (.850). Therefore, the study tool can be described as stability, and the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

Item-Total Statistics				
Cronbach's Alpha		.898	N of Items	4
*	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q 13	9.3706	8.290	.726	.887
Q 14	9.0396	8.426	.785	.865
Q 15	9.1632	7.973	.815	.853
Q 16	9.1259	8.283	.772	.870

Table 16:* Reliability Statistics Individualized Consideration

Based on the data in the table above, we find that the result of Cronbach's alpha ranged between (.853-.887) in addition to the value of Cronbach's alpha variable Kent (.898). Therefore, the study tool can be described as stability, and the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

Item-Total Statistics				
Cronbach's Alpha		.880	N of Items	10
*	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted
Q 1	17.3963	41.987	.407	.885
Q 2	17.4965	41.554	.472	.879
Q 3	17.8531	39.985	.661	.864
Q 4	17.8881	41.132	.645	.866
Q 5	17.9697	40.333	.695	.862
Q 6	17.4406	39.518	.720	.859
Q 7	17.8415	39.540	.711	.860
Q 8	17.7296	41.413	.489	.877
Q 9	17.6270	40.790	.621	.867
Q 10	17.6527	39.391	.722	.859

Table 17:* Reliability Statistics Section Three: Incivility in the Workplace

Based on the data in the table above, we find that the result of Cronbach's alpha ranged between (.859 - .885) in addition to the value of Cronbach's alpha variable Kent (.880). Therefore, the study tool can be described as stability, and the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

Item-Total Statistics				
Cronbach's Alpha		.906	N of Items	10
*	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted
Q 1	37.6410	26.072	.608	.900
Q 2	37.5152	25.610	.646	.897
Q 3	37.6830	24.577	.668	.896
Q 4	37.8112	23.878	.721	.892
Q 5	37.9254	23.952	.692	.894
Q 6	37.7716	24.826	.749	.891
Q 7	38.2471	23.873	.605	.902
Q 8	37.7436	25.266	.738	.893
Q 9	38.0653	24.440	.641	.898
Q 10	37.6387	25.657	.651	.897

Table 18: Reliability Statistics Section Four: Performance of Employees at Work*

Based on the data in the table above, we find that the result of Cronbach's alpha ranged between (.891-.902) in addition to the value of Cronbach's alpha variable Kent (.906). Therefore, the study tool can be described as stability, and the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.